

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kingsley Saint John's CE Primary School			
Address	Hollow Lane, Kingsley, Frodsham, Cheshire, WA6 8EF		
Date of inspection	29 March 2019	Status of school	VA primary
Diocese	Chester	URN	111317

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

Kingsley Saint John's is a mixed primary school with 79 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. St John's has almost doubled its number of pupils since the last inspection and has a high proportion of pupils who join during the school year and within the Key Stages 1 and 2.

The school's Christian vision

"Believe in the light while you have the light so that you may become children of the light" (John 12:36-37) is worked out through the principles of Love, Learn, Aspire, Achieve.

Key findings

- The school's Christian vision is evident in its decision making, policies and practices. These create a caring community in which pupils and staff naturally explore a variety of learning which prompts all to think globally, expanding the horizons of everyone.
- Adults and pupils feel very supported within an environment where justice, forgiveness and reconciliation are actively practised leading to the creation of a loving Christian community.
- The school's Christian vision shapes the curriculum implicitly creating a hopeful and character forming community. The honest and open self-evaluation of the school enhances the quality of education provided.
- Collective worship makes a notable impact upon adults and pupils with all experiencing moments of spiritual encounter and revealing progress in spiritual development.
- The delivery and standards in Religious Education (RE) are at least in line with other subjects, and are often better as a result of a high standard of teaching and learning which enables rapid progress to be made.

Areas for development

- Further develop the global connections of the school to create more established partnerships.
- Expand further the opportunities that collective worship brings for spiritual development through using the outdoors to engage further with God's creation.
- Embed more deeply the school's Christian vision across leadership at all levels to ensure it is explicitly delivered in all subjects.

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

Kingsley Saint John's is an oasis of hope to its pupils, staff and community due to the inspirational leadership of its head teacher and her team. The school enables pupils, many of whom have vulnerabilities or SEND issues, to flourish by applying its Christian vision to believe in the light as revealed in loving, learning, aspiring and achieving. This expresses itself through the promotion of the wellbeing of pupils and staff in a supportive atmosphere where everyone seeks to care for one another. An example of this is one pupil being cold and another volunteering to give her cardigan up to help. This Christian vision is seen explicitly in the delivery of RE and collective worship. It is as yet only implicitly present in other subjects on the curriculum. Governors recognise the importance of self-evaluation and use it to ensure they have a breadth of understanding of the school's strengths and areas for development. They fully engage with implementing the Christian vision explicitly in RE and collective worship and seek to apply the vision to other aspects of school life ensuring it holistically infuses and shapes the strategic direction of the school. Their active involvement in the school, supporting the head and staff, parents, church and the wider community demonstrates the reality of the school's commitment to linking school, church and community.

Pupils and staff address issues of mental health through the personal, health, social and enterprise programme leading to effective personalised support for those who need it. The mental health rainbow explores hope for the world, the community, the family and for the individual through the idea that 'hope is faith holding out its hand in the dark'. Close links with the united benefice of Norley, Crowton and Kingsley and the Hurst Methodist church provide additional support for those who need more specific interventions. This ensures that pupils are happy and hopeful.

The school has fully addressed the areas for development from the last inspection leading to rapid growth. Pupils who join the school from other schools, state that the Christian vision makes the school a kind, caring place enabling rapid progress in learning to result. Parents confirm this with one parent declaring that their son has 'come on in leaps and bounds'.

Staff appreciate the encouragement that is offered, commenting unreservedly positively about the support they receive through the school community and how it enables them to give their best to the school. The active promotion of good relationships using the 'rub it out don't rub it in' approach ensures that the school is successful in minimising incidents of poor behaviour and in breaking down barriers to inclusion. This results in exemplary conduct by pupils. Pupils are encouraged to be ready, respectful and resilient when interacting and this is seen in caring and supportive relationships between them.

The rhythm of the school day is defined by collective worship with prayer playing a central role so that worship is the heartbeat of the school. Pupils take a lead in the planning and delivery of collective worship and staff are engaged as participants alongside pupils and parents so that all experience positive spiritual encounters leading to sustained spiritual growth. This worship is invitational and welcoming of all which ensures that it is highly valued by pupils, staff, governors and parents alike. All pupils use a prayer tree for praying at any time of the school day which they recognise as a valuable opportunity for reflection. School leaders work to ensure that local churches are regularly involved in collective worship. They will offer services at their church buildings along with events such as the Christmas Journey and the Easter Journey. The quality of collective worship is such that pupils, staff and governors enjoy spiritual encounters that they say give them 'goose-bumps'.

The school holds the 'Stonewall' certificate for good practice, reflecting its approach of focusing on the need for relationships to be safe, secure, happy and trusting, enabling everyone in the school community to know they are welcomed whatever family model they inhabit.

The leadership promotes an international flavour with French being taught in the curriculum and 'Happy Birthday' sung in collective worship on a birthday in French, Spanish, Japanese or English depending of the persons choice. There are strong links to Australia and Japan, and significant consideration of the plight of those in Syria, enabling staff and pupils to think globally, however a few of these links lack depth. Pupils report that they find it difficult to carry out the 40 acts of kindness challenge for Lent. 'It's hard because we do it all the time anyway'. This is evident in the unstructured times particularly when pupils share and support each other, ensuring that everyone is involved in play.

The inspirational delivery of RE clearly enables pupils to grow in their understanding of Christianity and of other world faiths. RE is responsive to world events and tackles these issues alongside the curriculum so that pupils feel supported and are able to articulate how a faith relates to an event, most recently the shooting of worshippers in mosques in New Zealand. The concept of Christian forgiveness is actively taught in RE, and practised throughout

the school. This enables pupils to be reconciled quickly when appropriate, maintaining a cohesive and caring learning community.

Parents comment “I just love the school”, “This school is amazing”, “It’s so inclusive”, “It’s one big happy family” confirming that Kingsley St John’s is a place where a culture of care and encouragement prevails and a sense of hope predominates.

Pupils and staff engage in courageous advocacy through addressing issues of injustice such as Syrian refugees and by looking at the story of Malala, the Pakistani girl who was shot by the Taliban and who stood up for girls’ education, eventually addressing the United Nations. They also tackle injustice through twinning their toilets with those in other parts of the world. Pupils who have joined the school during the year in both Key Stages have felt very welcome and comment on how the Christian vision makes the school a kind, caring place.

Governors ensure that they know the school and encourage effective self-evaluation in all subjects including RE which leads to a steadily improving quality of education for the pupils and appropriate continuing professional development and training for the staff. The nursery brings an additional positive dimension to the school that enhances learning for all. It is evident that this Christian community truly reflects the school prayer. ‘This is our school, let peace dwell here’.



The effectiveness of RE is Excellent

RE is taught very effectively following the Chester Diocesan syllabus and the Understanding Christianity resources. Pupils are encouraged to link their learning to the ‘Big Story’ which they do to notable effect.

Pupils are inspired by their RE through a standard of teaching and learning which is always good and is better than good in the majority of cases. Statutory requirements are met and more than 5% of curriculum time is devoted to RE through class time and a dedicated RE afternoon every half term. Pupils, including those with SEND issues, the most able and those with vulnerabilities are able to flourish academically in their RE with standards that are often better than other subjects. Pupils give age appropriate explanations in notable detail, recognising the role of religion nationally and around the world through their study of the Iona and Taize Christian communities.

Headteacher

Rachel Jones

Inspector’s name and number

Rev’d Craig Watson 78