

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

### St James and St John Church of England Primary School

#### Vision

Go, shine in the world and live as Jesus lived. (Matthew 5: 14-16)

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

St James and St John Church of England 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

- Religious education (RE) is a cornerstone of this school's Christian distinctiveness. Through giving the subject priority and maintaining consistently high-quality teaching and learning, pupils become deeply, religiously literate. This has a transformational effect on their development and understanding of being human.
- The Christian vision is clearly understood and lived out throughout the school by adults and pupils. It directly influences the strategic practice and day-to-day life of the school. This firmly roots St James and St John in its Christian foundation.
- The Christian vision, together with its associated values, creates a tightly united sense of community amongst pupils and adults. Living by these shared and inclusive values shapes a culture in which people are respected and valued for who they are.
- Through the school's unwavering belief that everyone can 'shine in the world', pupils and adults are enabled to achieve success and develop their potential. This is done by helping them to overcome different barriers that may be in their way.

#### Development Points

- Embed the school's relatively recent work on spiritual development by offering pupils and adults occasions to shape reflective opportunities. This is to deepen the individual impact that this is having on pupils' and adults' flourishing.
- Share the school's exceptionally strong practice of RE teaching and learning with other schools. This is so that an outward focus to continually develop its own practice results in deep mutual learning.



## Inspection Findings

St James and St John School is firmly rooted in its religious foundation, fully living out its Christian vision. Since January 2024, it has been in the Anglican School Partnership of five diocesan schools. From this success, the Go Shine Federation has been established. This small school is being enabled to thrive through strategic working and sharing of best practice, whilst serving its local community. The federation-wide Christian vision is spoken about with clear understanding by pupils and adults. Nine core biblical values provide a framework for its outworking. The vision is used as an anchor for how people are behaving and living. Indeed, parents speak of their children often reminding them about showing the values in their own actions. It influences the federation's strategic direction and the school's day-to-day operation. Regular evaluation by leaders means that they are confident about the impact of the school's Christian distinctiveness on the school community. Staff and governors undertake regular training with the diocese. This equips them to bring the latest thinking and developments in Church of England education into their work.

The values-linked curriculum is based on holistic principles for learning, mirroring the Church of England Vision for Education. Therefore, pupils experience a rich curriculum relevant to them, their context and which prepares them well for life. They are enabled to acquire knowledge, skills and understanding, leading them to succeed. Opportunities from being situated in central London are regularly drawn upon. These enable pupils to experience cultural life on their doorstep which many, otherwise, are denied. An example is Prom Praise in which pupils join thousands of other pupils to sing worship music in the Royal Albert Hall with the All Souls' Orchestra. The school ensures that such enrichment is available to all, saying 'There is always a way' and enabling pupils to participate. Innovative whole school project weeks take place termly, focusing on areas such as 'equality studies'. These deepen pupils' understanding, bringing important dimensions to their learning. The school's tight-knit community means that pupils are well known by school leaders. Pupils progress well, including those who are vulnerable and disadvantaged. This is ensured by the school supporting pupils according to individual needs. A recently introduced shared understanding of spirituality across the federation is having a remarkable effect in its early days. This approach encourages pupils to notice, reflect and respond spiritually on what they see in the world around them. It is already awakening and growing awareness of the spiritual aspects of the curriculum and of individual lives. However, with the focus on this dimension being recently introduced, it is not embedded in the school. At this stage, the formula of opportunities is standardised and does not offer pupils and adults openings to shape reflective opportunities themselves.

Collective worship is greatly valued. Clearly Anglican worship, it has a familiar structure and offers the invitation to engage. The school follows the diocesan worship calendar, meaning close alignment to the church's year. This brings strong knowledge and understanding of biblical text to pupils and adults, whether they have a religious faith or not. The vision is explored, with a focus on it influencing the school's life. People are encouraged and challenged with how they are living their own lives. Each worship begins with teaching about 'being whole.' This raises awareness of Christian belief that God wants us to be whole, therefore acknowledging the full range of emotions. This develops self-management of mental health. Clergy from the two parish churches regularly lead worship in school and the churches. They describe how their ministries with the school bring joy and fresh insights to themselves from deep responses given by pupils. This indicates an openness to growing in the spiritual sense from each other. Daily meditation sessions in all classes also enable dialogue with God or just reflection, spiritually resetting people and the day. There is enthusiasm to join the trust group in Year 6. This takes specific responsibility for living out the school's values in leadership roles. Work on spiritual development has brought a greater depth to



collective worship. Opportunities for spiritual flourishing are provided as time to reflect. These promote inclusive worship being 'a time to talk to God and listen to God, whoever God is to you.'

Policies are firmly set from the federation's vision and, as a result, shape linked practice. Through living by a common set of vision-inspired values, people are united as a community. This cohesiveness ensures that people are helped in difficult times. An example has been in supporting new families to settle in. This leads to people feeling valued. The diverse intake of the school includes some living in local temporary accommodation and therefore at the school for just a short time. The school recognises that it has equal responsibility to all pupils and makes equitable effort to educate each person for however long they are with them. All staff are trained in mental health first aid, meaning that they can identify vulnerable pupils and signpost them for appropriate help. Understanding the families and local needs, the school relentlessly addresses obstacles preventing pupils from shining now and in their future. This results in the school giving a transformative experience to those in its care.

The outward-looking vision and relating it to living as Jesus did promotes responsibility towards others. This is encouraged by raising awareness of injustice and opportunities for actively addressing it. These particularly arise from 'Christian social justice studies' as well as worship. An example is asking manufacturers for fair pay for their workers in developing countries. Pupils are learning they can be agents of change for a better world. Along with raising money for those less fortunate, they are helping others to shine in the world.

The quality of RE teaching is consistently high with teachers building upon previous learning. They facilitate pupils developing strong knowledge and broad, yet in-depth, understanding of Christianity and the major world religions. As a result of the balanced RE curriculum approach, pupils make very good progress in their RE. They are taught about core beliefs, philosophy and the diverse ways in which faiths are lived out. Thoughtful learning is shown in the wide range of creative tasks which pupils undertake. This is being deepened by the school's work on spirituality. A diocesan-created system of assessment, moderated across the federation, informs teaching and learning.

RE is prioritised by the school. Experiences of visitors and visits bring memorable authenticity to pupils' learning. Continuing professional development, both school and federation-wide, along with diocesan advice, grows exceptional provision. This is not shared beyond the federation. Therefore, the potential for wider mutual improvement of RE practice is not being realised. The RE syllabus gives a well-sequenced approach to teaching and learning, reflecting best practice for RE in Church schools. Pupils are inspirational in the enthusiastic way they speak about their RE learning. They use specialist RE vocabulary well and make connections. They insightfully express how what they have learnt affects them. They are compelling ambassadors for the importance of RE in our world. Pupils' RE learning contributes considerably to their flourishing. The school ensures that its pupils leave school as examples of the 'living' school vision.

## Information

Address	4 Craven Terrace, London, W2 3QD		
Date	27 June 2025	URN	101132
Type of school	Voluntary Aided	No. of pupils	169
Diocese	London		
Federation	Go Shine Church of England Federation		
Executive Headteacher	Harvey Webb		
Head of School	Adrian Evans		
Chair of Governors	Judy Powell		
Inspector	Shaun Burns		