

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Walworth Church of England Primary School			
Address	Larcom Street, Walworth, London, SE17 1NQ		
Date of inspection	18/10/2019	Status of school	Voluntary Aided Primary
Diocese	Southwark	URN	100831
Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good
School context			
<p>St John's Walworth is a primary school with 151 pupils on roll. The majority of pupils are of Black African heritages, with other Black backgrounds also represented. Around ten per cent are White British. The proportion who speak English as an additional language is above the national averages, as is the proportion who are considered to be disadvantaged. The proportion who have special educational needs and/or disabilities (SEND) is below national averages but increasing. Since the previous denominational inspection, the school has gone through a period of turbulence, with significant changes to staffing and to the governing body.</p>			
The school's Christian vision			
<p>Our vision is to develop well-rounded, confident and responsible individuals who aspire to achieve their full potential. We are committed to providing a warm, safe and supportive learning environment, based on clear spiritual principles, which permeate all aspects of life.</p> <p style="text-align: center;">Core values: faith, hope, care, responsibility and respect</p>			
Key findings			
<ul style="list-style-type: none"> • The effectiveness of the governing body is diminished through the lack of foundation governors, who all resigned ten months ago. This was due to circumstances beyond the present school's leadership control. Despite the vacancies, current governors are working well in supporting senior leaders in evaluating the actions taken to improve outcomes for pupils, based on the school's Christian vision. • The well-focused leadership of the current headteacher is successfully enabling the school to emerge from a period of significant difficulty. The revitalised Christian vision, and associated values, provide a focal point for consistency in approaches to teaching and learning, behaviour and relationships. • Collective worship is a central aspect of the school day and positively enhances its life. Pupils are well involved in planning and leading worship but their input in evaluating it is less well developed. • Pupils and staff value religious education (RE). Pupils enjoy their learning, based on the relatively recently introduced diocesan schemes of work. In embedding the scheme insufficient attention has been given to how to consistently support and challenge the most able. 			
Areas for development			
<ul style="list-style-type: none"> • Work towards ensuring a full complement of active and engaged foundation governors to strengthen the work and effectiveness of the governing body. • Refine the collective worship programme by engaging pupils to capably evaluate its impact so that they shape developments. • Ensure that pupils of all abilities, including the most able, are sufficiently supported and challenged in their RE learning. 			

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

Since the previous denominational inspection, the school has gone through an extended period of instability. This has included falling standards, substantial staffing changes at all levels, and being judged as 'requires improvement' by Ofsted. The school's foundation governors resigned ten months ago because of circumstances outside of the purview of the current leadership team. Two foundation places have been filled recently but overall the vacancies are impacting negatively on the governing body's work. This is because there simply are not enough governors to share responsibilities. Despite this, under the skilful guidance of the chair of governors, they are providing good support and challenge to leaders and ensuring that the Christian vision and its associated values remain a stabilising force across the school.

The current headteacher, in post since September 2018, is rebuilding an effective staff team, focused on improving the experience, progress and attainment of pupils. He is managing the necessary changes well and prioritising those that impact directly on the academic and personal wellbeing of pupils. This expresses the recently revitalised inclusive and aspirational Christian vision appropriately. The vision clearly places the pupils at the heart of all developments and is bringing about consistency in approaches. It is based on allowing all to flourish as God intends and draws on the school's well-established associated values. These provide ways of helping staff, pupils and their families, understand how the vision is lived out across the school and beyond.

Positive changes and refinements in practice have been introduced since September 2018. These are beginning to bear fruit, as seen, for example, in pupils' improved behaviour and focused attitudes to learning. There is evidence of impact on improved academic outcomes. For example, this is shown by the increased percentage of the previous Year 6 pupils who gained the higher level in their writing during their SATS. In-school data is indicating that most pupils are making expected and some accelerated progress from their various starting points. A regular focus on pupils' progress, and much more effective strategies for identifying and supporting pupils with SEND, is already impacting well on both progress and attainment. Pastoral care is well focused and conveys the school's compassionate and caring values, expressly based on its vision. Staff, many of them new to the school, are supportive of the vision and are in turn being well supported professionally and personally for working in a Church of England school.

