Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Angell Town Church of England Primary School

Vision

Learning to make the world a better place through faith, hope and love.

St John's Angell Town Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Leaders have developed a Christian vision that meets the needs of the school community very effectively. It shapes decisions and actions, enabling pupils and adults to flourish together joyfully.
- The vision inspires leaders to build a culture that fosters loving relationships. The welfare of pupils and adults is of the highest priority. As a result, the level of care that is provided enables the school community to live well together.
- Driven by the aspirational vision, leaders ensure that provision for those who have additional needs is highly effective. In skilfully adapting the curriculum and providing bespoke support, staff empower pupils to thrive in their learning.
- Religious education (RE) is very well led. Effective monitoring and evaluation lead to clearly planned actions. This ensures that the subject remains relevant in meeting the needs of an increasingly diverse school community.

Development Points

- Within the revised RE curriculum, build in further opportunities for pupils to deepen their understanding of religions and worldviews. This is to extend further their appreciation that people practise their beliefs in a variety of ways.
- Embed the school's approach to spiritual development by planning a wider range of experiences across the curriculum to further support and inspire pupils' spiritual growth.

Inspection Findings

The deeply embedded Christian vision underpins the life of this thriving Church school. The shared purpose it provides drives leaders and adults in their desire to enable their community to flourish. The vision is rooted in the Christian values of faith, hope and love. It describes people as unique gifts from God. This perspective enables leaders and governors to make courageous decisions in the best interests of the school. Consequently, important choices that strengthen the future of the school community are managed with dignity and purpose. The vision expresses the aspiration for each pupil to fulfil their God-given potential. To this end, leaders establish a culture that fosters loving relationships, where pupils and adults are valued for their unique contributions. Thus, the school community flourishes together with a common purpose to 'make the world a better place'.

The vision is woven into the school's curriculum. Faith, hope and love guide adults in their aim to reflect the teachings of Jesus in the daily life of the school. This shapes the sense of aspiration that runs throughout the school's approach to learning. The values are evident in the way that adults and pupils learn purposefully together. As a result, pupils are equipped to become active citizens who help enable this community to live well together. Members of the staff inclusion team are relentless in identifying opportunities for success for each pupil. Through carefully tailored support and adaptations to the curriculum, pupils, including those who have special educational needs and/or disabilities, learn well. Leaders are determined that the curriculum provides rich opportunities for pupils to explore their own spiritual understanding. This is particularly evident in RE. Regular points of reflection challenge pupils to relate their learning to their understanding of the wider world, their beliefs and the beliefs of others. However, such opportunities are less embedded across the whole curriculum. Teachers have developed approaches to nurture spiritual development more widely. These are in the early stages of implementation.

Collective worship is central in enabling pupils and adults to flourish spiritually. Worship takes place at the start of every day. The school community values this special time, as pupils and adults come together to reflect before the working day begins. Thoughtfully underpinned by the school's values, the worship life of the school is enriched by the community coming together in a variety of ways. Through a shared approach, pupils are able to develop their own spiritual understanding of what these values mean in their lives. For example, class worship enables pupils to share their reflections and appreciate the range of worldviews represented within the school community. As one pupil said, 'It is important to share our values. We love one another and we respect each other's faith.' Pupils appreciate that their values welcome all in the school's worship life. The partnership with the local church is of central importance and the school and church work in unity. Regular worshipping events that bring the church, the school and their families together are special times that build a sense of belonging in this close and diverse community.

St John's is led in a spirit of love and compassion. This example forms the basis for the strong relationships that are highly evident throughout this community. Effectively supported by the diocese, governors offer valuable challenge and support to leaders in their determination to prioritise pastoral care and wellbeing. Leaders are readily available and listen carefully to the views of adults. They act quickly to support staff professionally and personally. For instance, they actively find ways to reduce workload. Therefore, staff feel valued and work together as a united team. Leaders continuously reflect on how well they support pupils and families and are proactive in taking action to enhance wellbeing. For example, a recent revision to the school's behaviour policy has provided more pupils with the support that they need to build positive relationships. Through this skilful guidance, pupils are able to live well together by respecting and caring for each other.

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Leaders and staff are united in their intent to prepare pupils for the next steps in their lives. Inspired by the vision, they seek to nurture an active culture of responsibility and justice. There are many opportunities for pupils to take responsibility and lead. For example, wellbeing ambassadors are effective in helping pupils of all ages to feel secure and happy at playtime. Through organising events, for example, to raise awareness of neurodiversity, they help their peers appreciate difference. Such initiatives underline how pupils feel a strong sense of responsibility to each other. Pupils lead in promoting equity within the school. For example, the school council raised money to buy more library books that represented the rich diversity of the school community. One pupil summed up their approach, explaining, 'Our school is about respect and it is about diversity. It includes everybody. We are a community.' Pupils are encouraged to act when they identify aspects within their local community that they feel are unjust. For example, pupils participate in local recycling initiatives and raise awareness about child safety in their area. Thus, they recognise how they can make a positive difference within and beyond their school.

