



St John & St James Church of England Primary School

Statutory Inspection of Anglican Schools

Inspection Report

School address	Grove Street Edmonton N18 2TL
Headteacher	Mrs Heather Knightley
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	102032
Diocese	London
Local Authority	London Borough of Enfield
Date of last inspection	September 2008

Inspection date	16 th March 2011
National Society Inspector	Miss Gladys Vendy (NS 299)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character. The inspection process follows a similar pattern to the new Ofsted inspection format.

Context

St John and St James School is an oversubscribed and growing primary school. It is two form entry in the Foundation Stage and Key Stage One and one form entry in Key Stage Two. The school has links with two churches, St John the Baptist and St James, Tottenham, and St John, Dyson's Road, Edmonton. The school is situated on the East Haringey and Enfield Deanery boundaries. The school is now placed within the Enfield deanery. The school is preparing to move at the end of this term into an adjacent new building. The current building will be refurbished and eventually become part of an expanded two form entry school with a Nursery unit. The school is in an area of high social and economic deprivation. Above average numbers of pupils are eligible for free school meals, have special educational needs and/or learning disabilities or speak English as an additional language. The pupils are from culturally diverse backgrounds with 88% being of Black British/Black Caribbean and Black African heritage. The majority of pupils are from practising Christian families. Children enter the Reception Year with skills that are below national expectations and at the end of Key Stage Two attainment is judged to be satisfactory.

The distinctiveness and effectiveness of St John and St James School as a Church of England school are outstanding.

The school is unashamedly a Christian school which is highly regarded within the community. It is a happy and welcoming school from where the light of Christ shines like a beacon and where pupils, staff, parents and governors are confident to speak about their faith.

Established strengths

- The strong partnerships with the church, parents, secondary schools and the local community which impact upon the very good social, moral, spiritual and cultural development of the pupils.
- The rich and varied prayer life of the school which contributes to the spiritual development of the whole school community
- The strong and committed leadership of the Head Teacher, Senior Leadership Team and Governing Body which nurtures, develops and sustains the Christian ethos resulting in excellent relationships between adults and children.

Focus for development

- Develop in pupils a greater understanding of the diversity of other faiths in the community
- Further develop and formalise assessment procedures in RE

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

The school's clear mission statement, which is based on the teaching of the Christian faith, prefaces all newsletters to parents and shapes and guides all aspects of the school's daily life. Great emphasis is placed on the key values of love, justice, trust and forgiveness which anchor and promote the Christian ethos. The school is a caring and inclusive school that serves the local community well. Vulnerable children are very well supported through careful tracking and monitoring systems. The needs of gifted and talented pupils are met through a range of additional programmes and extension activities. The school counsellor meets and nurtures the many emotional needs of the children through procedures which display great sensitivity and enable children to develop and grow. Breakfast club and after school provision provide wrap around care for many pupils. Relationships which are based on openness and trust between staff, children and parents are very good and support personal and social development. Classes are named after saints and children learn more about their lives in RE lessons at the beginning of the academic year. There is a strong emphasis on teamwork particularly through the house system which enables children from all year groups and families to work together. Playground buddies encourage pupils to play co-operatively. Parent workshops and home visits to all new pupils regardless of when children are admitted strengthen links between home and school. Parents of reception

children are invited to attend a 'share' course to support them to help their children at home. At the end they proudly receive a certificate of achievement. Social, moral, spiritual and cultural development is also nurtured through an inclusive and creative curriculum, RE lessons, collective worship and a range of extra curricular activities. A large group of Year 4 children attend the JAM (Jesus and me) club. The school council is proactive and has worked to improve the school environment and safer playtimes. Parents spoke warmly of the 'oneness' of the school as a Christian community. There is clear visual evidence of the Christian nature of the school through many displays and the use of artefacts. This is a school which gives a lot to the community – the orchestra performs at the local residential care home, staff hold their own charity mornings and very good global awareness is developed through charitable giving both nationally and internationally.

