

St. John's CofE SIAMS Case for Excellence March 2022

Vision	"That all may, Love, Learn, Flourish". Anchored by God's love, we nurture our children to develop a true love for learning whilst also learning to love and respect others; celebrating the uniqueness that makes us all special. Every child is supported and valued, enabling them to flourish, and grow in their faith.
Associated Values	Peace, Generosity, Trust, Compassion, Joy and Wonder
Theological Grounding Firmly Rooted in Christian Narrative	As Christians, we believe that Christ is our spiritual and pastoral model and it is therefore natural that when his story, purpose and nature is revealed to us, we should follow him in order to have a closer relationship with God. We believe this theological truth can best be expressed in a primary school setting by five words: Every Plant wants to grow
Context	N.O.R: 387 Staff: teachers FTE 18.74 over 23 people, TAs FTE 14.18 over 19 people Pupil Premium: 50 SEN: 37 children on the register 5 with EHCPs Attendance: 94% (4/3/22) Chair of Governors: John Phillipson Head Teacher: Martina Martin Deputy Head: Whitney Andrews Assistant Head: Sophie Partridge Inclusion Manager: Jane Wright

Key strengths

- We are an oversubscribed voluntary aided CofE primary school with an excellent local reputation in Croydon.
 - Completion of expansion to 2FE school (September 2022)
 - 75% (45) of children are admitted on a Foundation (Christian) place each year 25% (15) are open to those living in the local community.
 - Within the context of Christian belief and practice, we aim to serve the community by providing an education of the highest quality.
 - Children are vibrant and happy, our staff are dedicated, our Governors are passionate and our parents/carers are supportive and appreciative.
 - Children make excellent progress, fulfil their potential and benefit from attending this school.
 - High levels of literacy and mathematical knowledge
 - Children leave our school well prepared for their next transition in education and to contribute positively to life in Modern Britain.
 - Our Golden Rule of 'Love One Another' is securely embedded and permeates the life of the school. It underpins all aspects of our Spiritual, Moral Social and Cultural (SMSC) work
- Faith is very important to us and we endeavour to live out our Christian vision and values in our everyday lives. They are a highly visible feature of the school environment enabling the children to uphold the school's ethos and enabling them to flourish in a highly cohesive learning community.

Progress made by the school on areas for development identified in the last SIAMS inspection	Key Issue	Progress Made
	Ensure that the global and multicultural nature of Christianity as a world faith is celebrated as part of the further development of the Religious Education (RE) curriculum.	<ul style="list-style-type: none"> • Children are regularly made aware of their global neighbours. • Opportunities are created for the children to reflect on ways they can help their neighbours

Strand 1 – Vision and Leadership

Our deeply considered Christian vision, rooted in Theology, is aspirational and runs through our school; inspiring and directing every aspect of school development. We want all pupils, regardless of background or starting points, to experience a full and rich curriculum that sees them flourish and with our trust placed in God we believe that we can achieve the unimaginable. School life is underpinned by our strong ethos, Golden rule and Christian values; allowing all to feel embraced and welcomed into a supportive environment; this shines through the calm and creative working atmosphere immediately sensed and commented on by visitors. We place a strong emphasis on professional development; evidenced by our GROW programme, enabling teachers to flourish throughout their time at the school; our AHT started as an NQT. Our school is outward facing, always seeking to support schools in our local area and in our cluster of Church schools; being able to learn from and with others. We have established strong links with Parish incumbent, Rev Lu, who regularly contributes to Inset days, Prayer Groups and leads worship weekly; supporting our school community in times of need. Our Governors are supportive and engage in robust self-evaluation activities and regular monitoring visits; they know our school well and have a clear understanding of the school curriculum and the way in which the vision drives this. As a result, all pupils make at least good progress with many making excellent progress. Governors are kept up to date with the 'church school' elements, and healthy discussions are had as to how this can be developed further. Foundation governors are keen and passionate about maintaining and furthering our school's Christian identity.

Strand 2 – Wisdom, knowledge and skills

All staff strive to provide the best possible learning environment and educational practice. Our inclusive and diverse curriculum and belief 'That all may Love Learn Flourish' is our commitment to valuing each individual, enabling all pupils to grow and flourish. Equality, Diversity and Inclusion drives our curriculum which was recently redesigned to reflect the children in our school community so that they are represented in the books that are read to them and the subjects taught. We have a strong enrichment offer: lunchtime and after school clubs; KS2 choir; French; Chess; Eco-club; Y4 and 6 have access to 2 residential opportunities (Kingswood and CYE), Connecting Classrooms Project (Zimbabwe), dance and music specialists, music opportunities e.g. Peripatetic teachers. Interventions and support are quickly identified e.g. Phonics intervention; outcomes 93% for the past 2 years. The progress and attainment of vulnerable groups is well considered by staff and Governors with actions put into place and reviewed regularly. Staff have a wide range of skills which is supported by good quality interventions. The Pupil Premium Funding also supports extra staff, and now the development of becoming a Trauma informed school.