RE is led well. As a result of the priority leaders give the subject, teachers benefit from high-quality training and a rich range of resources. Lively approaches to teaching about Christianity are enhanced by pupils sharing their own experiences of it as a diverse, global living faith. Recognising the importance of RE in building pupils' appreciation of diversity, the curriculum explores a range of world religions and worldviews. Leaders are determined that the subject continues to meet the needs of a community that embraces a wide range of Christian traditions and other faiths. Thorough monitoring of the curriculum leads to effective, evidence-based plans for improvement. To this end, leaders have revised the curriculum to deepen pupils' knowledge and understanding of the different ways that people practise their beliefs. With effective support from the diocese, the curriculum now provides more opportunities for pupils to explore their own beliefs, as well as appreciating the beliefs of others. These changes are in the early stages of implementation.

RE is taught well. Teachers plan and deliver engaging lessons. Frequent trips and visitors enthuse pupils and deepen their knowledge and understanding of the religions and worldviews studied. Well-planned, thought-provoking questions challenge pupils to consider how faith shapes people's views and influences their actions. By reflecting deeply on their own beliefs and appreciating the beliefs of their peers, pupils value each other. This deepens their sense of spiritual connection. Teachers use assessment thoughtfully to tailor their teaching to meet the diverse needs of the pupils in their classes. Thus, teaching is relevant and dynamic. As a result, pupils across the school learn well in RE and are proud of their achievements.

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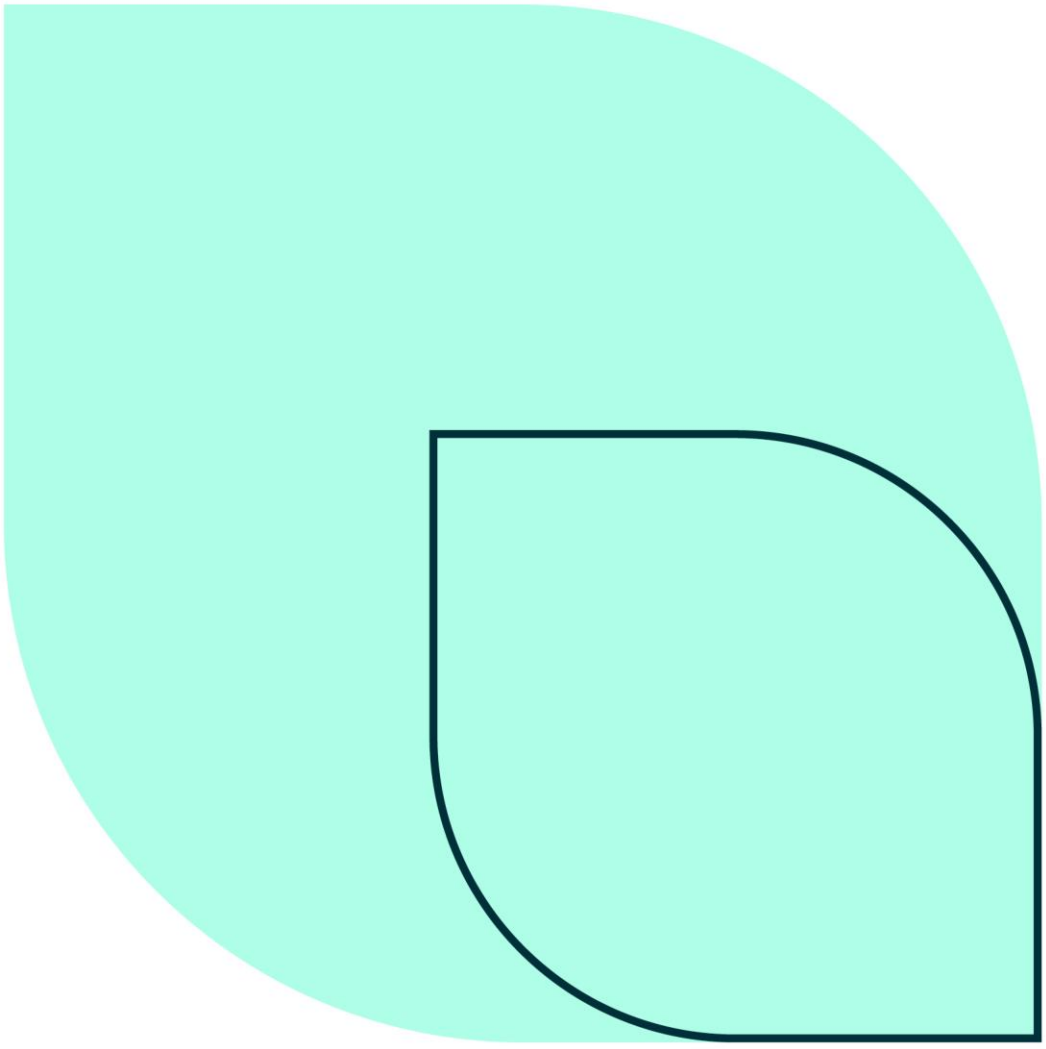
Information

Address	85 Angell Road, Brixton, London, SW9 7HH		
Date	20 May 2025	URN	100615
Type of school	Voluntary Aided	No. of pupils	187
Diocese	Southwark		
Headteacher	Patrick Williams		
Chair of Governors	Christopher Taylor		
Inspector	Trevor Cristin