The impact of collective worship on the school community is outstanding

Worship is at the heart of the daily routine of the school and is a key element in its Christian witness. A variety of worship styles is experienced through the weekly pattern. Worship which happens one day a week in the classroom is recorded in the weekly class planning. It is effectively supported by the Head Teacher so that all staff become confident in leading it. Worship is well planned in consultation with the clergy and other key staff. The Anglican calendar is closely followed and children are knowledgeable about the Church seasons, saints and Christian values. There is a rich and varied prayer life with an enthusiastic parents' prayer group that meets weekly - 'parents here come to the Lord', - a staff prayer group and a monthly staff Eucharist. At the beginning of the academic year each class makes their own prayer books for use at lunchtime and the end of the day. Children often ask if they can pray before a special occasion such as a school trip. Children are encouraged to pray extemporarily and were keen to volunteer at the end of an RE lesson about the stations of the cross. Key Stage Two pupils attend a Eucharist at the end of each term, which is held in church or school, joined by Year Two in the summer term. Children robe and serve on these occasions. A significant number of children have been confirmed out of school and all children and parents are invited to receive a blessing or communion. There is very good cohesion between worship in church and school. The clergy work with children from each class to help them to write prayers and to present the readings. The observed act of collective worship was led by a Year One class and very well attended by parents. The whole school listened respectfully to the presentation about three New Testament stories of friendship and love. The children spoke clearly, acted out the stories with sincerity and read the prayers they had written. The school sang the hymns tunefully and enthusiastically using actions. This was an uplifting experience which reached out to all age groups. Music plays a big part in the life of the school both through the orchestra and the Gospel choir. Well maintained reflection areas are set up in all classrooms. Church and school engage in mutual support that is both prayerful and social.

The effectiveness of Religious Education is good

RE is managed by an effective and experienced co-ordinator who regularly leads Inset on RE. RE has a high profile within the school and is properly timetabled and resourced. The school scheme of work, which is constantly reviewed and adapted, has its own units of work. It includes teaching about other world faiths but there are insufficient opportunities to learn about these through visits to or visitors from other places of worship. This limits children's understanding of the diversity of faiths within their community. Standards reached in RE compare favourably and are often better than other subjects because of the children's enjoyment and the opportunities for creativity. The issues from the previous denominational inspection have been addressed by including RE in the regular cycle of monitoring of planning and assessment to ensure that all pupils are sufficiently challenged in their work. Observations during a learning walk showed a range of teaching styles. Children in the Foundation Stage learn about stories of Jesus and his friends and showed a very good recall of the story of Blind Bartimaeus. In Key Stage One the younger children were able to identify that Jesus is a different sort of king and 'is in God's kingdom'. Through the use of very good visual aids and a multi sensory approach children identified a range of feelings when Jesus turned the money changers out of the temple. They demonstrated a very good understanding of the Christian values of truth and fairness. Key Stage Two children made good links between the Passover and the Last Supper and were able to relate these to their own experiences of the Eucharist. Other children

responded to enthusiastic teaching about St Patrick understanding that he was carrying out Jesus' command to 'go out and preach'. Older children were introduced to the concept of meditation within Christian worship by linking their visit to church to see the stations of the cross, whilst others showed the skill of evaluating their 'Jesus' books. Lessons were characterised by confident teaching and a good balance between the two attainment targets of learning from and learning about religion. Children showed very good prior knowledge, insightful understanding and excellent use of religious language. Each January children study a particular aspect of the life of Jesus which is recorded in 'My book about Jesus'. This book continues through the school with them, shows clear progression of their knowledge of Jesus with a summative assessment at the end of each unit of work. Children are very proud of these. RE themed weeks also take place within the cycle of the curriculum. There are very good cross curricular links especially through art, literacy and history. The whole school annually participates in a project 'Take one picture' where the children focus on religion through art. Assessment is carried out at the beginning and end of each unit by drawing up a mind map and an indication of the next steps to be taken. However it is not yet levelled or tracked although the well thought out RE action plan points to further development in this aspect. Children say that they enjoy RE teaching and when asked how learning could be helped one child replied 'by more and longer lessons'.

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

The Head Teacher has a strong Christian vision for the school and as one governor said the Christian values are embedded as in a stick of rock and read 'Christian' and 'church' throughout. There is a real sense of being in a community which lives out the message of Christ in a practical way. Staff morale is very good and the needs of the children are placed at the centre of all their decisions. The Foundation Governors who are active in improving and maintaining church links meet regularly, often in church, to define the school ethos from a Christian perspective. They offer a balanced level of support and challenge. Collective worship and RE is regularly monitored and reported at Governors meetings. Effective recruitment and induction of staff procedures are in place which emphasise the Christian nature of the school. The Governors give Year 6 children a Bible at the end of their time at St John's School. The Friends of St John and St James offer very good support of the school and there is a healthy partnership with parents. Pupils and parents are regularly surveyed and most parents feel that there are good links with the church. The school effectively ensures that provision is made for the spiritual and moral development of its entire community. The school is well supported by the diocese and the local authority. This is a school where smiles abound, where children are loved and cared for and where the distinctiveness and effectiveness as a church school has an excellent reputation in the community.



Judgement Recording Form (NSJRF)

Name of School: St John and St James Church of England Primary School
Grove Street, Edmonton, N18 2TL

Date of inspection: 16th March 2011
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 252
URN Number: 102032
NS Inspector's Number: 299

Rating 1-4

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

* Voluntary Aided Schools