



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) DRAFT

<b>St John's Church of England Primary School, Basingstoke</b>	
Address	Kingsmill Road, Basingstoke, RG21 3JU

### School vision

Learning, loving and laughing is at the heart of all that we do at St John's. Through our core Christian values of love (John 13), truth (John 14) and respect (Matthew 7: 12) and our inter-disciplinary St John's curriculum, we want all children to have an excellent education. To enable them to believe in themselves and achieve their potential (John 10: 10), while being equipped to become global citizens (Genesis 2: 15) who show respect and compassion for everything in God's world.

### School strengths

- The school's theologically rooted Christian vision is linked to the context of the school and shapes the curriculum. The Christian values of love, truth and respect are part of the natural language of the school. They are lived out daily and enable staff and pupils to flourish.
- Spiritual development is an intrinsic part of the curriculum with links made across subjects using the school's chosen language.
- Collective worship is inclusive, invitational and inspirational with clear evidence of its positive impact on the lives of pupils.
- The culture of the school is welcoming and loving. Provision is personalised to meet individual needs. Pupil groups, such as the Equality and Rights Advocates (EARA), help pupils to understand and respect differences.
- The provision to support good mental health for all is strong, enabling staff and pupils to feel loved and flourish.

### Areas for development

- For all staff and governors to articulate the school's Christian vision with the depth of senior leaders. This will develop their understanding of the vision and the impact of it on their work.
- Develop a more consistent system for the delivery of religious education (RE) over time. This is to enable improved knowledge retention and ensure the effective impact of the curriculum.
- To enable pupils to become agents of change, initiating their own projects to encourage justice.

### Inspection findings

St John's Church of England Primary School is a warm, friendly and inclusive school where all are welcomed. Their Christian vision is rooted in Bible verses linked to each element. The three Christian values of love, truth and respect are central to the work of the school. Pupils are supported to develop a selfless love for others and the world around them. As well as demonstrating love, pupils are educated to understand the need for everyone to be treated equally and with respect. This is

frequently witnessed in pupils' interactions with each other and with staff. Pupils are also taught to stand up for the truth. School leaders work with passion to create a school where everyone is treated well; differences are accepted and celebrated. The establishment of EARA, and conversations with pupils, demonstrate that this is a strength of the school. The value of respect extends to the natural world; pupils learn that God's world is fragile and needs to be looked after. School leaders clearly articulate the school's vision, linking their Christian values to the idea of God being three in one. The values are well articulated by other members of staff and governors. However, their understanding of the school's Christian vision doesn't have the same depth as school leaders. Parents rightly hold the school in high regard as 'wanting the best for every child' and pupils 'accepting each other'. Governors know the school well and are a supportive and visible presence.

The school's vision, values and approach to spiritual development are embedded within curriculum planning. For example, in geography pupils learn why plastic in the seas and oceans is a problem. Carefully chosen English texts help pupils to explore the impact of humans on God's beautiful world. The values of love, truth and respect are explicitly used in online safety teaching. Pupils develop good online behaviour and establish what is truth. The school provides a broad range of curricular and extra-curricular activities; there is something for everyone. Therefore, all pupils to have the chance to excel, feel motivated and successful. There is an established language for the development of spirituality across the curriculum: mirrors, doors, windows and candle. For example, during work on Brazil pupils were encouraged to open the door on the shanty towns. By making comparisons with their lives pupils develop an understanding and respect for the lives of others. Care is taken to ensure pupils with special educational needs and/or disabilities (SEND) have the same opportunities and access to the curriculum. This is achieved through individual support and personalised curriculums.

Pupils look forward to, and enjoy, the variety of collective worship they experience each week. The planning for collective worship is varied. It incorporates festivals in the Church calendar, values, Bible themes, and topics such as global citizenship. Opportunities for spiritual development are evident through the use of music, lighting candles, Bible readings, reflection and prayer. The school's opening and closing prayers are well known by pupils and are linked to the school's vision and values. Reflection at the end of worship is also based on the school's Christian vision. Year 6 worship leaders play a prominent role in worship, leading prayers and lighting the candles. It is a coveted role, a position that receives many applications and highlights the value the school places on worship. High expectations are set for pupils' behaviour and they behave exceptionally well. The pupils sing joyfully during worship and enjoy the range of songs they sing. The focus of spiritual development is also made explicit to pupils. Acts of worship are inclusive and invitational; pupils choose how much they participate and whether they choose to say 'Amen'. The reflection diaries for classes show that pupils think carefully about worship and flourish spiritually as a result. The school has developed a close relationship with the Basingstoke Church. Church youth workers are regular visitors to the school to lead collective worship. Pupils particularly look forward to their visits and describe their worship as 'practical' and say that they 'often dance along'. The school leads services in the church for festivals such as Christmas, Easter and the Year 6 leavers. Parents and governors look forward to worshipping alongside staff and pupils at these services. St John's effectiveness as a Church school is strengthened by its close relationship with the local church.

The school's Christian vision is reflected in pupils' behaviour; they are polite, well-mannered and thoughtful. They try hard to be kind to and look after each other, showing the school values of love and respect. They intuitively understand when some of their peers need more support both from themselves and adults. Good mental health is key to the school's work. They offer a range of interventions for pupils such as emotional literacy support (ELSA) and talking and listening assistant (TALA). The governors care deeply about staff well-being and are sensitive to when it's time to challenge or support. Staff are close and help each other in times of need. As well as nurturing

pupils, staff are also nurtured and given opportunities to develop their roles through professional development and training. The school greatly values the support by the Winchester Diocese and receives a range of professional development. Reflecting the value of love, members of the school community are treated well.

Justice and social action are woven into the curriculum. These link both to the global aspect of the school's vision as well as the values of love and respect. There are many examples of the school raising money or donating items for those in need. In acknowledgement of this work they have achieved the bronze Global Neighbours award. Pupils are taught how they can make a difference. They engage in planned social action activities such as litter picks, composting food waste and letters to super markets. Pupils have limited opportunities to initiate their own projects and become agents of change.

RE has a high profile across the school and is skilfully led and managed. The RE curriculum is well-sequenced and challenging. The training by the diocese is appreciated by staff, supporting them to deliver the RE with increased knowledge and confidence. A wide range of creative activities and resources enhance pupils' knowledge and understanding of faiths, including Christianity. RE is taught in week blocks throughout the year. Pupils and staff enjoy the immersion of RE weeks. However, pupils absent from school during these weeks miss their learning for the half term. The long gaps between RE teaching also make it more difficult for some pupils to retain their learning.

Pupils' books show high expectations and engaging activities across the school. The books of pupils with SEND or who are deemed vulnerable also show high expectations with adaptations made to meet their needs. Progress in RE books is good. The RE subject leader proactively monitors the quality of RE teaching and learning across the school through book looks and tracking termly assessment. Detailed feedback is provided for staff. Subsequent monitoring shows that feedback is actioned and the quality of RE teaching and learning improves as a result.

The inspection findings indicate that St John's Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	9 July 2024	URN	116400
VC/VA/Academy	Voluntary aided	Pupils on roll	312
Diocese	Winchester		
MAT/Federation			
Headteacher	Angela Nicholls		
Chair	Geoff Knappett		
Inspector	Jo French	No.	2225