

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

St John's Church of England Primary School, Hindley Green	
Address	Atherton Road, Hindley Green, Wigan, WN2 4SD
School vision	
<p>At St. John's Church of England Primary School, our sense of belonging in school, church and the community enables all to flourish. We believe that each child is unique. Through our nurturing approach and high expectations in learning, academic progress can be made, developing the whole child to be their very best. Our core values of love, responsibility, resilience, hope and community enable us to believe that 'With God, all things are possible.' Mark 10:27</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The reviewed and contextually appropriate Christian vision is well known and highly regarded. It underpins strategic decisions and the daily life of this happy and focused school community.</li> <li>• Relationships characterised by the school's carefully chosen Christian values, are respectful and empowering to both adults and pupils. This is enabling each individual to flourish academically, professionally, socially and spiritually.</li> <li>• Collective worship is a cherished time of each school day. Gatherings are carefully and thoughtfully planned to be inclusive of all. Therefore, the whole community can experience deeply Christian worship that allows for personal reflection and spiritual growth.</li> <li>• Reflecting the intentions of the Christian vision, leaders, including governors and Quest multi-academy trust (MAT), have created a culture where individuals are treated well. The mental health, wellbeing and emotional support of adults and pupils are prioritised. This includes for those with special educational needs and/or disabilities (SEND), and other vulnerabilities.</li> <li>• The highly effective leadership and teaching of religious education (RE), ensure that pupils experience challenging and well sequenced learning. As a consequence, they enjoy and make impressive progress in the subject.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Develop a shared vocabulary and language to express spiritual ideas. This is so that adults and pupils can articulate both spontaneous, and explicitly planned, opportunities for spiritual growth.</li> <li>• Embed the revised RE curriculum to incorporate the greater exploration of world religions and worldviews. This is so that pupils grow in their knowledge and understanding of the diversity of peoples' beliefs.</li> </ul>	
Inspection findings	
<p>The school's Christian vision is at the centre of the life of this compassionate, ambitious and happy community. Collaboratively reviewed and revised, it is part of the daily language and experience of</p>	



both adults and pupils. It is the bedrock for policies and shapes the strategic decisions that leaders make. Leaders at all levels, and including trust and diocesan partners, regularly and robustly monitor and evaluate its impact. This ensures that the school's Christian character and distinctiveness is driving rapid, and transformational, developments across the school. Adults relentlessly encourage pupils to be aspirational for their futures as learners, friends and members of society. In this they are increasingly effective because leaders ensure that pupils receive appropriate professional support and development. Equally, leaders are mindful of the overall wellbeing of adults recognising that determined, successful learners benefit from adults who similarly thrive. In taking this approach, leaders are ever mindful of their resolute belief that 'with God all things are possible.' (Mark 10:27).

Leaders ensure that pupils experience learning that prepares them to be academically and personally successful, responsible and resilient. Adults adapt learning to make it accessible and exciting to pupils of all ages and abilities. This includes those with special educational needs and/or disabilities (SEND), or who may be vulnerable or disadvantaged, even temporarily so. This approach emerges from the school's vision and is based on the firm belief that each pupil is a unique child of God. Pupils expressed how exciting and caring each school day is. This is because adults nurture their wellbeing and plan learning activities and experiences that expand their horizons. For example, celebrating International Refugee Day is linked to learning in geography and the value of compassion. In this way, pupils become aware of challenges beyond their own. Adults are concerned that pupils have the opportunity to grow spiritually. Increasingly, pupils are encouraged to be reflective when responding to new learning and to recognise, think and be amazed by the world around them. They are urged to look inside themselves, think, and make personal responses. However, pupils do not yet have the language with which to fully capture and articulate the impact of these moments and opportunities.

