

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Church of England Primary School

Vision

'The JOY of the Lord is Your Strength.' (Nehemiah 8:10)

At St. John's Church of England Primary School our Christian values are at the heart of everything we do. Our whole school community work together to create JOY in living and learning. JOY represents Jesus, Others, Yourself

- Give your heart to JESUS and follow his example
- Build positive relationships with OTHERS
- Be proud of YOURSELF

St John's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The school's vision of focussing on creating joy flows throughout school life. Consequently, pupils and staff intentionally live together for the benefit of all.
- Collective worship is invitational, inclusive and inspirational. It is a much-appreciated opportunity to come together as a school community. Deep reflection and spiritual development are encouraged and enabled.
- Leaders' approach to ensuring the wellbeing of pupils, families and staff is valued by all parties. The school is a safe space where they are nurtured and cared for. As such pupils flourish, even when experiencing particularly difficult circumstances.
- Excellent partnership between the school and the local church result in a mutually beneficial relationship, creating a strong Christian community.

Development Points

- Agree on a shared understanding of spirituality so that opportunities for spiritual development are recognised throughout the curriculum. This is to enhance the way that pupils and adults flourish spiritually.
- Ensure religious education (RE) is well-sequenced, well-balanced and relevant, including a consistent approach to teaching theological concepts. This is so pupils' develop deep knowledge of religions and religious literacy.



Inspection Findings

Leaders have established a captivating Christian vision that permeates throughout school life. It is highly accessible and inclusive. Christian joy is understood as being a deep sense of wellbeing and contentment. The school community are committed to being givers and receivers of joy. This is reflected in the school's values and the way these are lived out daily. They are referred to often and as such reflected through individual and collective behaviours. Questionnaires, learning walks and informal conversations ensure leaders are aware of the vision's impact on the school community. Staff listen to pupils, responding to their needs and views. Consequently, evidence of flourishing is recognised and drives further actions. Leaders consistently model ways of working together, reflecting the school values in their relationships with staff, pupils and families. There is a focus on maintaining close, caring relationships. As such the school community is joyful, compassionate, thankful, respectful and trustworthy. Leaders prioritise and invest in a strong pastoral team delivering support for pupils and families. Care for the individual is paramount. Staff go 'above and beyond' in order that pupils flourish.

A rich, varied curriculum that excites and stimulates learning stems from the vision. Imaginative, creative lessons delight and engage. Reception pupils discover dinosaur eggs and explore crime scenes including porridge and empty bowls. Older pupils experience mathematical tricks with dice. As a result, pupils are absorbed, enthusiastic and motivated learners. Classrooms are full of joy with pupils keen to share their learning. A commitment to providing a wide range of opportunities results in pupils' gifts, skills and achievements being recognised and celebrated. Lunchtime and after school clubs further widen horizons, enabling pupils to try new things, experiment and thrive. Real life experiences bring learning to life. Provision for pupils who have special educational needs and/or disabilities (SEND) is expertly tailored to individual needs. Skilled staff and quality resources support pupil success and engagement. Diocesan training on spirituality has been well received. However, there is not yet a shared understanding of what spirituality looks like in the school's context. Therefore, planned opportunities for spiritual development remain limited outside of collective worship.

Collective worship is an important and highly valued part of the school day. Pupils and staff benefit from whole school and class shared worship, which includes times of reflection, singing and prayer. Pupils' spiritual development is enhanced through moments to individually ponder and respond. They join in enthusiastically with singing of praise songs focussing on bringing joy. Contributions from staff and pupils is valued and encouraged. Individual support, noise reducing headphones or early withdrawal to a quiet space support pupils with SEND to fully engage spiritually. Excellent modelling of invitational language by leaders ensures all are invited to respond as they feel comfortable. As such collective worship is highly inclusive. Diocesan training has led to increased staff confidence with a clear understanding of purpose, structure and focus to collective worship. Opportunity for pupils to further respond to content throughout the school day encourages individual reflection and response. Regular leading of collective worship by volunteers from the local church enhances the experience and sense of Christian community.

As a result of the inclusive vision of wanting all to feel joy and flourish, leaders have established a programme of exceptional wellbeing support. They recognise the importance of good mental health and its' impact on all aspects of life. They work hard to safeguard school as a place of nurture and care where pupils and their families feel secure. A recent initiative has been introduced whereby parents text 'handle with care' if their child needs extra support. Consequently, staff are quickly made aware of pupils' needs and offer support accordingly. As a result of such approaches, pupils and adults flourish mentally, even during difficult times. A capable, experienced pastoral



team, respond promptly so that pupils' mental wellbeing remains a priority. Pupils are offered time to be still, regain calm, be at peace with their thoughts and manage their feelings. Such strategies mean their wellbeing is enhanced. Pupils and staff are treated with dignity and respect. Differences are celebrated and achievements recognised with pupils encouraged to be proud of who they are. Staff know families and pupils incredibly well. They take a proactive approach, going 'above and beyond' to demonstrate care.

Reflecting the vision, leaders sustain, encourage and champion positive relationships. Staff model close relationships, demonstrating shared responsibility for each other. As a result, pupils exhibit similar behaviours. A Year 6 pupils buddy system to Reception pupils provides opportunities to demonstrate responsibility. In turn younger pupils feel cared for and know they belong to the school community. Pupils are keen to take positions of responsibility such as being a member of the J.O.Y team. They canvas support and persuade others to elect them to this treasured role. They make good choices, contribute to charitable causes and champion those less fortunate than themselves. On noticing local homeless people, a child set up a charity, supported by school. Pupils are keen to help others in need so they 'have a better life.' Pupils promote healthy snacks as they recognise the benefits to a healthy life. Consequently, they are aware they can challenge injustice and make a difference to their school and local area.

RE is taught throughout the school in line with national expectations. It is viewed as a core subject and prioritised as such. Pupils study a range of religions including Christianity, Judaism, Islam and Hindu dharma. Visits to the local church, involving storytelling of the final stages of Jesus' life, contribute to its' delivery. Visits from local Christians and Hindus also enrich the curriculum. As such pupils enjoy RE and sharing their learning. However, in a few classes there is repetition in work about Christianity. Others study a wide selection of religions within a short space of time. Subsequently, there is a lack of depth in some learning. Introduction to theological concepts is not as consistent across all classes as it might be. Work has begun to address these issues. Staff are supported by leaders and governors to develop good subject knowledge and appreciate diocesan guidance and training. Consequently, the curriculum is well resourced and includes stimulating activities that engage pupils' learning.

Information

Address	Rufford Road Crossens Southport PR9 8JH		
Date	8 May 2025	URN	104894
Type of school	Voluntary Controlled	No. of pupils	166
Diocese	Liverpool		
Headteacher	Phil Thomson		
Chair of Governors	Robert Corbett		
Inspector	Deborah Smith		