

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. John's Church of England Primary School, Rishworth.

Address	Godly Lane, Rishworth, Sowerby Bridge, West Yorkshire, HX6 4QR		
Date of inspection	27 January 2020	Status of school	Academy inspected as voluntary aided. St John's Church of England Primary School Rishworth -Single Academy Trust.
Diocese	Leeds	URN	139040

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's, Rishworth is a primary school with 145 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 and/or disabilities is below national averages. Inspected by Ofsted in February 2019, the school received a judgment of Good.

The school's Christian vision

'Let your light shine before others, so that they may see your good works and give glory to your father in heaven.'
Matthew 5:16 (NRSV)

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

Key findings

- Leaders are deeply committed to the wellbeing, aspiration and success of the whole school community. They are rigorously accountable and have determinedly and successfully addressed the issues from the last SIAMS inspection.
- The headteacher provides deeply considered Christian guidance that is appropriate to the needs of all. Her leadership supports the spiritual, moral and social development of adults and pupils. As a result, the school is a caring and nurturing family where all flourish.
- Pupils and parents are proud of their school. They use its deeply embedded and accurately understood values of success, honesty, independence; neighbourliness and enjoyment (SHINE) as a reference for their attitudes and actions. They are less secure in their understanding of the recently established biblical roots of the school vision. Equally they do not have the opportunity to appreciate Christianity as a living global faith.
- Collective worship is the heartbeat of the community. It is creative and binds the school and church communities together. It enables pupils and adults to understand the breadth of the various Christian traditions.
- Religious education (RE) is a good. Pupils enjoy their learning because the remodelled curriculum, currently in the early stages of implementation, challenges them to think deeply.

Areas for development

- Enhance the community understanding of the biblical vision so that it impacts clearly upon the daily life of the school.
- Establish links that enable pupils and adults to recognise and experience Christianity as a living global faith.
- Build upon the existing good practice in religious education (RE) so that the revised curriculum embeds and enables pupils to evaluate the impact and importance of their learning.

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

St John's is immediately recognisable as a good church school. It is an inclusive community where the needs and aspirations of pupils are at the heart of all decisions and activities. Leaders ensure that the school's SHINE values and biblically based vision guide all strategic and practical planning. As a result, the school is harmonious and nurturing. It ensures that pupils make the academic, social and emotional progress that enables them to flourish and be resilient and aspirational for their futures. Governors are a visible, supportive and respected presence within the school. They hold all aspects of the school to account and have established robust systems for evaluating the Christian distinctiveness. Leaders ensure that effective support is given to adults as well as pupils across the school.

The school curriculum is broad and balanced. It is enriched and enhanced by dedicated theme days that excite pupils in their learning. This enables pupils to delve deeper into a variety of topics, develops their critical thinking skills and appreciation of culture and community. Pupils relish the opportunity to write in French to pen pals in Andorra. Prayer afternoons effectively support pupils in their spiritual development and appreciation of spontaneous and independent prayer opportunities. Leaders are creative in their organisation of staff so that pupils can work in single year groups as well as mixed age classes. Teachers respond with learning opportunities that are exciting, challenging and address individual needs. As a result, pupils shine in their learning. Attendance by adults and pupils is exceptionally high. Adults attribute this to the personal and professional satisfaction they experience each day and the safe and exciting space that they create for their pupils.

Governors and leaders demonstrate exemplary moral and ethical judgement when determining partnerships with other schools and communities. This leads to purposeful and universally respectful collaborations that enhance opportunity and broaden perspectives. This is especially true of the school's relationship with a local community school where the majority of pupils are from a range of different faiths and cultural backgrounds. Partnerships successfully encourage pupils to be outward looking and aware of social, religious and cultural diversity. Trips and visitors are deftly woven into curriculum opportunities to enhance this aspect of learning. Less well developed is pupils' understanding of Christianity as a living global faith.

