

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Church of England Primary School

Vision

Learn Together, Achieve Together, Celebrate Together

'And let your light shine.' Matthew 5:16

St John's 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.

Notable Strengths

- The vision shapes the daily life of the school. It is lived out across the community, enabling pupils and adults to shine.
- The rich curriculum, particularly the extra-curricular provision, nurtures pupils' gifts and strengths. This is especially true for pupils who are vulnerable and those with special educational needs and/or disabilities (SEND).
- Engaging collective worship has a powerful impact on pupils and adults. It provides a shared space for reflection on the school's Christian vision and values.
- Caring and inclusive relationships provide the central foundation for mutual flourishing across the school.
- Pupils and adults find joy in helping others to grow and succeed. There is a strong commitment to making a difference to those around them, in the school and immediate community.

Development Points

- Enhance the governors' monitoring and evaluation of religious education (RE). This is so that appropriate actions can be identified to enrich the resourcing of RE. In turn it will also sharpen the sequential structure of the curriculum.
- Embed the school's shared understanding of spirituality and spiritual development. This is to enable pupils and adults to express their journey of spiritual growth more deeply.
- Continue to enrich pupils' understanding of justice. This is so that they develop a broader awareness of challenges beyond their immediate community and how they can respond.



Inspection Findings

Vision and Leadership

The Christian vision radiates through school life. The call to 'let your light shine' provides a rich and resonant sense of purpose. The vision motivates service to others as well as inspiring pupils and adults to discover their unique gifts. It is deeply inclusive, fostering togetherness through shared experiences such as school picnics and the whole-school triathlon. The vision and associated values are consistently modelled by both pupils and adults and are clearly rooted in Christian teachings. This coherent practice ensures that the vision is not only articulated but actively lived. This results in significant and demonstrable impact across the school community. The active involvement of governors within the school enables effective monitoring of the broad impact of the vision. In this way it supports the development of St John's as a Church school.

Vision and Curriculum

The cycle of learning, achieving and celebrating together shapes pupils' experiences both within and beyond the classroom. The breadth and variety of the curriculum enables individuals to discover passions and explore their talents. This is clearly seen in lessons on the stone age in Year 3 which give opportunities for pupils to share their learning in a variety of creative ways. In this way the work of the full range of pupils, including pupils with SEND, is celebrated. Teachers adapt lessons thoughtfully for the needs of pupils, enabling them to thrive in their learning. Extra-curricular opportunities are a notable strength and are intentionally made accessible to all. For example, individual and group provision in music has a powerful impact on pupils' confidence and flourishing. The school's values help to shape the curriculum and the way it is taught. This is evidenced in the value of respect that drives the attention given to caring for the natural world in subjects such as geography and science. Pupils and staff speak of personal development in a broad and integrated way, with the school's values providing a clear framework for this. Times of reflection through the curriculum enable pupils to develop their spirituality and their sense of identity and purpose. However, intentional and deliberate planning for opportunities for spiritual growth is not consistent across the curriculum.

Worship and Spirituality

Daily collective worship is a meaningful and unifying experience for the whole community. It is rooted in the Bible and carefully planned to invite reflection and personal response. For example, the story of Daniel in the lion's den leads pupils to reflect on perseverance and staying true to your beliefs. Collective worship brings the school's values to life and inspires pupils and adults to put them into action. This creates a community that is underpinned by respectful and kind relationships. Worship also gives individuals an opportunity for stillness and prayer, supporting their spiritual development. Partnership with two local churches enriches worship, offering diversity and depth. Services in the parish church, such as Harvest and carol services, provide the school community cherished occasions to unite in celebration. The diversity of experiences in worship ensures that its impact is wide, influencing conversations at home and throughout school life. Parents report that it sparks thoughtful discussions about faith and belief. These help pupils affirm who they are, while fostering an attitude of inclusion and respect for others. Drawing on support from the diocese, the school has developed a shared understanding of spirituality. This is beginning to have an impact on how pupils and staff understand and experience spiritual flourishing.

Religious Education

The school's RE curriculum challenges pupils to think deeply about big questions. It also fosters a healthy respect for a range of faiths and worldviews. Pupils enjoy RE and appreciate the important part it plays in preparing them for life, including experiencing diverse perspectives. They are proud of their work in the subject and appreciate the range of engaging learning activities. For example, Year 6 pupils are challenged to consider the contrasting approaches to war and conflict within different religions. Teachers are confident in delivering RE and draw on expertise within the school as needed. The thoughtful approach of school leaders to the continual



development of RE reflects the high profile of the subject. However, the depth of pupils' subject knowledge, and how this builds up over time, is inconsistent. The monitoring and evaluation of RE by governors does not sharply identify how this could be addressed and enhanced.

Vision, Justice and Responsibility

Active care for others is a central feature of this community. Pupils and adults delight in one another's achievements. They are eager to consider how, in shining their own light, they can illuminate the paths of others. Extensive opportunities for leadership and service allow pupils to understand the difference they can make. This is ably demonstrated by the 'buddy' system that empowers them to see the impact they can have in supporting younger pupils. This helps to create a caring and cohesive community. The pupil-led charity committee take an active role in gaining support for chosen causes. Pupils display a strong commitment to caring for the natural world. This also influences governors' strategic decisions, such as the investment in more sustainable heating for the swimming pool. Pupils demonstrate a firm belief in fairness and link this to Christian teaching and the school's vision. They are building a wider understanding of justice, for example through issues explored in collective worship and personal, social and health education lessons. However, their understanding of justice and responsibility in a broader context is still evolving.

Vision and School Culture

School leaders prioritise the wellbeing of pupils and adults. This is seen in the investment in specialist staff and services to support pupils who are facing challenges. As a result, individuals feel safe and valued. One pupil commented that the school made her 'feel special'. Staff also feel heard and valued. This empowers them to develop in their different roles. A creative approach to the timings of the school day fosters healthy routines of work, play and reflection. This supports wellbeing and enhance pupils' readiness to learn. Pupils treat each other well, in class and in social times, creating a kind and accepting environment. The inclusive culture of the school is deeply rooted. This is seen in the generous and warm welcome given to new families who join the school. They quickly feel part of the community. The school responds to each person with empathy, grace and compassion. It also inspires them to stretch themselves, move forward with confidence and let their light shine.

Information

Address	Little Baddow Road, Danbury, Essex CM3 4NS		
Date	9 October 2025	URN	115112
Type of school	Voluntary controlled	No. of pupils	217
Diocese	Chelmsford		
Headteacher	Toby Power (Acting Headteacher)		
Chair of Governors	Sarah Lawrence		
Inspector	Tim Wright		