

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Roundhay St John's Church of England Voluntary Aided Primary School

Address	North Lane, Leeds, LS8 2QJ		
Date of inspection	8 May 2019	Status of school	VA primary
Diocese	Leeds	URN	108007

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	Excellent

School context

Roundhay St John's Church of England Primary School is a primary school with 262 pupils on roll including 52 in its nursery. The majority of pupils are of Black, Asian and minority ethnic heritage. Around a quarter of pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Pupils come from diverse faith backgrounds.

The school's Christian vision

Excerpts from vision statement

'Inspired by Jesus' promise of life in all its fullness... We aim to create opportunities to explore the meaning of Christian faith as a gift to be experienced and enjoyed... Through this we aspire to enable every child to flourish and each person to feel valued.'

Key findings

- School leaders have developed a distinctively Christian vision centred on the gift of God's love within a clear understanding of the diversity of the school community. At present, not everyone articulates the links between the vision and its biblical basis.
- Pupils' exemplary behaviour is based on deeply-held respect for each other as individuals which enables all to flourish. Difference and diversity are understood and celebrated.
- Excellent teaching and learning in Religious Education (RE) enable pupils to explore challenging theological and philosophical concepts in age-appropriate ways. This has a considerable impact on pupils' personal and spiritual development.
- Invitational and inclusive collective worship is varied and engaging, offering all pupils appropriate opportunities for reflection and prayer. It is enriched through partnership with local churches and through the participation of pupils in leading.
- Supportive relationships, at all levels in the school community, enable staff to work together effectively and to nurture pupils successfully.

Areas for development

- Further embed the school's refreshed vision so that the school community widens its understanding of the basis of the vision in the life and teachings of Jesus.
- Extend pupils' engagement in global links to enrich their understanding of themselves as global citizens.
- Increase the opportunities for all pupils to engage in social or environmental action so that they may challenge injustice.

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

The school's focus on God's love as a gift, not imposed but freely offered, inspires its mission to provide the best possible education. School leaders are fully committed to meeting the needs of each pupil as individuals within a diverse community. Differences in background are recognised and celebrated. The result is a highly inclusive and caring school in which relationships are rooted in mutual respect and kindness.

The foundation of the school's vision in Jesus' promise of 'life in all its fullness' is well understood by adults and pupils. Its basis in the wider life and teaching of Jesus is articulated by some but not all.

Governors and school leaders work closely together. The school's vision is their starting point in applying policies and managing staff. Governors participate effectively with school leaders in the regular processes of evaluation and planning. They know the school well and are accessible and visible. The pro-active contribution of governors is exemplified by the way some of them have, for several years, led a half day of reflection for pupils on an Easter theme. As a result, governors extend their own skills and understanding and pupils enjoy a thought provoking session. Staff and governors are supported by a range of continuing professional development. This has enabled a number of staff to develop as leaders within school and take on new roles. Staff also describe the beneficial impact of school on their personal spiritual development.

A range of partnerships increases the school's capacity to fulfil its vision. Of key importance are close links with various local churches and the diocese. In addition to regularly contributing to collective worship, churches support school leadership as a whole through members on the governing body. In turn, churches benefit from their commitment to the school community, for example, in the positive impact on a church youth club out of school hours. The school works closely with local schools and citywide services to harness a range of support for individuals and groups of pupils to overcome barriers to learning.

Behaviour is excellent and attendance is above average with little difference for disadvantaged pupils. School leaders use meetings and newsletters effectively to ensure parents understand and support the behaviour policy. Prompted by the school's vision, staff emphasise that every day is a new beginning. As a result, in dealing with each other, pupils successfully apply the principles of forgiveness and reconciliation enshrined in the behaviour agreement. One pupil summed these up as, 'Tell the truth, say sorry and they'll forgive you'. However, pupils and staff do not readily link forgiveness with its basis in the life and teaching of Jesus. Awards from MindMate and Investors in Pupils have helped to nurture resilience and well-being. Parents appreciate the school as 'incredibly supportive'.

The broad and balanced curriculum is thoughtfully adapted each year to meet the needs of particular cohorts. For example, a project on knights and castles was introduced to engage the interest of boys in Key Stage 1 so as to improve their writing. A varied programme of day and residential visits enriches the experiences of all pupils. All pupils flourish academically with above average numbers attaining the expected standard and the higher standard in most areas at Key Stage 2 over the last three years. Progress is also good including for the more able and above national averages in most areas.

RE is a core subject in the curriculum. Leaders prioritise the teaching of RE through expenditure on new resources, the timetabling of lessons above the minimum statutory requirement and the provision of several visits a year to places of worship. In order to meet the needs of the school community, all five major world religions are studied. The school has deepened questioning skills both by staff and pupils. As a result, pupils love to ask and explore big questions about life. Pupils very much enjoy hearing classmates explain their personal beliefs. They listen to each person respectfully and are comfortable reflecting on their own views and the different opinions of others. This also makes a vital contribution to pupils' spiritual development.

Pupils support a range of local, national and international charities. Some pupils show initiative in proposing charities or suitable fundraising activities. For example, it was pupils who instigated visits to sing to elderly people in a local nursing home. On occasion, they connect their support for a charity with wider environmental or economic issues. On the day of the inspection, two pupils who had previously taken part in a climate change protest linked that with collective worship introducing Christian Aid Week. Pupils recognise that the school's vision encourages charitable activities, summing this up as giving and receiving God's love. They explained that supporting charities is giving back to God and giving to the community.

Daily collective worship, usually as a whole school, is invitational and inclusive. Pupils regularly experience a wide range of creative styles of worship including the use of drama, singing and some liturgical responses. At least once a term, they participate in a service in the local joint Anglican and Methodist church. As a result, pupils gain familiarity with both traditions. Themes rooted in biblical teaching provide a balanced framework for collective

worship and include a focus on a different Christian value each half term. Staff, governors and members of local churches, including an Open the Book team, work hard together to make worship engaging. As a result, pupils thoroughly enjoy worship and find it thought-provoking. They value time for reflection within collective worship. Pupils regularly take a lead in worship and sometimes plan and lead collective worship on their own initiative and independently. Pupils contribute to the evaluation of worship and see changes made because of their input. For example, the time for silent reflection in collective worship was lengthened at their suggestion. Personal prayer is a part of everyday life. Pupils talk about how prayer helps them if they are annoyed, or have worries or have lost something. One pupil commented, 'Prayer makes me feel refreshed.'



The effectiveness of RE is Excellent

The very high quality of teaching and learning, sustained over several years, is based on a rich variety of approaches. Well qualified, knowledgeable staff have high expectations of pupils of all ages and abilities. Consequently, pupils have an excellent knowledge of theological concepts and biblical material. They ask challenging questions, reflecting real engagement with complex ideas. Teachers foster pupils' mature confidence in sharing their diverse faith backgrounds, for example, by recognising individuals as class experts for a world religion. Driven by their inclusive vision, school fully funds visits to places of worship for the five major world religions. Pupils are excited and proud to show their classmates their own place of worship. Vulnerable pupils flourish academically in RE and often make more progress in this subject than in others. Each pupil is tracked effectively, ensuring that attainment and progress are good and at least in line with comparable subjects.

Headteacher	Andrew Graham
Inspector's name and number	Eleanor Benson 920