Significant changes to enhance the curriculum have been introduced and are beginning to improve the breadth and depth of pupils' learning. Careful support and monitoring of teaching and learning is bringing about a consistency of approaches. This means that expectations of behaviour and learning are appropriately high. Staff provide a good range of activities to engage pupils and support their enjoyment of learning. Displays around the school, including those relating to its Christian vision and associated values, for RE and for worship, enhance the learning environment considerably. Reflecting the vision's focus on aspiration and flourishing, the curriculum is further developed through a growing range of extra-curricular experiences and opportunities, including visits to various places of worship and museums. The spiritual principles referred to in the school vision are developed through a shared understanding of the associated values which are regularly referred to throughout the school day.

The promotion of the Department for Education's British Values is appropriately expressed through the school's associated Christian values. This, along with Year 5 pupils benefitting from visits abroad through the Erasmus project, and developing links with local businesses, impacts well on helping the school to be an outward-looking and caring 'family', serving its community. Difference and diversity are celebrated, and the school effectively promotes respectful relationships. Equality and justice and personal responsibility focus on 'making the school and world better'. Pupils recognise this as expressing God's love in action. For example, the pupil faith group is clear about their leadership in ensuring that the Christian vision is lived out on a day to day basis. Pupils appreciate that as a school, 'we care for others because God cares for us'.

The longstanding partnership between the parish church and the school has been somewhat tarnished by events outside of the current leadership's control. Nevertheless, the pastoral support by clergy and their regular involvement in collective worship, and in preparation for confirmation, remains very positive. Pupils regard the church, used weekly for school worship, as 'our church'. The school is well-supported by the Diocese through drawing on the insights of staff and attending training courses. The Diocese is involved, along with the local

authority, in supporting and monitoring the rapid improvements evident since the 'requires improvement' judgement given by Ofsted in September 2018. In addition, there has been a recent much appreciated visit from the bishop.

The daily worship programme has a positive impact on the school's life, successfully encouraging the community in living out its vision and associated values. The significance of belief in God and Jesus and the importance of faith in celebrating all God's gifts are central aspects of the programme. Biblical teaching is well applied, and pupils have a developing appreciation of the importance of festivals such as Christmas and Easter. Hope and aspiration run through the well-planned programme enjoyed by pupils and adults across the school community. Engagement in worship is consequently strong and supports spiritual growth well. Weekly worship in church, including a fortnightly celebration of the Eucharist, enhances provision. Pupils are engaged in planning and leading worship but their involvement in evaluating the impact of worship is less well developed.

The RE curriculum, based on the diocesan schemes of work, has an appropriate balance between a range of faiths, including Christianity. Key beliefs and practices are explored through a good range of activities. These generally meet the learning needs of pupils, although the most able are not consistently challenged to give of their best. RE is recognised by pupils as supporting their own beliefs and encouraging them to, 'respect and think about others'. Assessment practice, following school protocols, and as part of the ongoing embedding of the diocesan schemes of work, helps pupils to know the next steps in their learning. Written work and presentation, following whole school policy, is strong. The RE subject leader is supporting these developments well. Governors and senior leaders ensure that RE is given adequate time and resources, that it meets statutory requirements and positively reflects the Church of England Statement of Entitlement. This demonstrates its importance as a core subject and its positive impact on extending the school's Christian vision and associated values.



The effectiveness of RE is Good

Teaching across the school is good. Teachers are well supported and are developing their confidence in teaching RE, including in addressing big questions about beliefs about God and the impact of faith in the world today. In-school monitoring of RE, alongside effective support, is beginning to shape learning well. Attainment and progress are in line with literacy and improving. Teaching allows for a range of artistic and creative responses and a range of written and reflective activities which broaden the learning experiences of pupils well.

Headteacher	Matthew Velada-Billson
Inspector's name and number	Pamela Draycott (161)