Strand 3 – Character development: hope, aspiration and courageous advocacy

The reward systems in our school encourage character development as well as achievement – red scarf, red badge, headteachers commendation. Mental health and wellbeing for children and staff has been a key priority over the past two years; a Designated Well-being Lead (Mental Health First Aider for Adults and for children) has been appointed, an ELSA, and TAs who specialise in Drawing and Talking and Lego Therapy are available. The DHT is also a trained Mental Health First Aider for children and adults. All children have access to 'Listening Liz' to talk through worries by putting their name in the birdbox which is located in the 'Poppy Garden'. We regularly explore the concept of injustice through collective worship and RHE lessons, identifying key ways we can make a difference in the world through our own actions (Big Green week). For our harvest celebrations, Year 4 children lead a class worship and we collected and delivered food to our local food banks. We work with a number of charities across the year and are always looking at ways to increase our charity work. Children are encouraged to be courageous advocates with each year group being allocated a courageous advocate (past and present) linked to their values. This is shared with our school community and has offered opportunities outside of the day to day curriculum looking globally at ethical, environmental, and charitable issues.

Strand 4 – Community and living well together

We pride ourselves on our strong and nurturing relationships based on our deeply Christian vision, which supports all members of our school community. We live out our vision through the love and care shown in supporting our families and staff. This could be seen through staff delivering work to vulnerable families, creating food parcels at Easter and Christmas and staff making weekly phone calls home. Our school family recognises that even during the most challenging times, our Golden rule of 'Love one another' is held firm. This is evident in the many events we hold throughout the year which engage our community such as our quiz nights, Christmas and Summer Fairs and BBQs. All these events are extremely well attended and help to celebrate our Christian values. New Reception parents and children are welcomed to school through a Teddy Bear's picnic, home visits and 'tea and tissues'; quickly welcoming them to life at our school. Our links with the local care home, Hall Grange, has enabled our children to engage in outreach and live out our values; writing Christmas cards, letters and planting bulbs. Behaviour in our school is of a high standard as seen and commented on by visitors and identified in our recent Ofsted (September 2021). Our learning environments are calm and purposeful promoting positive learning and outcomes. We encourage our children to care about the world they live in and learn how to look after it through our Y1&2 Eco club. Our staff feel valued and wellbeing is a whole school priority as reflected in the appointment of a Designated Wellbeing Lead. Our school is welcoming and we actively nurture the wellbeing of our staff and children. We involve the children when staff are celebrating significant events e.g. weddings and retirement. The school enables both pupils and adults to flourish in all aspects of life due to the excellent mental health and wellbeing provision. This work is intentionally planned as an outworking of the school vision and has a transformational impact on the lives of members of the school community.

Strand 5 – Dignity and respect

Policies and procedures are successful in preventing prejudicial behaviour. This results in few incidents being recorded. We have achieved this through our Christian vision, which helps to see everyone as God's children, and all as equals. We believe in challenging stereotypes and staff are keenly aware of the language they use. Staff spend time during INSETs discussing key issues in relation to equality, diversity and inclusion. Books and literature in each classroom reflects the diversity of children and their families; we use our RHE curriculum to address and misunderstandings. Every term we have a "Be Safe Week", promoting the NSPCC Pants Campaign as well as anti-bullying. This has imparted valuable knowledge on our children who can confidently speak up when something is wrong.

Strand 6 – Collective worship

Collective Worship is wholly Christian and takes place daily with the whole school. It is creative, inspirational and inclusive, providing opportunities to worship in a variety of ways; touching on current events and global issues, giving children the opportunity to reflect on 'Big questions'. It facilitates spiritual growth (spiritual moments) in pupils and adults, supporting and sustaining our Golden rule of 'Love One Another'. We involve different groups in leading worship, including 'Jam team', Faith team, our incumbent, Rev. Lu, Chair of Governors and local vicars. Our children and staff enjoy collective worship as it is a time when we are all united and it enables a positive start to the day. Children take a considerable lead in the development of worship. All children are given the opportunity to deliver class worship throughout the year; parents are invited to attend these. Pupils can articulate the value of worship; they regularly comment on how it makes them feel and new things they have learnt. We regularly worship in the church; parents and carers are also invited and the service is streamed for staff who are unable to attend.

Strand 7 – Religious education (RE)

High priority is given to RE; it is the strength of the school. Being based on an enquiry-led approach, it requires pupils to think deeply and is both challenging and transformational in considering how pupils can aspire to live out the school vision. The RE curriculum follows the SDBE syllabus and is supplemented by Understanding Christianity and What if Learning. Teachers are clear about what and when units are to be taught. Regular CPD, through RE Grow, enables monitoring and development for all teachers in order to achieve excellent RE teaching across the school. There is a very high quality of teaching and learning in RE across the school. Lessons are inspiring, engaging and transformational ensuring that all children make good progress. Teachers work hard to provide a range of different approaches to hook children into lessons including video clips, artefacts, stories, drama, visitors etc. and they ensure different teaching styles are used to suit different learning needs. Marking is in line with Maths and English with the use of tickled pink, clear learning objectives, questions asked to move learning on and response to marking expected.