Daily collective worship effectively creates treasured moments of prayer, reflection and community gathering. It offers adults and pupils the opportunity to meet together in different groups and spaces. Leaders plan worship so that it highlights and celebrates Christian feasts and festivals and the school's vision and values. Times of worship are rich and inspiring and have something for everyone. They bring the Bible to life for those present and enable them to see the relevance of God and sacred scripture to the lives of believers. Leaders of worship encourage individuals to take the time to be personally thoughtful. In this way, worship makes a significant contribution to promoting spiritual growth. Key Stage 2 pupils appreciate the stillness and calm they experience when occasionally gathering for quiet end of day prayers. Founded on the Christian value of love, the school prayer empowers pupils to appreciate their individual rights and personal identity. This contributes significantly to their respect for each other and the adults around them. It actively encourages the school's harmonious relationships. Links with the local church community are growing and becoming a model for the wider community. Church members collaborate with the pupil worship team to plan and lead prayerful and reflective experiences including prayer spaces. This is a further example of the creative, proactive approach school leaders take to supporting spiritual flourishing.

Adults nurture and support the wellbeing of the pupils and families in their care. This is constantly building the school's resilient and harmonious community. Through their different roles, adults engage expertly with pupils both pastorally and academically. Pupils are encouraged to be open and honest about their feelings and anxieties. Adults help them to recognise and manage their behaviours and mental health and wellbeing. They celebrate their achievements and support them in their times of need. This results in a calm, friendly, dignified and respectful school community to which pupils and their families are proud to belong. In contributing to this, adults demonstrate their understanding of the school's chosen Christian values in action. When disagreements and misunderstandings occur, reflection, forgiveness and fresh starts abound. Mental health first aiders

and trauma informed adults contribute to the many layers of support available within the school community. Adults, including parents, appreciate that their emotional and mental wellbeing is as important to leaders as is that of their children.

St John's is a generous community built upon a Christian vision that both adults and pupils respect and aspire to live out. There is a strong culture of justice and responsibility. The vision inspires responses and approaches that support the dignity of individuals and their respect for the rights of each other. Pupils recognise that they have individual, collective and democratic voices in their community particularly through their pupil parliament. They appreciate the reasons why, as a school, they support different causes. Their understanding of their ability and power to initiate change for themselves and others is developing. For example, playground markings that encourage positive play habits and community initiatives such as support for a hospice and litter picking. The Brick resource initiated by leaders provides discrete practical support for families with basic food and household items. It is a tangible and necessary example of the school's approach to creating a more equitable and just society.

Well taught, and very effectively led, RE is at the heart of pupils' learning. Adults have unashamedly high expectations of each pupil. Activities are adapted and personalised so that the curriculum is both challenging and accessible to learners. Teachers succeed in this because they receive appropriate professional development from Liverpool Diocese, the trust and the subject coordinator. Consequently, pupils are enthusiastic and inquisitive about their studies in RE. Although still developing, the revised curriculum is carefully and thoroughly planned. It encourages pupils to delve more deeply into the religions they study. However, it now needs time to fully embed so that a wider range of world religions and worldviews are explored. Visits to places of worship add to the excitement of learning. Focusing upon the revised diocesan and trust recommended scheme of learning, pupils respond to 'big questions.' Their teachers expertly sequence learning so that pupils retain and subsequently extend their knowledge and understanding. Many pupils can make impressive connections between current and prior learning. They use religious vocabulary accurately and regularly. In particular, pupils have an assured knowledge and understanding of Christianity. This is matched by the security of their learning about the world faiths they currently study. Assessment in RE is regular and accurate and leads to pupils understanding how to make progress. Leaders have confidence in their analysis of standards because they collaborate within the trust and diocesan networks to which they contribute.

The inspection findings indicate that St John's Church of England Primary School, Hindley Green, is living up to its foundation as a Church school.

Information			
Inspection date	20 June 2024	URN	141644
VC/VA/Academy	Academy	Pupils on roll	189
Diocese	Liverpool		
MAT/Federation	Quest MAT		
Executive Headteacher	Laura James		
Chair	Janet Smith		
Inspector	Fiona Ashton	No.	860