



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Clement's and St John's Church of England Infant School

St Clement's Road

Bournemouth BH1 4DZ

Previous SIAS grade: Not previously inspected as an academy

Current SIAMS grade: Outstanding

Diocese: Winchester

Local authority: Bournemouth

Dates of inspection: 30 November 2015

Date of last inspection: Not applicable

School's unique reference number: 113839

Headteacher: Andy Poole

Inspector's name and number: Andrew Rickett 201

School context

St Clement's and St John's is a larger than average size infant school with 268 children on roll, in an urban setting. The catchment area reflects the broad social and economic mix of the backgrounds of the children. A high proportion has English as an additional language. The number with learning difficulties and/or disabilities is above the national average as is the number entitled to receive the pupil premium. Attendance is broadly in line with national expectations. The school's federation with a local Church of England junior school, converted to academy status in July 2015 which they joined with two other primary schools. The infant school's headteacher joined in September 2015. There is a single local governing body for the federation which is led by an executive headteacher.

The distinctiveness and effectiveness of St Clement's and St John's as a Church of England school are outstanding

- The Christian love that underpins the school's mission ensures that all children are cared for and nurtured as unique individuals.
- Explicit Christian values make a significant contribution to the development of the children's personal spirituality.
- The passion and commitment of school leaders ensures that the Christian vision has meaning and purpose for all members of the school and wider community.

Areas to improve

- Establish creative and innovative ways for children and adults in school to develop their capacity to reflect that supports the growth of a personal spirituality.
- Develop the reflective aspects of the enquiry approach to religious education (RE) so that the subject becomes a model for the promotion of spirituality across all areas of the curriculum.

- Ensure that leaders and managers, including governors, regularly update the skills needed to effectively monitor and evaluate the impact of new initiatives.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school's Christian message has been carefully created so that it reflects the needs of the children and their families within the context of the community that the school serves. A review of core values in 2013 identified four that have resonance for all members of the school community. Compassion underpins the way that the school brings together children from a wide range of backgrounds and cares for them as individuals. To bring relevance to the Christian ethos, the school promotes a sense of self-worth in each child by encouraging confidence to aspire and have hope for the future. This is supported by providing opportunities in their learning for children to be creative and have a curiosity to explore a deeper meaning to the big questions of life. Together compassion, confidence, creativity and curiosity combine to bring values alive for children. These four core values are becoming more closely linked to four learning values and it is the combination of the two that makes a significant impact on the progress that children are making in their learning and growing appreciation of a personal spirituality. Data suggests that outcomes for children are steadily rising from starting points that are below national expectations when children join the school. The school has the confidence to explore what it means by spirituality and this has grown over the last two years. The links between core values and aspects of spirituality have become closer and now underpin, in a natural way, the way that the school lives out its ethos. Children are regularly given opportunities to be reflective in their learning and also reflect as an integral aspect of worship. The extent to which the school has explored aspects of spiritual reflection to support the children's wellbeing has not yet been fully explored. Relationships throughout the school are excellent. The level of care and respect for each other is exceptional. Children show a high degree of appreciation for the range of cultures and faiths that make up the school community. Parents feel strongly that the 'living values' are an important part of their children's education and that they give them positive experiences of faith and belief.

The impact of collective worship on the school community is outstanding

Acts of worship are an integral part of the school's vision and equip children with the confidence and resilience to have hope and aspirations for their future. They are outstanding because of the impact this makes to the lives of children. The use of Bible stories and explicitly Christian messages to deliver messages of hope and love reflect the school's mission to meet the needs of the community that it serves. The extent to which acts of worship link to the four core values is a particular strength of the school. Children understand this and explain how the core values link to Bible stories and the teaching of Jesus. Prayer and reflection make an important contribution to the overall worship experience. Children appreciate that prayer is a way of talking to God and Jesus but that it can sometimes be hard. They explain confidently how being compassionate is connected to forgiveness and making moral choices. Furthermore, they have the maturity to reflect on what this means to them personally but also try and empathise with the difference that forgiveness and their actions can make to others. Prayers are a regular aspect of the life of the school both within acts of worship and at other times in the school day. Children are developing their understanding of the nature of the Trinity and are tussling with its mystery. They openly share their views on God and Jesus and readily show their keenness to understand how the Holy Spirit relates to them. Children respond very well when asked to contribute to worship. They are engaged and willingly contribute their ideas and thoughts. Worship is thoroughly planned. There is a wide range of themes connected to the core values delivered by a team from a range of Christian traditions. The school celebrates major Christian festivals both in the parish church and at other Christian venues together with the junior school. Children have a good understanding of a range of different forms of Christian worship. There has been some feedback from children on their views about worship and children are regularly involved in leading worship.

The effectiveness of religious education is outstanding

Religious education is outstanding because of the significant contribution the subject makes to the children's growing spiritual awareness and development of their understanding of moral and social issues. Children have excellent opportunities in RE lessons to explore their learning within the context of the school's core values and interpretation of spirituality. The impact of RE is enhanced because children are encouraged to make links between what they are learning in RE and their personal development. Children respond very positively to these opportunities and share their views openly with each other. The school has not yet explored how the reflective aspects of RE can be fully developed and become a model for enquiry based learning in all areas of the curriculum. Standards in RE are broadly in line with national expectations by the time children leave the school at the end of Key Stage 1. This represents good progress from their starting points on entry to the school. The latest assessment data from Year 2 indicates that children's achievement in RE is catching up with other core subjects. The introduction of a new RE scheme of work in 2012 has given teachers greater confidence in the delivery of the subject. They are now beginning to adapt the planning of specific units, such as the current focus on Christmas, so that it has a clearer Christian message. Assessment is thorough and has retained the use of national levels against which children's progress is assessed. This is supplemented by scrutiny of samples of children's work and questionnaires so that the RE leader has a good understanding of children's attainment. The RE leader is knowledgeable about her subject and committed to its place in the overall curriculum. She works closely with the Spirituality Leader and together they ensure that RE is vibrant and purposeful.

The effectiveness of the leadership and management of the school as a church school is outstanding

The wholehearted commitment of the entire leadership team to the school's Christian mission is an extremely strong driver to the success of the school as a church school. This is so because leaders have a clear vision that the school's Christian ethos should not only meet the needs of the school community but serve the wider local community as well. It is this far-sighted vision that makes the leadership and management outstanding. The plans to place the infant and junior schools at the heart of the local community, working together with a regenerated use of the parish church with the involvement of other local churches, is close to becoming a reality. The new headteacher already shows a commitment to the long term vision and understands how it begins with the very youngest children at his school. His enthusiasm and excitement to bring about innovative change is fully shared by the rest of his leadership team who make an invaluable contribution to the ongoing development as a church school. The executive headteacher, who brings an excellent clarity to the overall vision, has ensured that key leaders are in place to bring about change. An inspirational part of this is the work of the Spirituality Leader whose drive and passion shape and promote many aspects of the Christian ethos. School leaders are fully supported by governors who have a growing awareness of the vision. For example, following some training, they have a far deeper understanding of how core values and spirituality are at the heart of the Christian ethos. The establishment of a spirituality working group in 2013, which arose from some professional development, has been very effective in identifying how to continue to grow in their understanding of spirituality as a church school. The school has yet to explore the skills needed to ensure that these new, and often innovative, initiatives will be effectively monitored and evaluated. The school has many links with local clergy and Christian groups who bring a wide range of experiences and outlooks to the children's understanding of the many different traditions of Christianity that make up the local worshipping community. The school meets the statutory requirements for RE and collective worship.