

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John the Evangelist School			
Address	Fosseway, Clevedon, Somerset BS21 5EL		
Date of inspection	22 January 2020	Status of school	Academy inspected as VA Bath and Wells Academy Trust
Diocese	Bath and Wells	URN	143021

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Good

School context

St John the Evangelist is a primary school with 304 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs is below national averages. St John the Evangelist school became part of the Bath and Wells Multi Academy Trust in July 2016. The school received an Ofsted judgement of good in May 2019. The headteacher has been in post since September 2017.

The school's Christian vision

Through our Christian values of faith, fellowship, agape, hope, forgiveness and humility; we demonstrate 'love' for one another; we are all able to 'learn' to the best of our ability; and by working 'together' we can 'soar' to reach our greatest potential, both in our learning and in our ambition to be the best person we can be. Isaiah 40:31

Key findings

- Strong Christian leadership from the headteacher and senior leaders ensures that both adults and pupils thrive in this inclusive, respectful community. However, systems are not yet robust when evaluating the impact of the vision upon all areas of school life.
- Pupils especially those who are the most vulnerable, benefit from being in a safe, happy place in which to develop a love of learning, high aspirations, friendship and a spirit of kindness and forgiveness.
- The vision of achieving is fulfilled in how the curriculum has been designed to meet the needs of every pupil.
- The impact of collective worship is profound. It is demonstrated in kind, compassionate pupil behaviour within the school community and beyond.
- RE (Religious Education) is well led. Rigour and reflection is evident in learning, providing a safe place to discuss 'big questions'. However, there are limited opportunities to explore other faiths.

Areas for development

- Strengthen governor monitoring and the evaluation systems so that they drive future development forward.
- Build on pupils' awareness of global and social issues so that pupils become more proactive advocates of change and challenging injustice.
- Enrich pupils' experience of diversity and difference by enabling them to meet people from a range of faiths more frequently.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders have secured the place of the Christian vision and values at the heart of school life. The vision is based on the deeply embedded values and was a collaborative approach involving the whole school community. The biblical roots of the vision, 'But those who wait upon the Lord will renew their strength; they will mount up with wings like eagles', impacts significantly on the flourishing of pupils and adults. It inspires and shapes strategic and operational decisions. Governors monitor and evaluate provision, performance and effectiveness as a church school. They offer challenge in order to ensure the best outcomes for every pupil emotionally, physically and academically. However monitoring systems for evaluating the effectiveness of the school's Christian vision are not yet fully embedded. Good partnerships within the multi-academy trust (MAT) effectively support Church school improvement. Staff benefit from professional development for Church schools. They appreciate the training, well-being and time that the school gives in order for them to flourish both professionally and personally. All recommendations from the previous SIAMs inspection have been addressed.

An innovative curriculum has been created to meet the needs of all pupils effectively and the vision and values are intertwined in it. Pupils understand that the vision applies to all areas of life both academic and personal. Topics engage pupils' interests so that they enjoy learning. Enrichment activities such as 'forest school' and a range of clubs develop pupils holistically. As a result attainment and progress for all pupils, including vulnerable pupils, are in line with or above national averages. Staff uphold the vision by valuing every child and supporting them and their families. Vulnerable families are extremely well supported through emotional literacy and growth mindset sessions. This is a community that checks on the wellbeing of everyone and so deepens the ethos of the school. There is a strong sense of everyone looking out for each other. Staff are highly complementary about the encouragement, development and support they receive. Behaviour in school is good. A year two pupil stated, 'When you forgive someone you let it go'. So pupils talk meaningfully about forgiveness and reconciliation. They behave politely and show consideration, this is embedded into the school's behaviour system. As a result of the vision and values, pupils and staff treat others with dignity and respect.

Through the curriculum, work has been focused on raising pupils' aspirations, such as a visit to the Houses of Parliament. The vision challenges pupils 'to be the best we can be' and they aspire to be politicians, doctors, engineers, teachers and dancers. They leave school as confident, articulate and aspirational learners. Pupils select charities they will support through the school house system, some local and others national or international. Global links have been initiated through a charity called 'School in a Bag'. Pupils have started to support children in Sierra Leone so they can attend school. Pupils are keen to support by organising events to raise money and they are pleased with the difference made to the lives of others. In this way, they are beginning to develop an understanding of courageous advocacy. Pupils have a strong agenda around becoming good stewards of God's creation. They are passionate for the environment. This extends into the community where they are engaged in activities such as a 'litter pick'.

The impact of highly inclusive collective worship is excellent. It is the heart beat of the school and a valued occasion for all. The school's key values are: faith, fellowship, agape, hope, forgiveness and humility. These form the basis for the school's Christian vision. They are central to the weekly themes that are always biblically based. Pupils worship through a variety of media; art, drama, dance and music. They are excited about worship and consider that it helps them to live their lives as better people. Parents comment on how pupils often talk about worship, sing songs and re-enact dance. Worship is well planned and led both by staff, clergy and pupils. Pupils make positive connections with the message of worship and their lives. They lead class worship and regularly contribute to daily worship. The pupils' ethos group organises feedback on worship which is shared with leaders including governors. Pupils are able to reflect on themes in worship and make links with their topics in RE; such as 'Noah was a good man because he trusted God and loved God and most importantly he prayed to God'. They are knowledgeable about Bible stories and understand the messages of parables and miracles and how they link to faith and belief in their own lives. They value the whole school agape that takes place three times a year. Food is shared and it provides a time of reflection. This has helped to build a strong sense of fellowship within

the school community and teach pupils about the eucharist. On entry and when pupils leave school, they receive a Bible from the church, helping pupils to identify with what it means to be part of a church school. Volunteers from church come into school regularly to help support pupils in a variety of ways, so building on links with the local community. Pupils attend church for major festivals and confidently plan and lead some Sunday services such as Remembrance Day. This helps pupils to see school and church as one. The school draws on other denominational and Anglican churches locally, giving pupils a broad understanding of the many facets of Christianity. There are many opportunities for prayer and reflection during worship. This means that pupils have thoughtful responses towards prayer and understand its use. Family prayer times take place regularly involving parents, staff, governors and pupils, helping to build a very strong sense of family.

RE is well led by an experienced subject lead; as a result pupils are inspired by the creative learning opportunities they experience. High engagement in the local RE hub extends and develops provision further. This gives pupils a deep understanding of Christianity as a living world faith. It is taught discretely but also woven into topic work where appropriate. Work is regularly monitored and staff are given feedback. The use of 'big questions' stimulates discussion. Pupils feel safe to express their views in the knowledge that these will be respected. One pupil explained that she enjoyed RE because, 'It helps me understand how other people feel'. Pupils show an interest in world religions and can readily explain ideas and concepts. They can explain the importance of respecting others views. However contact with people of different faiths and cultures are limited. RE policy and provision is reflective of the Church of England's 'Statement of Entitlement'.



The effectiveness of RE is Good

The teaching of RE is good, enabling all pupils to flourish. Teachers have a good subject knowledge developed through effective training and support by the RE leader. Work in books shows progress over time and pupils tackle challenging concepts in their learning. The impact has been to raise expectations and standards across the school. Teachers' assessment and marking challenges and supports individual pupils work.

Headteacher

Ian Doswell

Inspector's name and number

Jane Garrett 618