



National Society Statutory Inspection of Anglican and Methodist Schools Report

St John's Church of England Infants School

High Street,
Glastonbury,
Somerset BA6 9DR

Previous SIAMS grade:	Good
Current inspection grade:	Good
Diocese:	Bath and Wells
Local authority:	Somerset
Date of inspection:	12th March 2015
Date of last inspection:	29th March 2010
School's unique ref. no.	123759
Headteacher:	Wendy Turner
Inspector's name and no.	Ann Gibbs 786

School context

St John's Church of England Infants School has 260 pupils on roll (63 of whom are in the Nursery), who come mainly from the town of Glastonbury where the school is situated next to St. John's Church. The school serves pupils from a wide range of backgrounds and has a higher than average number of children in receipt of pupil premium. There are also a higher than average number of pupils with Special Educational Needs.

The distinctiveness and effectiveness of St John's Infants School as a Church of England school are good

- Christian values are well embedded, leading to pupils feeling valued and safe.
- There are firmly established links with the local church and community which are appreciated by parents and enhance pupils' experience.
- Staff are committed to finding opportunities for the development of spirituality in all their pupils.

Areas to improve

- Establish strategies to articulate the school's chosen Christian values explicitly and for them to be fully understood by all stakeholders.
- Provide opportunities for pupils to explore diversity in a broader sense through national and international links.
- Increase opportunities for feedback from all stakeholders, particularly in terms of the school's Christian character, so that this can be used in future planning.

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

St John's Church of England Infants School is a good school where pupils are well cared for and make good progress. Staff have a good understanding of the school's chosen values of care, compassion, understanding, forgiveness and mutual respect and incorporate these in their planning. Other stakeholders, including parents, make reference to these values and understand the importance they have for themselves and the pupils. Parents are able to talk about these values being used to underpin the Christian ethos of the school. The school could find further opportunities to explore these values explicitly, while maintaining its sensitivity to the diversity of beliefs experienced by pupils when not at school. The school's Christian character ensures that behaviour is good; pupils show kindness and consideration towards one another and are respectful of adults. The Christian value of forgiveness is practised through the use of Restorative Justice. The school has made steps to increase opportunities for the spiritual development of pupils and this is evident in the PSHE programme. Each room has a quiet space which children may use and pupils appreciate and value this provision. They refer to these as places where "we can sit and think and some people might pray". In recent years the school has developed its outside space to create an area where pupils can explore, play and grow plants. The garden room, included in this area, is used for the school's nurture group which supports the most vulnerable pupils in the school, helping them to build confidence and social skills so that they can be successful in the classroom. The school's attitude to inclusion enables children with diverse needs and faith backgrounds to be accepted by all in the school community. Religious Education (RE), which is taught through topics using the agreed syllabus, is enjoyed by pupils and they speak with enthusiasm of the Bible stories that they know and the RE displays in each classroom. Pupils are able to talk about belief and the importance of God for many people. Links with the neighbouring church are strong and have been enhanced by its use for regular services; the local minister is a regular and frequent visitor to the school. Parents expressed appreciation of this close relationship and the benefits it brings to the school. Staff also see the church as an integral part of their pupil's experience and refer to it as "an extension to the classroom".

The impact of collective worship on the school community is good

Collective worship throughout the year makes clear connections with the key events in the Christian calendar through regular services in the church, stories from the Bible and associated activities. The school's Christian values are displayed at the entrance to the assembly hall in school and linked to the themes being explored. The collective worship throughout the year is arranged in themes which are accessible to pupils who have a faith and those with none. The themes chosen encourage pupils to think and reflect and have a positive impact on attitudes and behaviour in the school. Pupils are able to refer to stories and messages that they have heard which have clearly had a lasting impact and which they can relate to experiences from their own lives. Pupils have a very clear idea about what they expect in collective worship and they are encouraged to be involved in its evaluation. Their feedback has been used by the collective worship co-ordinator in her development and planning of worship. For example pupils asked for all staff to be involved in delivering collective worship and this is now the case. Pupils also wanted more choice in the music used and now they have to opportunity to select the music and songs to be used. There is an understanding of the symbols used in collective worship, particularly the lighting of a candle to mark the beginning of worship. Pupils also express enthusiasm for the regular services held in the parish church next to the school as their classes take it in turns to lead these through the year. Special occasions, marking Christian festivals are also celebrated in the Church and these are looked forward to by parents as well as pupils. Collective worship is inclusive in that pupils of other faiths or none are happy to participate. Those with a faith feel affirmed. Pupils are invited to pray and most clearly feel comfortable to do so, showing that they are confident in expressing their

spirituality. Pupils are also able to discuss the purpose of collective worship which they say is to have opportunities to share, talk about "important ideas like forgiving" and where they "learn about God". There is an understanding of God as both Spirit and Jesus' Father, and of Jesus having a special place because He is God's son. There is also some understanding of Anglican traditions which is helped by the regular presence of the local minister and the frequent visits to the church.

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

The school's church status has been clearly and sensitively communicated to parents and the local community and is understood by them. The school's inclusive Christian character makes a positive impact on pupil's work and well-being and so the headteacher and staff are highly regarded by parents and pupils and valued for their commitment to the children. Governors are very supportive of the school and fulfil their role as 'critical friends' effectively. Having been in post for a number of years, the headteacher has an excellent understanding of her school community. Interviews for new staff always include questions on the church status of the school and new staff induction also has a focus on this. The school's status is clear in its documentation including its policies and its aims and ethos statement. All those involved in the leadership of the school are passionate about the needs and value of each pupil and this is clear in the school's development plan and existing provision. Good use is made of training opportunities provided by the diocese; these have included training on Godly play and Developing Spirituality in recent years. There is a culture of sharing good practice. At regular intervals the headteacher, members of the leadership and the local church minister take time away to review the provision in the school in the light of its Christian values, ensuring that these underpin all planning. There are opportunities for some staff to experience leadership in a variety of forms and the school can continue to build on these for succession planning. A new deputy head is due to be appointed in the near future, providing further opportunities for the school's development. The strong relationships developed with the local church are based on a shared vision of the school as one serving the whole community. Leaders and managers of the school recognise the diversity of their local community and share their Christian vision in a careful and sensitive manner so that all stakeholders feel accepted and included in the life of the school.

SIAMS report March 2015 St John's Church of England Infants School, High Street, Glastonbury, BA6 9DR