

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John and St James Church of England Primary School, Edmonton	
Address	Grove Street, Edmonton, N18 2TL
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.</p> <p>'I have come in order that you might have life—life in all its fullness.' John 10 verse 10</p>
Key findings
<ul style="list-style-type: none"> • St John and St James is a school with a widely understood Christian vision . The underlying values of respect, community, forgiveness, thankfulness, peace and perseverance are a unifying force in this diverse school. • Leaders ensure that all pupils benefit from the school's clear Christian vision. In particular, pupils with special educational needs and/or disabilities (SEND) and pupils speaking English as an additional language (EAL) thrive. • Pupils enjoy participating in and leading collective worship. They learn about the Christian beliefs that underpin the school's values. There are, however, only limited opportunities for pupils to respond personally and develop spiritually through worship. • Pupils make good progress in religious education (RE) and acquire ever deeper knowledge of the Christian faith. The questions that they are asked about faiths other than Christianity, however, can be insufficiently challenging for older pupils. • The school is a generous and mutually supportive community. Adults and children enjoy raising money for those in need. Leaders have not, however, given pupils enough opportunities to develop other ways of acting and speaking out to challenge injustice.
Areas for development
<ul style="list-style-type: none"> • Provide more opportunities in collective worship for pupils to reflect upon their personal spirituality to help them to develop spiritually. • Enhance the RE curriculum so that it demands more of pupils' knowledge and understanding of faiths other than Christianity as they get older. • Offer further support to pupils to learn how to speak out and take action to challenge injustice.

Inspection findings

St John and St James is an aspirational and inclusive school. Its Christian vision is evident in the actions and attitudes of the whole school community. Leaders and governors understand their diverse setting, and have shown wisdom and insight in responding to the needs of the pupils and families they serve. The school supports its vision by promoting the values of respect, community, forgiveness, thankfulness, peace and perseverance. Pupils and parents understand the importance of these values and can explain why they are right for their school. Leaders and governors articulate and promote the school's Church of England foundation. Because of this, pupils understand and can talk about the Christian theological basis of these values. For example, inspired by what they have learned in collective worship, pupils speak of the example of Christ's resilience in the Easter story.

This school actively welcomes everyone from its richly diverse local community. It serves and nurtures a high number of pupils with SEND who are consistently treated with dignity and respect by highly committed staff. A large proportion of pupils speak English as an additional language, but leaders have ambitious expectations as the school's Christian vision promotes fullness of life for all. The Christian vision helps leaders to make key decisions about the life of the school, such as its policies for managing behaviour and exclusions. The headteacher tirelessly models this vision, and staff and parents embrace the vision because of her example.

Governors know their school well. They explain with passion why the Christian vision is the right one for their community. They regularly evaluate the effectiveness of the school as a Church of England school by consulting with staff, parents and pupils. They are ambitious to see pupils flourish through life-enhancing experiences, and are clear about how they expect pupils to develop spiritually.

Staff are proud to work at St John and St James. They enjoy supporting pupils' learning as well as their material and mental wellbeing. They have unity of purpose because of the power of the Christian vision. In particular, they are passionate about supporting families in need. They do this by helping to provide them with food, accommodation and other necessities. Their mutual loyalty to their school overrides any difference in race, language or religion in this diverse school community.

The school provides its pupils with a broad curriculum that gives them opportunities and experiences beyond the core academic subjects. Pupils attend a wide range of after-school clubs which are funded by the school. These provide life-enhancing experiences such as a visit to the beach, a trip to a west-end theatre, and a circus big-top next to the school. An active parent fundraising group explains its role in terms of the school's Christian vision to create an inclusive community.

Pupils understand how and why they should treat others with respect. This is particularly evident in classrooms where a calm atmosphere helps pupils to focus on their work. Pupils know that they must be 'ready, respectful and responsible' in lessons. Parents report how the school's Christian vision positively influences their children's behaviour outside school. Staff provide effective support to pupils whose behaviour is sometimes challenging. Pupils have a keenly developed sense of fairness and justice. There are very few incidents of conflict between races or religions in spite of the wide diversity of the school community. Pupils are generous-hearted and love to raise money for those who need it. After the recent earthquake in Turkey and Syria, the whole school community responded with compassion by raising money and sending essential supplies. Leaders sometimes channel pupils' instinct for justice into active projects such as their antiracist 'change begins with me' initiative.



Examples of this are, however, limited, and pupils do not have sufficient opportunity to become agents for change who speak out and act against injustice.

Collective worship is an important and popular part of every day. Leaders plan and prepare it with care, using resources from the London Diocesan Board for Schools (LDBS) that reflect the Church of England's pattern of festivals. Pupil worship leaders take responsibility for an act of worship in their class every half term, and the vicar from the parish church leads worship every week. Leaders ensure that every aspect of worship is invitational, and staff and pupils know that they are free to choose whether or not to join in prayers and songs. These prayers and songs are carefully chosen to have words that are inclusive whilst reflecting the school's Church of England foundation. If any SEND pupil is unable to attend whole-school worship, leaders ensure that they have their own act of worship. This may happen elsewhere in the school where they are more comfortable.


The content of collective worship is richly biblical. As a result, pupils have developed a strong knowledge of Christian theology. With help from the local vicar, pupils learn about key characters from the Bible such as King David, Jonah and John the Baptist, and can explain how these figures inspire them to demonstrate the school's values. One pupil even described what he had learned in worship about the nature of God from the little-read prophet Habakkuk. In addition, regular reference to the gospels ensures that worship provides all pupils and staff with meaningful encounters with the person and teachings of Jesus.

Collective worship is, however, less effective in providing opportunities for adults and pupils to develop spiritually. Pupils are challenged in worship to reflect upon what Christians believe, but they are not always challenged to reflect upon their own beliefs and spiritual responses to the worship theme. As a result, adults and pupils do not develop well enough spiritually over time.

Prayer is embedded into the daily life of the school. Key points in the day are marked by prayer, and a prayer garden has been designed by the school council where pupils can reflect and write their own prayers. Staff describe how they sometimes use spontaneous prayer to support each other's wellbeing.

The school teaches RE based on a curriculum provided by the LDBS. It is well led. The subject leader provides training to develop teachers' subject knowledge. RE is a high-status academic subject which is assessed rigorously. Two thirds of teaching time is devoted to Christianity. Lessons use learning questions that often challenge pupils to reflect upon and respond to what they have learned. The subject leader regularly accesses diocesan RE training and works with other Church of England schools to check that pupils' work is of a high enough standard.



	The effectiveness of RE is		Good	
	<p>Pupils make good progress in RE. The curriculum makes clear what pupils should learn, and the subject leader supports staff to teach this with clarity. Pupils' knowledge of the Christian faith is strong. They remember what they have learned, and respond thoughtfully to increasingly challenging questions. They also know about the religions in the curriculum in addition to Christianity, but the questions that teachers ask older pupils about these religions are sometimes not demanding enough.</p>			
Information				
School	St John and St James Church of England Primary School, Edmonton	Inspection date	16 May 2023	
URN	102032	VC/VA/Academy	Voluntary aided	
Diocese/District	London	Pupils on roll	267	
Headteacher	Patricia Cuncarr			
Chair of Governors	Stephen McAteer			
Inspector	Richard Hopkins	No.	2234	