

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Jesson's Church of England Primary School			
Address	School Street, Dudley, DY1 2AQ		
Date of inspection	04 March 2020	Status of school	Voluntary aided primary
Diocese	Worcester	URN	103845

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Jesson's Church of England school is a primary school with 671 pupils on roll. The majority of pupils are of Asian heritage. Almost one third speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Religious affiliations in the school are richly diverse.

The school's Christian vision

Jesus taught us to "Love one another as I have loved you." (John 13:34)

Our Church school, in the heart of a diverse, multi-faith, multi-racial community, has a mission to welcome everyone into our family. Our commitment to aspiration, inclusivity, diversity and spirituality demonstrates the nature of God's grace and universal love.

Key findings

- The inclusive Christian vision inspires leaders to do the right things for its diverse community. It drives their strategic commitment to the all-round flourishing of pupils.
- The Christian vision treasures the diversity of the school so that everyone feels valued and loved. The school gives deep attention to the needs and views of their community in their provision.
- Inclusive, invitational collective worship is a significant expression of the Christian vision. The spiritual journeys of everyone are affirmed. Pupils' grasp of biblical context for the Christian values is not well developed.
- Religious education (RE) expresses the school's Christian vision by promoting uniqueness and diversity. Assessment has been implemented since the last denominational inspection. It does not fully inform the development of skills such as enquiry and textual analysis over time.

Areas for development

- In developing Relationships and Sex Education (RSE) that enables all pupils to cherish themselves and others and form healthy relationships, ensure all groups of the community have their viewpoints heard and respected.
- Develop collective worship planning so that pupils' understanding of the Christian values is secured in a greater breadth of biblical material. Evaluate its impact.
- Improve assessment in RE, so that the development of enquiry and textual skills is progressive.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The Christian vision places love for each child, and their families, at the centre of the school's work. Generously used resources transform the lives of pupils, giving them aspiration and hope in life and learning. Governors check the impact of the vision and offer appropriate challenge. Unified purpose flows from the shared vision and values, which inspire all to 'love one another', whatever their faith, belief or background. There is pride in the diversity of this 'colourful school'. Flourishing is enabled through generously given, timely support. As a result, pupils and staff enjoy belonging to the 'Jesson's family'. Relationships are positive and encouraging. They are sustained through Christian values that have meaning for everyone. The Christian vision effectively binds all aspects of the school's provision together, to support the whole child. Leaders make wise decisions about which initiatives will make a difference for their community. Staff feel well supported in keeping work and life in balance. A trailblazer project offers open and practical focus on good mental health. Consequently, there is a sense of positivity and hope underpinning the improvement work of the school. Parents deeply appreciate the part the school plays in their lives. They are touched by the extent of support for them and their children. They are grateful that they 'are not left alone to struggle'.

The aspirational vision has led to a curriculum that it is richly relevant. It intentionally enables pupils to flourish, especially personally and spiritually. Pupils talk confidently about keeping themselves safe, including in relationships. Thoughtful attention is being given to developing RSE with sensitivity to the community. Stimulating experiences broaden pupils' horizons. For example, they learn to play a musical instrument and they look forward to a residential visit. Pupils talk enthusiastically about the many new activities and experiences they encounter and remember. School leaders ensure that no child is denied these enrichment activities because of financial hardship. Since the last denominational inspection, potential for spiritual development has been planned across the curriculum. Pupils wonder at the created world and meaningfully celebrate significant events such as Remembrance and International Women's Day. Spaces for pupils to reflect or be still, independently or spontaneously, are lacking. An outdoor space for this purpose has been designed. Pupils are socially aware and show particular concern about injustice that affects their local community. They have raised money for Black Country Women's Aid and Mary Steven's Hospice. Their consciousness of and support for global issues is less well developed.

The school is tackling low academic standards with determination. Close attention is given to overcoming the challenges faced by pupils and their families. This is the work of God in this place. It is ensuring wellbeing and then accelerating learning. Life enhancing strategies and partnerships address the basic needs of vulnerable pupils so that they are ready to learn. The breakfast club ensures that children are well fed. Counselling and play therapy improve emotional resilience. The Future First project gives pupils access to local role models, inspiring them to 'be the best they can be'. Some pupils with difficulties present distressed behaviours. In the context of the Christian vision, these are wisely managed with inclusion as a focus. Sometimes, however, leaders have to take difficult decisions in the interests of the school community as a whole. Overall, behaviour is positive. Pupils are well supported to restore damaged relationships. They explain that they do fall out with one another sometimes, but 'never about who we are or what we believe'. Everyone is treated with dignity and respect.

Inclusive collective worship is important in the school. It reinforces the significance of the school vision and values daily. Prayer and reflection during worship challenges everyone to live out the focus value during the day. Pupils understand that the school's values reflect the life and teaching of Jesus. They refer to a limited range of stories from the Bible that are the foundation of these. The enthusiastic, harmonious singing is a touching expression of the harmony that exists in this richly diverse community. It is uplifting for everyone. Pupils emphasise how worship helps them to appreciate one another. The Christian character of worship sensitively supports the many faith traditions. Everyone can be present and participate with integrity. This is because leaders focus on the things that unite rather than divide their community. Known prayers and blessings are thoughtfully unifying in their language. The CREW are new to their role of leading collective worship in classrooms on Fridays. They are just beginning to take responsibility for selecting and sharing stories and prayers. Though their roles are not embedded, they are eager to guide their friends spiritually in this way. Pupils understand some Anglican traditions such as the colours for the seasons of the Church year. Three Christian symbols on the worship tables support pupils to develop their understanding of the Christian belief in the Trinitarian nature of God. Partnerships with local churches, clergy and Christian groups bring variety to worship. Christian festivals are celebrated in the

parish church, helping pupils to understand the Christian story. Evaluation of collective worship has only been implemented recently. The leader for collective worship has accessed training and advice from the diocese. These have contributed to recent developments.

The RE curriculum expresses the Christian vision by enabling pupils to learn deeply about diversity in faiths and worldviews. Teaching is often enriched by pupils sharing their own religious experiences and practices with their peers. Pupils express a deep interest in and respect for each other's beliefs. Visits to places of worship, including the cathedral and gurdwara, bring pupils' learning about faith traditions to life. Pupils comfortably express and accept alternative views and beliefs. Questioning and discussion is helping pupils to understand Christianity. Staff receive training, sometimes by the diocese. This helps teachers' subject knowledge and classroom practice to develop. They are well supported by the subject leader. Since the last denominational inspection, assessment in RE has been implemented. It is not fully effective in promoting pupils' progress in important skills such as enquiry and analysis of sacred texts. RE is high priority in curriculum time and resources. Leaders, including governors, evaluate the RE provision regularly. As a result, continuous development occurs.

This good church school is on a courageous and determined journey of improvement. The inclusive and aspirational Christian vision ensures that pupils encounter practical Christian love that transforms their lives and enables their learning. With compassion, this school stands in any gaps in pupils' lives, so that they can grow and flourish to be the best version of themselves.



The effectiveness of RE is Good

Teaching is mostly good. Vulnerable pupils are appropriately supported to achieve as well as they can in RE. Most pupils meet the standards expected for their age. The most able pupils are challenged, and some exceed expected standards.

Headteacher	Sarah Lea
Inspector's name and number	Jane Martin 646