

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Moordown St John's Church of England VA Primary School

Address Vicarage Road, Bournemouth, Dorset, United Kingdom, BH9 2SA

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Excellent**

School's vision

Our pupils, staff, parents and trustees are part of a community of learning, where standards and expectations are high and there is a real purpose in being part of the family of Christ. We seek to further the work of Christ by expecting, nurturing and living the Fruits of the Spirit (Galatians 5) in our day to day lives.

Key findings

- The school's Christian vision and values are deeply embedded. The highly committed leadership team ensures that pupils and adults thrive in this inclusive and respectful community
- Systems to monitor and evaluate the Christian distinctiveness of the school are in place. However, governance monitoring requires a more systematic and structured approach to evaluate the effectiveness and impact of the Christian vision
- Character development is inspiring. Pupils are developing into agents of change by regularly initiating fundraising through the school parliament, increasing awareness of injustice and poverty and ecological challenges
- Collective worship is engaging and reflective. It encourages deep reflection which contributes to pupils continuously developing their spirituality. However, the style and content of collective worship do not reflect the diversity of Christian worship
- Leadership in RE is strong and pupils flourish in this subject gaining impressive theological literacy

Areas for development

- Ensure systems for monitoring and evaluating the school's Christian vision informs strategic planning systematically and enable this to support at governance level
- To develop a culture of collaboration with other organisations to ensure that the vision of Moordown St John's extends beyond the school community
- Ensure that pupils gain a wider understanding of diversity within Christian traditions of worship

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

Moordown St John's Christian vision is Christ centred and based on the associated values of the fruits of the spirit. They are intrinsically embedded in the life of the school and have a profound impact on the pupils and adults. This results in a purposeful and happy school community. Leaders, including directors, can articulate the vision and how it impacts on school life. However, some systems for monitoring and evaluating the Christian distinctiveness of the school do not consistently feed into development planning.

The vision determines how the school aims to grow. It develops well rounded pupils who believe in themselves and make a positive contribution to society. As a result, pupils thrive in their learning. However, leaders are not complacent and continually review the learning needs of all pupils through the curriculum. This was demonstrated during the pandemic when pupils' learning needs were closely monitored. A parent commented on how the heroic efforts of staff during the lockdowns ensured that pupils had the best chances to succeed. High quality learning provision, communication, and reintegration on the return to school prepared pupils to flourish. Highly effective face to face and remote learning enabled the pupils to engage with their lessons and continue to make progress. Virtual collective worship was delivered daily and RE remained high profile during this time. Through their learning, progress, and spiritual development online and in school, pupils regularly engaged with staff.

The school's vision to further the work of Christ by expecting, nurturing, and living the fruits of the spirit in pupils' day to day lives ensures that their wellbeing is prioritised. For example, a child said that he finds it hard to be patient when playing games with his friends. He thinks of Jesus and how he would have managed. Relationships throughout the school are exemplary. Adults and pupils treat each other with dignity and respect and everyone cares for each other deeply. The senior leaders are passionate about their school community and ensure that the wellbeing of new and established staff is high priority. Pupils' wellbeing is taken seriously. The school bases its approach on a tool box of self-regulation behaviours that are taught incrementally throughout the school called 'Trick box'. Pupils refer to how they reflect on one of fruits of the spirit, self-control, and think of ways that Christ modelled this in his life. Pupils talk of strategies that they use to calm down by breathing out bad colours and breathing in good colours. This time for reflection on their feelings and behaviour ripples through their life at school and at home. It provides space to meet the spiritual needs of all learners across all aspects of school life. Parents engage in workshops on self-regulation behaviour so that they can understand and support their children. The impact of the Christian vision and values is clearly lived out in the way pupils and adults respect and support each other.

Pupils' character development is admirable and well rounded. The school's vision and values are reflected in the way pupils reach out to local, national and global communities. Pupils make a positive and significant contribution to society. The impressive school parliament and its sub committees (justice and poverty, wellbeing, ethos, and eco) enjoy engaging with the school community. Pupil elected Members of Parliament (MPs) are called to represent the school and engage in campaigning to the local MP to take their ideas back to the Houses of Parliament. Pupils are vociferous advocates for raising money for charities, local, national and global events. Pupils are developing links that they have with a charity in Burundi to help them build classrooms, dormitories, toilets and to provide electricity. World events inspire pupils to continuously think what they can do to make a difference in their own time. Pupils initiate impressive independent fundraising events. For example, one pupil played the guitar for seven hours and through sponsorship raised over £3000 for refugees in Ukraine. The pupil explained that money was the key to help the people of Ukraine so that they can buy what they need.

The RE leaders are extremely effective. Stimulating opportunities are created for pupils to reflect on their own and other religious viewpoints. As a result, pupils actively consider diversity, faith and culture across a range of religions. Using the fruits of generosity and patience, pupils are given opportunities to learn about and respect different religions. Pupils are proud of their RE learning and achieve consistently high levels of progress, surpassing expectations for their age. RE is highly valued by all staff as a result of the outstanding quality of the religious education leadership team. Inspired by the school's vision of encouraging all to live Christ like lives, pupils talk about how much they enjoy RE. They develop a deep understanding of Christianity and world religions.

Collective worship is fundamental to the spiritual life of Moordown St John's. It is extremely well planned and evaluated by leaders and pupils and the school has created an innovative collective worship programme. It is engaging and invitational to all and inspires inquiring minds. Through engagement and participation, pupils explore the themes of the fruits of the spirit and respond to big questions. In preparation for planning a remembrance service, a group of veterans of the second world war were interviewed by some pupils. The resulting collective worship was exemplary. The school's partnership with the parish church is extremely strong. Regular visits from the rector and children and youth worker take place. Class worship enables pupils to grow spiritually through the experiences of reflection on the school's vision. However, pupils do not have a broader understanding of diversity within Christian worship and what this means to be part of the wider family of Christ.

The fruits of the spirit are interwoven throughout the broad, balanced and exciting curriculum. Pupils link these values to their learning when big questions are asked. As a result, pupils' spirituality is deepened. Across the school community, pupils have regular opportunities to develop a personal spirituality through experiences such as reflection or prayer spaces in school and the spirituality boards in each classroom. Provision for vulnerable pupils is paramount and adults provide appropriate support for pupils to learn. The extra-curricular provision enables pupils to identify their strengths and thrive through their application of the school values. The school engages with other schools for subject moderation. As a result of this work, leaders flourish and the vision is lived out.

Leaders at all levels within the school structure have opportunities to develop by engaging in regular internal leadership opportunities. This culture, driven by the vision and values, results in an environment where pupils and adults live in mutual trust and respect.



The effectiveness of RE is

Excellent

RE is strongly led and managed. Rigorous assessment is in place and the subject is regularly monitored by leaders. The curriculum is planned well, so that pupils make good and often better progress. All pupils, including the most vulnerable and those who need additional help with their learning, flourish in RE where they frequently surpass expectations.

Contextual information about the school

Date of inspection	17 May 2022	URN	142435
Date of previous inspection	18 June 2015		
School status	VA	NOR	402
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	Portsmouth;Winchester		
Headteacher	Peter Herbert		
Proportion of pupils deemed to be disadvantaged	In Line with National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)			
Inspector's name	Gillian Morris	No.	1028