

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St John the Baptist CEVA Primary School

#### Vision

Together we are a caring community of ambitious learners, curious to explore the wider world, guided by Christian beliefs and values. As unique individuals we celebrate diversity and support one another in our difference. United we strive for excellence – together we shine.

Rooted from Corinthians 12:12-26

St John the Baptist CEVA Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The Christian vision inspires and guides the school community. It unites all members of the school and drives impactful improvement.
- Spirituality is woven throughout the curriculum, nurturing pupils to be compassionate and reflective individuals who care deeply for others and wider society.
- Pupils develop a profound understanding of the world beyond their immediate context. They are motivated to challenge injustice with confidence and empathy.
- A deeply inclusive and nurturing ethos, rooted in the Christian vision, ensures that the needs of pupils and staff are recognised, respected, and met.
- The religious education (RE) curriculum is broad, balanced, and inclusive. It is well-structured. Training has ensured staff have a good level of knowledge.

#### Development Points

- Ensure collective worship has a lasting impact by deepening its influence across the school community, supported through effective monitoring.
- Provide more opportunities for deeper reflection by pupils. This will enable them to ponder their own responses, and recognise the significance of beliefs and artefacts within a religion.



## Inspection Findings

St John the Baptist's theologically rooted Christian vision is a driving force in the school. It underpins life, enabling both pupils and adults to flourish. Formed through a methodical and inclusive process, the vision was developed collaboratively, with input from many within the school community. This approach ensures the vision is theologically grounded and reflective of the school's context and community. The vision embodies inclusivity, unity, and ambition, fostering a shared sense of purpose. Visual reminders, such as 'Mr Potatohead' toys symbolising many parts making one body, reinforce this message. Pupils understand that everyone has something valuable to offer and that the school would not be the same without any one of them. Governors and leaders actively monitor the vision's implementation. They ensure it guides strategic decisions, including curriculum design, well-being initiatives, and staff development. Parents rightly praise the school for nurturing all pupils, with many choosing to move their children to this school for that reason. Regularly revisited through collective worship and curriculum discussions, the vision remains dynamic and impactful. It provides a clear framework for continuous improvement and creates a sense of belonging for all.

The school's curriculum is ambitious and inclusive, reflecting the vision's emphasis on curiosity and empathy. Spirituality is woven throughout, encouraging pupils to reflect deeply on their experiences and the world around them. This approach enriches pupils' understanding of themselves and their place in a broader context. Topics such as refugee experiences provide pupils with opportunities to explore justice and responsibility, equipping them to engage meaningfully with global challenges. Those who have special educational needs and/or disabilities (SEND) are fully integrated into this curriculum. They benefit from carefully adapted lessons that ensure equitable access to learning. Governors and staff work together to ensure the curriculum is progressive, building pupils' confidence and skills systematically. Beyond the classroom, extracurricular opportunities such as curiosity envelopes, themed days, and community projects further enhance pupils' learning experiences. They nurture a sense of wonder and engagement with the wider world.

Collective worship is a cornerstone of the school's spiritual life, offering a structured yet inclusive space for reflection and growth. Planned with a liturgical framework, it features music, storytelling, prayer, and reflection, providing a grounding and inspiring start to the day. The 'gather, engage, respond, and send' sequence ensures worship is consistent and meaningful. Diocesan support has strengthened the delivery of worship, enhancing staff confidence and enriching the experience for pupils. Inclusivity is a priority, with adjustments ensuring all pupils, including those with SEND, can participate fully. The involvement of governors and the local church in monitoring and supporting collective worship ensures it aligns with the school's vision. However, while worship is well-received, pupils cannot identify the impact of collective worship within their daily lives. Governor monitoring has focused more on the content of worship rather than the impact.

The school's culture is deeply shaped by its Christian vision, fostering kindness, respect, and inclusion. Pupils feel valued and cared for, with older pupils actively supporting younger ones, reinforcing a sense of unity. Pupils who have SEND are integrated seamlessly into all aspects of school life. They benefit from tailored support that enables full participation in worship, learning, and extracurricular activities. Staff wellbeing is prioritised, with the school offering counselling, promoting a healthy work-life balance, and maintaining open lines of communication. Governors play an active role in this, ensuring staff feel supported and listened to. The inclusive ethos extends beyond the school gates, with events such as remembrance services and parent workshops creating strong connections within the community. This culture of care reflects the school's commitment to enabling everyone to thrive.



St John the Baptist places a strong emphasis on justice and responsibility. The school instils these values through a well-rounded curriculum and impactful practical initiatives. Recognising its location in a small rural community, the school is deeply committed to exposing pupils to greater diversity. They foster a broader understanding of the wider world. This is integral to its vision, helping pupils develop respect for different cultures and perspectives. Practical projects such as toilet twinning and Christmas jumper swaps encourage pupils to think critically about their role in promoting fairness and improving the world around them. The school parliament empowers pupils to lead and shape these efforts, highlighting the importance of collective action. Lessons addressing issues like racism and inequality provide a deeper understanding of justice, sparking meaningful discussions and fostering moral courage. The school's strong ties with the diocese and local community further enhance this work. Pupils are provided with opportunities to engage with real-world challenges, building their confidence and sense of responsibility.

The RE curriculum is a strength of the school, balancing theological depth with inclusivity. It covers effectively a wide range of worldviews and religions, enabling pupils to explore diverse beliefs and practices. The curriculum includes Christianity as well as other major world faiths, promoting understanding and respect for different traditions. Staff have benefited from significant training to deliver this broad curriculum, including support from the local incumbent and diocesan specialists. This professional development has enhanced teachers' confidence and knowledge, ensuring that lessons are engaging and well-informed.

The quality of teaching and learning in RE reflects the school's commitment to high standards. Pupils enjoy their lessons and acquire substantial knowledge. They can recall belief systems, practices, and religious artefacts. However, they do not consistently consider why these artefacts and beliefs are significant to the communities they represent. Pupils are not yet encouraged to reflect on their own responses to the learning. This includes how the practices of others may relate to their own personal experiences.

## Information

<b>Address</b>	St John the Baptist CEVA Primary School, The Street, Pebmarsh, Halstead, Essex, CO9 2NH		
<b>Date</b>	28 <sup>th</sup> November 2024	<b>URN</b>	115137
<b>Type of school</b>	Voluntary aided	<b>No. of pupils</b>	77
<b>Diocese/District</b>	Chelmsford		
<b>MAT/Federation</b>	None		
<b>Headteacher</b>	Teresa Gage		
<b>Chair of Governors</b>	Jo Clayman		
<b>Inspector</b>	David Huntingford		