

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

<b>Mexborough St John The Baptist CofE Primary School</b>	
Address	Sedgefield Way, Mexborough, Rotherham, S64 0BE
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	Excellent
The effectiveness of religious education (RE)	Good

School's vision
<p>We love and value all of God's children, creating an inclusive environment that helps all to flourish.</p> <p>Our school motto reminds us of this: 'Together we believe, together we succeed.'</p>
Key findings
<ul style="list-style-type: none"> <li>• Inspirational leadership has a demonstrable effect upon pupils' learning and flourishing. However, how leadership embeds the vision into the school's daily practice is less apparent.</li> <li>• A loving, inclusive culture enables everyone to belong and flourish. The school's vision empowers good relationships, dignity and respect between all. Therefore, all have the opportunity to appreciate a sense of how they are precious to God.</li> <li>• Collective worship is at the heart of school life, bringing a profound sense of wholeness to the entire community. Opportunities for spiritual development beyond collective worship are less well developed.</li> <li>• Through proactive engagement with the wider community the school is an agent of change to help all to flourish.</li> <li>• Religious education (RE) enables pupils to have a strong and coherent understanding of Christianity. Their knowledge of other world faiths is not as secure.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Enable the vision to be easily recognisable as the catalyst for the school's direction.</li> <li>• Establish a common understanding of spirituality so that it enables clearly planned opportunities for spiritual growth within and beyond the curriculum.</li> <li>• Extend opportunities for pupils to retain and embed their knowledge of world religions and worldviews.</li> </ul>



## Inspection findings

The vision reflects the school's passion to support everyone in this community. There is a noticeable sense of being together, mutually supportive to achieve the greater good. Through their deeply impressive inclusive practice the school treasures everyone, including the more vulnerable. It is the powerful driving force behind the decision making of leaders at all levels, enabling this community to flourish. Each person is cherished, individually valued as one of God's children. Parents are grateful for the difference the school makes, noting, 'we have a community because of this school.'

School leadership, at all levels, ensure that policies and practices are grounded in theology and rooted in Christian narrative. The school's values are central to their interactions. However, the vision is not explicitly implemented into daily practice for it to be the catalyst to drive the school forward. Leaders ensure that learning opportunities reflect the school's context and develop the pupils' life experiences. As a result, a holistic approach to learning has evolved. Pupils receive life affirming opportunities through an ambitious, wise and sensitive curriculum. No pupil misses out, with the school ensuring that educational opportunities and visits are accessible to all families. Inspired by Christian teachings, this bold decision by governors enables the school's vision to be lived out compassionately. Through the words of the vision, pupils are never isolated, nobody is ever left. The words of the motto are a driving force for the flourishing of all, 'Together we believe, together we succeed.'

A high level of on-going support is available to enhance learning on a day to day basis. Employing a wide range of talents, staff enable pupils to receive the bespoke care and attention that they need. Reaching out to ensure that the most vulnerable thrive is a significant strength of this inclusive school. Staff evaluate how opportunities enable pupils to make positive choices. While nurturing their aspirations, staff encourage pupils to have high hopes for the future. Pupils experience career days when they are introduced to an exciting range of possibilities. Driven by their aspiration for all, leaders' gather local people to provide pupils with insights into their working lives. These important community links enhance pupils' hopes for their own futures.

Staff model how to embrace loving and compassionate relationships, enabling all to flourish. Consequently, behaviour is very good throughout the school. Learning is enjoyed, characterised by pupil engagement in lessons and their respect and care for others. Classrooms are a happy and supportive learning environment. Pupils know how to live well together. Rare disagreements are resolved through restorative approaches. Playground leaders are proactive and help other pupils to resolve any occasional disagreements.

Staff embark upon nationally accredited leadership qualifications to ensure that they continue to develop through high quality training. Leaders ensure that staff have the opportunity to develop their knowledge and understanding of leading a Church school. Additionally, rich and focussed professional development supports staff in implementing change. Sensitive leadership ensures that staff workload is carefully managed. This contributes to staff wellbeing and enhances their sense of value, belonging and fulfilment. The school wisely targets staff training to meet the emerging needs of pupils and their families.

The inclusion team is at the forefront of helping pupils and families by signposting external agencies for specific relevant support. Developing self-esteem and confidence in pupils encourages them to access learning as they become increasingly resilient, overcoming personal barriers. Promoting positive mental wellbeing, the inclusion team enables pupils to flourish. Each person receives respect as an individual and is met with dignified support.



Everyone is valued as one of God's children. By achieving the silver mental health award, the inclusion team demonstrate that wellbeing is a school priority.


Through the curriculum staff introduce pupils to socially challenging events. As a result, pupils are frequently moved to give thoughtful and appropriate responses, addressing the need for social action. Funds are raised for charities including 'Compassion' through which the school sponsors two African children living in extreme poverty. Pupils are also advocates for responsible action closer to home. For example, successfully challenging adults to provide cups of water rather than using plastic bottles at lunchtime.

The local church, St John the Baptist, is deeply engaged with the school. The parish priest regularly leads collective worship, supporting pupils' exploration of their relationship with God. Staff also bridge school and church by being actively involved in both communities. Pupils are regular attendees at church, some choosing to become confirmed. The Christian youth worker and members of the local church are active within the school, regularly leading worship. Consequently, collective worship is rich and varied and impacts upon everyone's lives.

Collective worship impacts upon everyone's life. It provides a deep sense of identity, of belonging to a community which cares passionately about each other. Collective worship is invitational and is the much loved focal point for each day. Pupils and adults are invited to reflect and pray as they come together as a distinctive Church school family. Worship is inspirational, its influence being lived in everyone's lives. Pupils talk reflectively about the impact of collective worship. It provides them with the courage to speak out for what is right, as stewards for God's creation. Additionally, pupils confidently explain that worship reminds them of the importance of forgiveness through Christian love. Collective worship energises everyone. Pupils remark how prayer enables them to have a close relationship with God. They value opportunities to pray through the day and to think of people who need help. One pupil noted how she thanks God for what she has and also brings others, who are in need, to mind. The lack of a shared language to articulate understanding of spirituality limits pupils in making the most of reflection times. Nevertheless, the pupil worship council are organising a dedicated reflection space on the playground. They plan to provide an accessible place of peace and tranquillity.

RE is valued as an important part of the school curriculum and the leadership of RE is good. Training for staff, particularly in the teaching of Christianity, develops their confidence in subject specific knowledge. As a result, pupils' recall and understanding of Christianity is strong and coherent. Whilst pupils study religions other than Christianity, their understanding of this content is less secure.



	The effectiveness of RE is		Good	
	<p>The carefully planned RE curriculum is well taught. Pupils, including those with special educational needs and/or disabilities (SEND) make good progress in their knowledge and understanding of Christianity. Pupils enjoy their RE lessons and are enthusiastic learners. They debate ideas to explore their understanding. Teaching is enthusiastic, engaging and encourages pupils to become increasingly inquisitive. However, pupils do not always retain their knowledge of other world faiths.</p>			
Information				
School	Mexborough St John The Baptist CofE Primary School	Inspection date	16 March 2023	
URN	143581	VC/VA/Academy	Academy	
Diocese/District	Sheffield	Pupils on roll	240	
MAT/Federation	JMAT			
Headteacher	Adam Minor			
Chair of Governors	Anna Steed			
Inspector	Mark Millinson	No.	2121	