



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St John's Church of England Primary School

Theobald's Park Road
Enfield
EN2 9BD

Diocese: London

Local authority: Enfield

Date of inspection: 30th June 2014

Date of last inspection: 12th May 2010

School's unique reference number: 102027

Headteacher: Susan Notley

Inspector's name and number: Daniel Norris (NS 755)

School context

St John's is a half-form entry school with four mixed-age classes and is therefore much smaller than the average-sized primary school. The proportion of pupils known to be eligible for pupil premium is average, as is the number of children who have special educational needs. Shortly after the last denominational inspection a new incumbent, Fr. Edward Dowler, was appointed, who is responsible for St John's and St Luke's churches. The RE Co-ordinator has now been in post for two years.

The distinctiveness and effectiveness of St John's Primary School as a Church of England school are good.

- Leaders, governors and staff have successfully improved the quality, impact and effectiveness of RE and Worship since the last inspection and these areas are now good.
- The school's focus on developing its Christian values and the excellent pastoral care it offers ensure that behaviour is exemplary and that children feel they are part of the school family and treat one another with respect.
- Assessment in RE has improved significantly and is now supporting teachers to target learning activities more precisely to improve children's learning skills.

Areas to improve

Strengthen opportunities for children to develop spiritually by:

- Broadening the range and styles of school worship so that children become more familiar with the distinctiveness of a wider range of Anglican practice and Christian traditions;
- Providing children with more frequent opportunities to plan and lead worship;
- Continuing to raise standards further in RE by increasing the proportion of outstanding teaching and enriching the curriculum with more frequent visits and visitors.

The school, through its distinctive Christian character, is good at meeting the needs of all learners.

The school's vision statement, which is prominent around the school and in all the school's documentation, states 'With God's help we will find our gifts, develop our strengths and share them with others'. This statement is brought to life in the care and attention that is taken by staff to nurture each child academically and pastorally. Staff know the children extremely well, and the school has a highly effective system for tracking the achievement of each child and proactively providing additional support and intervention or additional challenge and extension when necessary. As a result, children achieve extremely well and their behaviour is exemplary. Children report that there is no bullying and that they all get on with one another 'like a big family'. The school has established distinctively Christian values that are rooted in biblical teaching and are known by all staff and children. Children are encouraged to adopt these values as they are referred to in worship and in lessons across the curriculum. For example, Year 5 and 6 children returning from a residential trip considered the values shown in order to meet the challenges that they faced in the outdoor and adventurous activities undertaken. Provision for children's spiritual, moral, social and cultural development is strong and is enhanced by the wide range of extracurricular activities and visits that children enjoy. A link with Uganda developed by the church has enabled the children to learn about Christians in a part of the world that is very different to where they live and has helped them to understand that Christianity is a global faith. The children have also enjoyed sharing their artwork in church to promote a local Food Bank initiative.

The impact of collective worship on the school community is good.

All children and staff participate in worship daily and describe its importance to the life of the school. One child enthusiastically commented, 'it is a time when the family of the school all get together'. The school has consulted children about how worship could be more effective and has responded to their request to be more involved. As a result, children are now receiving more opportunities to be active participants in worship. In the act of worship observed during the inspection, children led the music and were confident in leading the school in spontaneous prayer. Children also describe how much they enjoy the opportunity to act out a story or parable, and how exciting it is when they have visitors. Children have the opportunity to learn from the Bible and also from the lives of famous and inspirational Christians from around the world. They described in detail and with enthusiasm how they had been learning about the parables of Jesus and how these parables offer wisdom for living. Children were also able to articulate the impact that worship has on their behaviour and the choices that they make. Worship is planned and monitored by a working party of leaders and governors who have increased the frequency of opportunities for children to worship in church. Worship plans now link more closely to the rhythm and patterns of the church year and to the school's Christian values. Each classroom has a reflective area and children's prayers and reflections are on display around the school. The school has worked hard to develop opportunities for children to develop spiritually and recognises that it needs to continue to develop this with a wider range and breadth of experiences. Parents are invited to attend worship each week and to join the services held in Church, and are kept informed about worship via the school website and newsletter.

The effectiveness of the religious education is good.

Children enjoy RE lessons and make good progress. The vast majority of children achieve the expected level and an increasingly significant proportion of children achieve above expectation at the end of each key stage. Children particularly enjoy the opportunities they have to use drama and present their learning in a range of creative ways, which is recorded in a portfolio for each class. The new scheme of work, which has been personalised by the school, has greatly supported the confidence of teachers in teaching RE and there is now a more appropriate balance between the teaching of Christianity and other faiths. The RE co-ordinator has worked in partnership with the school's Diocesan Advisor to undertake monitoring of lessons and to review children's work

and has further led training and development for staff. There is now an effective system for consistently assessing and recording children's progress and children receive good quality marking and feedback that helps to move their learning forward. More recently, the school has implemented opportunities for the children to experience Godly Play, and this was seen during the inspection. Children listened attentively to the biblical narrative and responded well to the reflective questions and range of creative response opportunities planned by the teacher. Governors are well informed about the developments in RE and the RE Governor visits the school regularly. The teaching in Year 5 and 6 is effectively supported by Father Edward, who has enriched the scheme of work with some challenging theological and philosophical themes to extend learning for the more able. Parents from different faith communities have been involved in supporting RE lessons and the school has rightly identified that increased opportunities for visits to a wider range of places of worship will further enhance learning and teaching in RE. The school has a realistic plan for developing RE further and increasing the proportion of outstanding teaching as staff confidence grows further and the impact of the new curriculum and assessment procedures are further embedded.

The effectiveness of the leadership and management of the school as a church school is good.

Leaders and governors have secured significant improvements to ensure that the areas identified at the last inspection have been addressed and that the school is now good. They have maximized the support of the Diocesan Advisor and also established a link with a local outstanding Church of England School and this has effectively supported improvements. The Headteacher has a clear, distinctively Christian vision for the school as a Church of England School that is shared by governors, and she has ensured this is more prominent in the school's learning environment and development planning. An effective working party of leaders and governors have overseen and guided the development of RE and Collective Worship and these areas have improved with good potential to improve further. The RE Co-ordinator is an effective leader who has received good training and development and is passionate about developing the subject further with the support of the Headteacher. There are now closer links between the churches in the parish and the school, and children have the opportunity to worship in church more frequently. The results of parent surveys undertaken by the school indicate a good level of satisfaction and parents spoken with during the inspection commented on the positive impact of the school's Christian ethos. The school has good capacity to improve further.

SIAMS report 30th June 2014 St John's C E School, Theobald's Park Road, Enfield, EN2 9BD



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SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

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| School Name | St John's Church of England Primary School |
| School Address | Theobald's Park Road, Enfield, EN2 9BD |
| School URN | 102027 |
| Date of Inspection | 30 th June 2014 |
| NS Inspector's Number | 755 |
| Type of Church School | Voluntary Aided |
| Number of Pupils | 97 |
| Phase of Education | Primary |
| Name of Critical Reader | Jayne Pavlou |
| Has Diocesan Quality Assurance been obtained for this Report? Yes | |

| | Rating 1-4 |
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| How distinctive and effective is the school as a Church School? | 2 |
| How well does the school, through its distinctive Christian character, meet the needs of all learners? | 2 |
| What is the impact of collective worship on the school community? | 2 |
| How effective is the religious education? | 2 |
| How effective are the leadership and management of the school, as a church school? | 2 |
| The school meets the statutory requirements for collective acts of worship | Yes |
| The school meets the statutory requirement for religious education | Yes |