THE CHURCH OF ENGLAND EDUCATION OFFICE

The Methodist Church

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Clayton St John Church of England Primary School					
Address	Bradford Road, Clayton, Bradford BD14 6DD				
Date of inspection	10 October 2019	**Status of school**	Academy inspected as voluntary aided within the Bradford Diocesan Academies Trust (BDAT)		
Diocese	Leeds		**URN**	145180	

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**	Requires Improvement
Additional Judgements	**The impact of collective worship**	**Grade**	Requires Improvement
	The effectiveness of religious education (RE)	**Grade**	Requires Improvement

School context

Clayton St John is a sponsored academy with 468 pupils on roll. There is a high level of religious and cultural diversity, but less than the national figure of pupils who speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages but in line for Free School Meals. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school converted to an academy in October 2017 with BDAT, after it was judged to be inadequate by Ofsted. There have been significant staff changes including the appointment of an Executive Headteacher.

The school's Christian vision

'Growing together in God's Love' we flourish as individuals and as a community. Within a nurturing environment, we develop curiosity and a love of learning. We learn and grow when things go well and when things go wrong. In this way and in all we do, we hope to be the best we can be. (Ephesians 3: 17-19 and Jeremiah 17: 7-8)

Key findings

- Following a period of significant staff turbulence, the leadership of the school has been strengthened by the appointments of a highly effective Executive Headteacher and Head of School.
- The supportive partnership with BDAT has had a positive impact on the school's capacity to develop as a Church school.
- The shared Christian values, which are now more explicit, are having an impact on pupils' behaviour, their attitudes to learning and their care and respect for each other.
- The school's recently adopted Christian vision is not yet having sufficient impact to enable all pupils to flourish academically.
- Pupil's spiritual and personal development is enriched by some creative and inspiring collective worship experiences. This is increasingly impacting on the day-to-day life of the school.
- In line with the school's vision, RE and aspects of the wider curriculum enable pupils to think more deeply, as well as understand, respect and celebrate difference and diversity.
- Leaders and governors are passionate about engaging more effectively with SIAMS evaluation to ensure the Christian vision is understood and drives improvement on the journey to becoming a good Church school.

Areas for development

- Embed the Christian vision in order for it to be more effective in influencing and shaping a Church school where perseverance and resilience are developed to enable adults and pupils to flourish.
- Ensure that a robust and continuous self-evaluation process is in place involving the whole school community, to secure a positive impact on the school's effectiveness as a Church school.
- Develop curriculum implementation which is in line with the Christian vision and tailored to meet the learning needs of all pupils, including the most vulnerable, to support their achievement.
- Develop teaching, learning and assessment in RE to support pupil's deeper understanding and progress.

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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

Clayton St John is a welcoming place where improvement is tangible. Following a period of turbulence the school is now making progress towards enabling pupils and adults to flourish. This is inspired by the highly committed Executive Headteacher and leadership team through their unwavering emphasis on pupil behaviour and achievement. The support provided by BDAT has been significantly influential in sustaining this journey and raising the quality of teaching and learning. Pupils explain that the school's Christian values of Resilience, Enjoyment, Security, Pride, Excellence, Collaboration and Trust (RESPECT) enable them to live well together and develop confidence. However, their understanding of how the values link to the more recently adopted vision is less well established. Governors regularly meet with senior leaders to monitor the school's development. Policies now reflect the vision and self-evaluation is increasingly focused on assessing its impact on the school's operation. This has led to improvements such as the introduction of 'big books' in RE. The subject is given dedicated curriculum time which enables leaders to evaluate its effectiveness. The RE leader utilises her diocesan training to support teachers. Collective worship enables pupils to reflect on the implications of Bible stories and the Christian values for themselves and the wider world

The school has addressed the actions from the previous inspection, although the impact on consistency of standards is not yet secure. However, it is well placed to ensure the required improvements take place.

