



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St. John and St. James Church of England Primary School

Grove Street
Edmonton N18 2TL

Previous SIAMS grade: Outstanding

Diocese: London

Local authority: London Borough of Enfield

Date of inspection: 14 September 2015

Date of last inspection: March 2011

School's unique reference number: 102032

Headteacher: Heather Knightley

Inspector's name and number: Gill Walley NS 644

School context

The school has 447 pupils on roll and is in an area of high deprivation. It has doubled in size in the last 4 years and was judged by Ofsted as good in September 2014. A large proportion of the pupils are of Black British, Black Caribbean and Black African origin although the school has become more ethnically and culturally diverse in recent years. Most pupils have a Christian background and many families worship at local churches and the parish church. The number of pupils with special educational needs and those entitled to receive free school meals are above average. A high proportion of pupils in Key Stage 2 classes join or leave.

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

- Older pupils can explain the fundamental importance of living by Christian values.
- Pupils make very good progress in Religious Education (RE) because it has a high priority in the curriculum and is taught and monitored well.
- Governors are very closely involved in monitoring and evaluating all aspects of the school's Christian character to ensure that it remains at the heart of its work.
- Parents are very happy with the school and say it is extremely inclusive, valuing and supporting all families equally well, whether or not they share Christian beliefs.
- Pupils thoroughly enjoy Collective Worship (CW) and can explain how much it helps them to understand the Christian faith, the Bible and the church year.
- The school works very closely with the parish and the local community so that the children, parents and staff see the church and school as one.

Area to improve

Develop children's deeper understanding of the different faiths in their community by enabling

them to visit places of worship other than churches

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

Pupils understand Christian values extremely well because one is in focus each month for worship and shared with parents through newsletters. Pupils often discuss how they can live out these values and they understand the Bible stories they are taken from. The environment reflects the distinctive character very well, with Christian symbols in the classrooms and corridors as well as prayer corners in each classroom. Pupils use the prayers they have written or can read a Bible passage. These constant reminders of their faith help them to develop their spirituality extremely well. There are displays around the school which celebrate and reinforce their learning in Religious Education (RE) well. Each class is named after a saint which enhances pupils' sense of Christian identity and their understanding of the roles saints have played. Pupils understand the difference between right and wrong and adults praise them for their good behaviour and attitudes. The school's behaviour policy is based on Christian love and forgiveness and supports pupils' social and moral development extremely well. They particularly like the strong link with the church and the regular presence of the incumbent. Pupils say that adults are always ready to help them. If they want to learn more about the Bible they can attend 'Jesus and Me' or 'Bible Explorers' clubs. Pupils now make good and sometimes outstanding progress in all curriculum areas because the school's Christian ethos helps them reach their full potential, and attendance is good. Pupils understand the school's mission for them all to 'believe and achieve'. They often help others who are less fortunate by fund raising for many charities both locally and further afield. They begin to develop an understanding of the world wide church by considering how their way of worshipping compares with Christians in their link school in Namibia. They have a very good understanding of diversity in and beyond their community. Staff feel very confident in knowing how to promote the distinctive Christian character of the school and there is very good induction for new staff when they join the school. They feel extremely well supported by the RE leader and by the Diocese. This helps them to meet all pupils' needs well and deliver effective RE lessons and acts of worship.

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

Pupils understand how each of the eight values is based on Christian teaching because these are explained to them clearly through Bible readings and stories. They discuss how they can show these values in their own lives. Worship is relevant so that it captures their interests and is memorable, for example pupils thought about how they could show Koinonia in their behaviour towards their friends and family. They develop their spirituality extremely well through prayer and reflection and can retell Bible stories and episodes in the life of Jesus. They can explain the important times in the Church year such as Lent and Pentecost. They understand that by lighting a candle they are entering God's presence. Coming together to worship is an extremely important part of the school day and pupils say how much they look forward to it. They like to 'all be together', to 'learn about God' and to 'listen to Bible readings and understand them more'. They enjoy class and whole school worship equally, and value times for sharing the prayers they have written with one another before lunch and before going home. Governors and senior staff monitor and evaluate worship regularly so that it develops pupils' understanding of the Christian faith extremely well. They listen to the views of pupils and parents so that they can be sure that worship is always meaningful and uplifting. Worship is often held in the parish church and pupils and parents particularly enjoy these special times. Pupils, staff and parents share in the Eucharist once a term and this helps pupils develop their good understanding of Anglican liturgy. The incumbent leads worship once a week, linking this well with other acts of worship pupils have experienced that week. They particularly look forward to his visits. Pupils help to plan and lead worship themselves, sharing and celebrating their classroom learning, and these occasions are valued and very well attended by parents. Pupils of all faiths and of no faith background thoroughly enjoy worship

and feel completely involved. They say they feel completed respected and their parents share this view. All pupils show age appropriate understanding of the concept of the Trinity because this is explained to them well, using suitable and visual resources. They also celebrated Pentecost through participating in a Pentecost Pause Day.

The effectiveness of the religious education is outstanding.

Pupils make very good progress in RE because teaching is always good or better. They reach standards in line with, and often above, national expectations. Pupils thoroughly enjoy RE lessons because teachers plan and deliver interesting activities, inspiring pupils to learn about Christianity and other faiths. They link RE to other curriculum areas because the subject has an extremely high profile. The school has responded well to the recommendations of the last inspection report. The RE leader has now established an effective system for assessing and recording pupils' progress so that teachers can plan appropriate and challenging activities for each group in their classes. She has supported all teachers extremely well in understanding how to teach different faiths and provided them with resources to make lessons interesting and memorable. Learning in RE supports pupils' moral and spiritual development well because they discuss and reflect on the ways they can apply their learning to their own lives. Practical activities such as art and drama engage pupils of all abilities very well and they particularly enjoy visits to churches and cathedrals in their locality. However they do not visit places where people of different faiths worship so that they can gain a deeper understanding of the faiths represented in their local community. All pupils are highly respectful of the beliefs of people of different faiths. They make comparisons, for example by "hot seating" pupils about the differences and similarities between how a Christian and a Muslim worship. Members of staff also talk to pupils about their beliefs and practices. Pupils and parents say that learning about other religions helps them to live in a multi-cultural society and to understand the beliefs and customs of others. RE lessons are monitored regularly by the RE leader and senior leaders, and shared with governors so that teaching remains highly effective and that standards continue to rise. Marking and feedback from teachers help pupils to understand precisely how they can improve their work further and they respond to show that they have understood this.

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

The school has met the recommendations of the last inspection well. The Christian distinctiveness of the school is of great importance to everyone and pupils, staff, parents and visitors talk of the calm atmosphere and the highly supportive and harmonious relationships which underpin the school's work. They attribute this entirely to the school's Christian ethos. Staff, pupils, parents and governors are very proud to promote the school's Christian character. The Headteacher and staff set an extremely good example so that pupils understand what it means to be a Christian and to be part of a Christian community. Governors are a very strong presence in the school, monitoring lessons and acts of worship. As a result they have a very accurate understanding of the strengths of school and a determination for it to continue to improve. They have given thought to planning for the future so that the Christian character of the school remains at its heart. The RE leader has worked closely with the Diocese and other local church schools to strengthen the Christian distinctiveness and to evaluate the resources and methods of assessing pupils' progress. This has led to pupils making better progress and reaching higher levels in RE. Parents and staff have established Prayer Groups which are very well attended. Parents appreciate how well the school supports their children in understanding the Christian faith and they see the impact this has at home. They say that all families feel equally involved and that there is no distinction between Christian and non Christian families. There is a very strong partnership with the parish church and the children say they feel they are an important part of this community. .