Pupils have a highly developed sense of fairness and justice. They demonstrate this in their exemplary behaviour and leadership. The school and assembly councils, Key Stage 2 buddies, prefects and librarians, all enable pupils to participate in decision-making. Like their parents, pupils recognise that they have a valued voice within the school and that their opinion makes a difference. Systems allow for pupils to suggest which charities to support and how and also for them to demonstrate their Shine values beyond the school. For example, Year 6 plant trees locally as a demonstration of their neighbourliness. All classes adopt one of the school's core values as a particular focus for their work and relationships. The school's highly regarded rewards system and celebrations are closely linked to the demonstration of these core values. However, pupils do not always recognise the link between the SHINE values and the teaching of Jesus that they relate to.

Adults undertake training and use initiatives such as Noah's Ark play therapy to effectively support the emotional and mental well-being of members of the community. Adults are commended by parents for the way they know and meet the needs and interests of individuals through a range of engaging activities. This contributes significantly to pupils being happy and confident and as a result, flourishing. This is seen as a tangible consequence of the school's Christian vision in practice. Pupils who join mid-year are quickly and successfully assimilated into the school family. The headteacher has implemented highly effective peer mentoring to support adults in their varied roles. This includes encouraging the understanding of Church school distinctiveness and prepares adults for future roles including school leadership.

Parents appreciate the welcome received and the relationship fostered in order to support their children's individual needs, interests and abilities. Concerns are listened to and effectively addressed. Opinions are sought and recognised as being valued. Forgiveness and reconciliation underpin the excellent relationships that are evident throughout the school. A pupil maturely explained that saying 'sorry' is easy but that actions speak louder than words. This exemplifies the manner in which adults and pupils employ the school's vision to enable each other to achieve their very best.

Links with the local parish and the wider Christian communities are excellent. Pupils visit church regularly for services including Eucharist, Christingle and Harvest. These experiences are 'very special', as described by a Key Stage 2 pupil. Similarly, members of the parish and the local Methodist Open the Book group regularly visit and lead school worship. This contributes to ensuring that collective worship is excellent. Thoughtfully and thoroughly planned, it reflects the Christian calendar and encourages all in their understanding of the Bible and the school's chosen values. It allows for pupils and staff to worship together daily as well as marking key events in school life. Simple, carefully understood routines shape each prayerful gathering so that it is invitational and strongly represents the traditions of Anglican worship. Pupils and adults value the opportunity for personal reflection that collective worship gives them. Pupils are eager to lead worship and value that their teachers trust them to do so. Together with the enthusiastic and talented worship coordinator, pupils evaluate worship with rigour. They ensure that it is the heartbeat of the community.

Pupils make progress in RE that is at least in line with the very good progress in other core subjects. It is a strength of the curriculum. Assessment methods ensure that younger pupils in particular, have the opportunity to articulate their knowledge and understanding. Interweaving the recommended diocesan RE programme and the national Understanding Christianity resource, the subject leader has created a new, challenging and appropriate programme of study. It meets the recommendations of the *Church of England Statement of Entitlement* but it is not fully implemented or its impact evaluated. There is excellent support for colleagues so that they are confident to deliver the curriculum to mixed age classes. The balance of content focusing on world faiths, including Christianity is appropriate. Teaching is brought to life by imaginative classroom learning. An exciting programme of visits makes a lasting impression upon pupils and enhances learning. The impact of RE upon learners was summed up by a pupil as 'a good chance to think about the work that God put into this world'.



The effectiveness of RE is Good

The RE coordinator ensures that effective and rigorous monitoring of RE leads to an accurate assessment of standards. Internal collaboration and participation in local networks ensures that standards are moderated and robust. They indicate that all groups of pupils make progress in line with the very good standards that they achieve in English. Teaching is good and increasingly, as a result of the revised curriculum, engages and challenges pupils' learning so that they flourish academically.

Headteacher	Joanna Wasyliw
Inspector's name and number	Fiona Ashton 860