Pupils enjoy learning and often find it fun. They talk enthusiastically about the 'learning superheroes' who help them to be more effective learners. This reflects the school's aim of pupils developing a love of learning in order for them to aspire to 'be the best they can be'. The school's improvement plan is aimed at implementing a rich, context-driven curriculum to support pupils to become resilient, motivated and effective learners. It recognises each pupil as an individual and supports their achievement whatever their starting points. Leaders have accordingly developed their understanding of data trends and how to identify and address underachievement. However, current data suggests that this has not yet had full impact. The school is determined to increase pupil attendance. Innovations such as the 'walking bus' are having a positive impact.

The school community has a growing understanding of the school's vision and values and their theological basis. The school provides a nurturing environment in which pupils develop curiosity and understand that everyone learns when things go well but also when things go wrong. They are becoming more resilient, but are not secure in how the vision supports them to do this and make positive choices about behaviour and learning.

Pupils are beginning to reflect on and question what is meant by disadvantage, deprivation and the exploitation of the natural world. They are involved in a variety of local and national charities and understand that engaging in social action is a way of showing compassion. However, they do not have a deeper understanding of its connection to challenging injustice. The school is just beginning to cultivate global links.

Pupils' behaviour has improved because expectations are higher and relationships are supportive and positive. Parents reinforce this and have noticed the improvement. Pupils say they are encouraged to demonstrate 'behaviours to be proud of'. Key staff support them when difficulties occur and a pupils' counsellor works with those who are vulnerable. Pupils understand the school's behaviour policy which enables them to learn from their mistakes and be forgiven. Leaders have worked hard to ensure that there is support for the good mental health of pupils and adults.

The school's vision is expressed through the RESPECT Christian values, which are used to promote dignity and help pupils to develop a sense of belonging that embraces and celebrates difference. This includes participating in a 'twinned' Year 4 residential trip where pupils get to know their peers from diverse backgrounds. They are also enabled to consider dignity and respect through worship and RE as well addressing 'bigger questions' about discrimination and inequality. Further exploration of wider diversity is an area that the school is developing. Safeguarding in school is effective and pupils' self-awareness, their relationships and how to keep themselves safe are a central priority for the school.

Worship is an important aspect of school life. It is invitational, takes place daily and provides experience of prayer, song and reflection. It is planned through weekly themes, taking account of Christian festivals. Pupils reflect on, and are inspired by how the school's vision and the teachings of Jesus relate to their own emotions and behaviour. This was seen when pupils were offered a 'challenge for the week', related to helping others to conquer fear. The ongoing impact of worship on pupil understanding of the vision and how it helps them to 'be the best they can be' is not as secure. Parents value and enjoy attending assemblies and school services held at the parish church. The vicar is a regular visitor to the school and provides inspirational worship opportunities that pupils enjoy. Weekly worship includes 'Big Questions' linked to biblical teaching and current affairs. Pupils

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make contributions to worship through prayer. They are members of a recently created Worship Council, which allows them to share in its planning and evaluation. However, the full impact of this is yet to be seen.
RE has been an area of development for the school, which has raised the subject's profile. The school operates the Leeds Diocesan Syllabus and it meets statutory obligations. A more creative approach has been taken to teaching and learning in RE. This has made it more inclusive and enabled pupils of all abilities to contribute to lessons. Pupils visit a variety of places of worship and experience visitors of different faiths which helps them to develop an understanding of diversity. The school is developing ways to evidence learning and record pupil progress, including a revised assessment and tracking system. However, this remains an area for development. Monitoring and evaluation of RE takes place, but the impact of this is underdeveloped. The quality of marking and feedback varies and does not always help pupils to deepen their understanding.

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The effectiveness of RE is Requires Improvement

The effectiveness of RE is not yet good because, although standards have risen in the last 12 months, and the quality of work has improved, it is not yet in line with the expectations of other core subjects. Staff knowledge and confidence have improved through training undertaken by the RE leader and a stronger focus on enquiry-based learning. However, there remains some inconsistency in the quality of teaching and learning in this area. The school has identified this for improvement and the partnership with BDAT is acknowledged by leadership as key to underpinning this development.

Executive Headteacher	Michelle Hargreaves
Inspector's name and number	Antoinette Drinkhill 691

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