

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John of Jerusalem Church of England VA Primary School

Vision

At St John of Jerusalem Church of England Primary School, our Christian faith underpins the life of the school, and through God's enduring love we create a nurturing and caring environment where our pupils develop in body, mind and spirit. Through love, patience and kindness, our children are encouraged to learn and grow together to realise their full potential.

"I can do all things through Him who strengthens me."

Philippians 4:13

Our Values

Love of Learning Love of God Love of One Another

Strengths

- The leadership and staff embody the vision. The vision drives leaders to provide high-quality support to address pupils' diverse needs. The provision for pupils' social, emotional, mental health and wellbeing is a priority.
- Collective worship plays a major role in deepening pupils' understanding of the vision and associated Christian values. Pupils are confident in articulating the significance these have for their lives and thinking.
- The needs of the community are effectively addressed through the vision. This enriches pupils' understanding of diversity, treating one another with dignity and respect.
- Leaders and staff at all levels are enthusiastic and dedicated to the life of this Church school. There is a cohesive staff team who live out the vision. Together, they have created an all-embracing sense of being part of a caring, nurturing and inclusive community.
- Religious education (RE) is well taught and led. Pupils have opportunities to share ideas and to explore deeper questions, increasing their understanding of the curriculum. The effective use of next steps prompts pupils to build on their knowledge of world faiths and worldviews.

Development Points

- Extend and develop opportunities for pupils to speak out and act against injustice in the world. This is so all are encouraged to take the initiative and become active agents for change.
- Enhance the effect of planned opportunities for spiritual development across the curriculum. This will help pupils to acquire the broadest range of language and tools needed to express their spirituality.



Inspection Findings

The essence of St John of Jerusalem is their vision and values, rooted in biblical teaching. School leaders have made this a priority, enabling pupils and adults to thrive. God's enduring love permeates the school community and how it lives each day. The caring environment cherishes individuals as loved by God, regardless of their faith or of none. This enables pupils to be nurtured to reach their potential. Pupils have a good understanding of the Bible verse, 'I can do everything through Him who strengthens me'. It impacts on their resilience to setbacks and perseverance in their learning. Love of learning, love of God and love of one another is at the heart of the work of the school. It is exemplified in strong relationships with pupils and parents. Leaders are clear that body, mind and spirit are of central importance to the whole community. They are consistently referenced and underpin attitudes and behaviour. Pupils show the values, especially kindness, and stress how important the inclusive and nurturing community is to them. The pupils are effectively prepared to be well rounded citizens, ready for the next stage in their life. Governors champion the loving, safe and caring environment and how this permeates the lives within the community. Their regular monitoring activities and challenge ensure that actions have a positive impact on the pupils and staff.

The school has high expectations of every child regardless of their starting point. Pupils are encouraged to learn collaboratively and grow together to realise their full potential. There is focus on oracy as many pupils start school with few language skills. The emphasis on vocabulary within learning is a key to the school's success. The curriculum is carefully designed to meet the needs of the diverse community. For example, art is used to offer opportunities for self-expression. It is linked to a range of diverse artists which reflect the school community. Times of reflection allow pupils to learn from previous teaching and enables them to make links across subjects. Although this is an aspect of their spirituality, spiritual development is not consistently planned within the curriculum. Those with specific needs are well supported and consequently achieve well. Staff actively engage in professional development, which is carefully planned to reflect the current needs of the school. They work in partnership with other church schools and share expertise, thus building a learning community. There are good links with the London Diocese and the Local Authority. This has enabled the school to develop a strong culture of shared learning. All pupils can access and experience a range of extra-curricular opportunities and trips, for example singing at St Paul's Cathedral and the Albert Hall. Pupils are enthusiastic about forthcoming trips and workshops linked to the 'world of work' week. This gives pupils a range of experiences, not encountered elsewhere, so that they grow in confidence and aspiration.

Collective worship is central to the life of St John's generating a deep sense of community. All members of the school are invited to engage with worship and the majority do so. Pupils contribute to the themes of prayer valuing the opportunity to express their concerns and gratitude. The links between the church and school are exceptionally strong, helping to nurture the loving environment where all are treasured. Clergy lead worship regularly, caring and cherishing faith within the school. The values are proudly and consistently displayed and referenced within worship. They are woven through what is taught and this impacts on a community that behaves with respect and kindness. The school has a clear structure within class worship to maximise opportunities for pupils to discuss and reflect on the weekly theme. The shared moments of reflection and stillness enable pupils and staff to consider their own spiritual journey. However, some pupils find it difficult to express their reflections. Consequently, the individuality of spiritual expression is sometimes restricted.

The behaviour of pupils around the school and in lessons is excellent. Pupils are engaged in their learning and work well together, recognising their part in encouraging each other in their lessons. This creates a calm and nurturing atmosphere enabling pupils to achieve. Pupils consistently demonstrate kindness and respect. They listen carefully to one another and are delighted when a classmate succeeds. Love for pupils is clearly seen when pupils are given a second chance if you have made the wrong choice. The award of weekly certificates for



upholding the schools' values or the focus 'I can' statement allow pupils to feel cared for and nurtured. Their individual gifts and talents are valued and celebrated within this environment. The care for adults is equally cherished. Leaders develop staff in their professional knowledge and skills and are mindful of their wellbeing. The staff team is well established and emphasise that leaders are respectful, supportive and kind. Once they are here, staff say, they do not want to leave.

Throughout the curriculum pupils have opportunities to explore justice and responsibility. They are exposed to a wide range of texts which reflect the diverse community. This enables them to explore and discuss both historical events like the Windrush and current events focusing on people. Black history month is a significant part of the year and is explored through history, literacy and art. Every class investigates a different country. Families are encouraged to share their history supporting an understanding of each other's cultural identity. Parents celebrate this approach, valuing opportunities to share similarities rather than difference. This helps create a cohesive school community based on tolerance and understanding. The uniform bank, which is accessible to everyone, demonstrates the loving kindness shown to families. Pupils raise money for several charities which support communities both locally and more widely. School council is active and responds to pupils' suggestions for improvements to the daily life in school. It is keen to impact on the wider community. For example, ensuring that the local area is free from litter. The school has well-established links with a school in Spain, and visits regularly. This is one aspect of how the school supports pupils in their knowledge of the lives of others.

RE is well taught by a committed staff team. The school has threaded their core learning skills into the London Diocesan syllabus. This includes developing independence and responsibility as well as learning from others. This is fundamental to the ethos of the school. RE focusses on the big question, sparking debate and curiosity. At the end of each lesson a reflection question is posed. For example, following a unit on creation, a Year 2 pupil reflected on what God would ask you about his creation. An initial response wondered if people were looking after the flowers and then followed this with a concern for God's people. This depth of reflection permeates the curriculum and is evidenced by the work in RE books. Pupils can share links across world religions. This is exemplified by pupils' knowledge of service and how service threads through many different faiths. Assessment of RE is supporting the monitoring of pupils' progress. Pupils respond to 'green pen' questions posed to extend and develop their thinking. As a result, pupils make good progress in RE and can explain their learning. Staff have regular professional development to ensure consistency of teaching RE and to share expertise. They have a depth of knowledge which supports the pupils deeper learning, and an ability to unpick the big questions.

Information

Address	Kingshold Road, South Hackney, E9 7JF		
Date	20 September 2024	URN	100270
Type of school	Maintained Voluntary Aided	No. of pupils	132
Diocese	London		
Headteacher	René Africa		
Chair of Governors	Alister Bould		
Inspector	Sara Sanbrook-Davies		