



National Society Statutory Inspection of Anglican Schools Report

St John of Jerusalem C of E Primary School

Kingshold Road
London
E9 7JF

Diocese of London

Local authority: Hackney
Dates of inspection: 21st November 2006
Date of last inspection: 4th-6th February 2002
School's unique reference number: 100270
Headteacher: Asarena Simon
Inspector's name and number: Patrick Regan NS 68

School context

St John of Jerusalem is a popular school in an area of deprivation. 65% of pupils come from minority ethnic groups in which Caribbean and Black African groups predominate. Approximately one fifth of pupils speak English as an additional language. The number of pupils eligible for free school meals is above average.

The distinctiveness and effectiveness of St John of Jerusalem as a Church of England school are good

The school has a distinctive Christian ethos that underpins all aspects of school life. This is actively promoted by the headteacher and supported by staff and governors within the school.

Established strengths

- Strong Christian values and inclusive nature ensure all pupils feel valued and special.
- Mutually supportive relationships between teaching and support staff.
- Strong links with the Church that impact on pupils' understanding of Anglican faith and practice

Focus for development

- Ensure that there are clear differentiation procedures for RE

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

There is a clear Christian ethos in the school where there is a strong emphasis on encouraging the spiritual, moral, social and cultural development of the pupils. There is an ethos of care, mutual respect, good quality relationships and support for one another. Concern for others, compassion, respect and forgiveness are key features. The school vision statement puts the child at the heart of the school within a friendly, caring Christian community where there is a respect for all faiths. The school's inclusive approach encourages sensitivity and develops the confidence and skills in the pupils to live in a diverse community. Pupils are well behaved and courteous and there is a calm atmosphere present in classrooms and around the school. If disputes occur they are dealt with compassionately on the Christian principles of reconciliation, forgiveness and a fresh start. Pupils confirm that they enjoy coming to school, they feel safe, that they are all treated equally and are listened to. There is a variety of displays and symbols that reflect the inclusive Christian ethos of the school.

The impact of collective worship on the school community is good

The school prospectus describes the links with the church and how important collective worship is in the life of the school. School staff and local clergy work closely to deliver a climate of learning based on Christian beliefs. The headteacher is the worship coordinator and together with the rector of the local parish organise the themes for collective worship. Themes are planned for the whole year with specific weekly themes that are delivered either in school or in church by the headteacher, clergy and other members of staff. There are a good range of resources for worship, including new books and music and there are plans to hold training sessions in worship. Major Christian festivals are celebrated in the church as well as a special service for school leavers who are involved in planning the liturgy. The feast day of St John of Jerusalem is also celebrated annually. The pupils respond well to worship, they participate well, show reverence and they sing enthusiastically. In the recent topic on the Book of Jonah, pupils reflected on what it means to forgive and be forgiven. They considered when they had to say sorry, was it easy, how does it feel to be forgiven, that we all make mistakes and God forgives us. Worship in the school is also used to raise fundamental issues and reflect on them. This was most effective during the recent bereavement of one of the pupils. Parents affirmed that their children enjoy going to church, they enjoy the specialness of it. Teachers indicate that children respond well in church and this view is also supported by the clergy.

The effectiveness of the religious education is good

School staff are enthusiastic and committed to Religious Education in the school. RE is given a high profile in the school. Christianity dominates and the RE scheme of work provides pupils with a good understanding of other faiths and practices and to recognise and respect common beliefs. Teachers plan lessons well and are well prepared to deliver RE lessons; resources are well organised into topic boxes and regularly audited. Pupils make good progress across the school in both attainment targets and this is well assessed. Good use is made of teaching assistants to aid assessment. There is, however, limited evidence to show that assessment is used to further differentiate lessons. Pupils' responses are positive in all lessons. They are encouraged to share their ideas and celebrate each others' views and faiths. Year 6 pupils were studying the teachings of Buddha and looking at the comparisons with the Christian community and their own backgrounds. Classroom displays for RE are good, giving pupils opportunity to reflect on what they are learning.

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

The substantive appointment of the acting headteacher, the appointment of the deputy head and new RE coordinator have resulted in a good leadership team ready to move the school even further forward. Together they have identified areas for development that have already impacted on the teaching of RE. This includes monitoring plans, support for subject knowledge, supporting the teaching of RE through inset and the purchase of suitable resources. The headteacher articulates a clear Christian vision for the school; she is strongly supported by school governors who frequently visit and work with classes they are linked with. Two inset days have provided staff and governors to reflect on the distinctive nature of a church school and to develop a vision and values for the school. There are strong links between the school and church. They support each other with joint fund raising activities, and the rector leads assemblies and provides prayerful and pastoral support to the school community. The headteacher values the support and advice given by the diocesan advisers. Governors attend training provided by the diocese. Parents appreciate the approachability of school staff and they are fully supportive of the Christian ethos of the school,

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