

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's & St Peter's Church of England Academy, Ladywood	
Address	St Vincent Street West, Ladywood, Birmingham, B16 8RN

School vision
<p>St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.</p> <p>By placing God's love in action at the heart of everything we do, we hope to see our children flourish, our culture transformed, and our community thrive.</p> <p>Through high-quality education and an enriching curriculum, we will equip every child with the knowledge and skills they need to overcome challenges and therefore achieve their full potential. Our hope is that every child at St John's and St Peter's CE Academy can uniquely contribute to the community and make it a place they are proud to call home.</p>
School strengths
<ul style="list-style-type: none"> • The revised Christian vision is articulated and central to all aspects of school life. Leaders are determined in their purpose to enable the school community to thrive and flourish. • The school has a strong sense of community and teamwork. Positive and supportive partnerships are at the heart of the school. This enables pupils and adults to be treated well and flourish. • Collective worship is an important time when the school comes together. Pupils and adults learn from Bible stories which reinforce the vision. It enhances the flourishing of the emotional and spiritual life of pupils and adults. • Pupils are prepared for the future by fulfilling a range of responsibilities. This enables them to understand how actions can make a positive difference to themselves and others. • Effective leadership in religious education (RE) ensures the subject has a high profile. The revised vision has shaped actions to develop the Religious Education (RE) curriculum ensuring that it is tailored to needs of pupils.
Areas for development
<ul style="list-style-type: none"> • Embed and extend opportunities in RE across the school. To strengthen clarity and consistency in approach so pupils retain knowledge and understanding of worldviews and religions over time. • Further extend and embed opportunities for leaders at all levels to monitor the impact of the revised school's vision.
Inspection findings
<p>St John's and St Peter's CE Academy is a warm, caring community where pupils and parents are welcomed and supported. The headteacher and staff greet parents and pupils by name at the school gates. Leaders, governors and the trust have revised and enhanced the school's vision to be at the heart of the school. 'God's love in action is shared and championed throughout the school and the</p>

trust. It lays strong foundations for pupils and adults to succeed and develop as individuals. The vision drives to bring together the school to support the needs of the local community. Leaders at all levels have worked hard to develop this inclusive vision that is firmly rooted in God's love. The partnership with the diocese and trust supports them in this journey. Committed governors are a regular presence in the school. They provide support and take pride in upholding the school's Christian character. The Faith team state 'God's love is seen in the help we give each other to learn and develop'. This is reflected in the behaviours demonstrated around school. The vision is enriched by values that underpin all aspects of school life, for example, peace, trust, resilience and joy. As a result of this, pupils and adults in the school community flourish. They understand the relevance of the Christian values and how they inspire them to live their lives well. A sponsored litter pick to raise money for worthy causes is an example of such. However, leaders have not fully embedded systems to review and monitor the impact of the vision on the school community. As a result, leaders at all levels are unsure about the impact of this work and their next steps for development.

The vision has given purpose and drive to developing a renewed curriculum that reflects the school's local context. The depth and breadth of learning equips pupils with the knowledge and skills to overcome challenges and 'keep going, never give up.' Pupils build strong foundations so that they rise to the high expectations staff have for them. Leadership roles undertaken by pupils, school council, faith leaders, librarians or peer mediators demonstrate this. A range of extra curricular activities such as lunchtime games and sports give further opportunities to grow pupils' aspirations. Consequently, they grow in confidence becoming enthusiastic learners who achieve and flourish.

Collective worship is a valued part of the school day. It is a time where the school comes together as one to affirm what is important to them and their world. 'Devotion' is used to describe this daily, prioritised time, dedicated to the purpose of showing 'God's love in action.' It supports and develops pupils to grow spiritually, through prayer, song and reflection. Leaders have developed bespoke lively songs linked to the school vision. Pupil's singing reflects their 'inner spark' and the joyful lifting of the spirit. Pupils value the involvement from the local church. Pupils and staff respond and reflect on questions which probe the meaning of values, through bible stories. The pupils' faith team are elected and serve as spiritual leaders within the school community. They have developed an inclusive interfaith prayer and reflection space. This is used regularly by pupils and adults of all faiths. Prayers are said throughout the school day and enhance opportunities for spiritual reflection. Pupils identify this as a time to talk to God. They understand that it is a choice to pray, but everyone must be respectful of personal choice. Training from the diocese around spirituality has developed a shared understanding of spiritual development. Staff and pupils describe an understanding of 'an inner spark, and in God's love our spirit won't be crushed'.

Relationships and partnerships within the school are strong. The leadership has built strong links with the community, the diocese, the trust and other agencies. Partnerships enable the school to live out its vision and shape school policy. Initiatives such as 'the Big Breakfast' and coffee mornings, engage pupils and parents in being agents of change within their local community. Leaders understand the context of their school and strive to provide opportunities to challenge for positive change. Pupils' behaviour is good because positive relationships are modelled to them by adults. Parents recognise this, 'what they are taught, manners, values, they bring home'. Parents talk about how the school's vision is inclusive and values diversity. It instils in them values and morals for life. Pupils are supportive, inclusive, kind and caring towards others. They politely hold doors open for others and are keen to show God's love in action. Initiatives, like the pastoral lead and school dog, make a positive difference to pupils who benefit from additional emotional support. Pupils flourish at this school.

The school has developed a culture that challenges injustice. Pupils challenge injustice within their community and share God's love to overcome it. They explore issues of justice across a range of

subjects. This includes sessions exploring current world news that increases their awareness of global events and injustices, ‘hot topics’. As a result, pupils are very aware of the need to reflect and make positive choices. The faith team and school council take pride in their work to reduce food waste. They have met with kitchen staff, presented to governors and demonstrate strong changes because of their actions. They reflect on how the impact they make on a local level, supports affecting change on a global level.

Pupils enjoy RE. They value RE and talk with confidence about their learning. Effective leadership in RE ensures the subject has a high profile. The revised vision has shaped actions to develop the RE curriculum, ensuring that it is tailored to needs of pupils. It provides learning opportunities filled with key religious, philosophical questions and enriched vocabulary. The focus on discussion enables them to talk about their own faith and worldviews. An emphasis on sequencing and mapped units develops understanding across a range of faiths and worldviews. Links with local churches, ‘the Ladywood interfaith education project’, visitors, trips to places of faith and creative tasks enrich their learning. It is carefully planned to allow pupils to develop a clear awareness of Christianity as a living and world faith. However, the R.E. curriculum has not had time to fully embed across the school. As a result, pupils have yet to build knowledge and understanding of worldviews and religions over time.

The inspection findings indicate that St John’s and St Peter’s Church of England Academy is living up to its foundation as a Church school.

Information			
Inspection date	18 April 2024	URN	138883
VC/VA/Academy	Academy	Pupils on roll	210
Diocese	Birmingham		
MAT/Federation	All Saints MAT		
	Nilam Hullait		
Chair	Sarah Smith		
Inspector	Rhian Cockwell	No.	2219