

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dodworth Saint John the Baptist CE Primary Academy

Address	Barnsley Road, Dodworth, Barnsley S75 3JS		
Date of inspection	14 October 2019	Status of school	Academy inspected as VA St Mary's Academy Trust
Diocese	Leeds	URN	140539
Overall Judgement		Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?			
Additional Judgements			
The impact of collective worship		Grade	Good
The effectiveness of religious education (RE)		Grade	Good

School context

Dodworth St John the Baptist is a primary academy with 221 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The academy has experienced a period of significant change in its recent history. This has included joining a new multi-academy trust and significant changes to staffing particularly in Key Stage 2.

The school's Christian vision

Our Vision is for everyone to flourish and enjoy life in all its fullness. Through educational and spiritual experiences we prepare to make a positive contribution to the global community. This is reflected in our motto:

'Do it, Learn it, Live it!' Preparing for our future.

'Prepare the way for the Lord, make straight paths for him.' Mark 1v3

Key findings

- Governance and leadership is a significant strength. Leaders ensure their decisions promote the well-being of adults and pupils. They do so with integrity and are faithful to the academy's deeply held Christian vision.
- School partnerships are good including that with the local parish. Parents are ardent in their praise for the difference that the school makes to the lives of their children. Strategic partnering with St Mary's Academy Trust is recent and needs time to develop. Initial collaborations are good.
- Staff are committed to providing pupils with opportunities that broaden their horizons, raise their aspirations and develop their life skills. Many pupils are encouraged as leaders but there is scope for this to significantly develop.
- Invitational collective worship provides an experience of the breadth of the Anglican tradition and reflections on the example of Jesus. However, the planning, leading and evaluation of worship is limited.
- Religious education (RE) is creatively planned. It increases pupils' knowledge and understanding of Christianity and other faiths and promotes their enthusiasm for learning across the curriculum.

Areas for development

- Review the protocols for collective worship so that significantly more staff and pupils are able to witness, plan, lead and evaluate its impact upon the daily life of the school.
- Develop the relationship with St Mary's Academy Trust in ways which maximise opportunities for good practice to be shared and adopted.
- Expand the range of leadership opportunities available to pupils so that they are able to fulfil the vision of the school in confidently preparing for the future.

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

Dodworth Saint John the Baptist is an ambitious and caring Church school. Reflecting the role of John the Baptist in preparing the way for the Lord, the school's vision statement encourages all to be aspirational. Leaders expect each member of the community to 'be and do' their best. The vision is universally understood and embedded because all adults and pupils shared in developing it. Pupils understand that their motto 'Do it, Learn it, Live it' refers both to their learning and to their relationships. This ensures that the school is a harmonious community with a strong sense of purpose, hope, forgiveness and reconciliation. Governors are immensely proud of the school and diligently and generously support it. They, and the headteacher, ensure that the vision underpins their strategic decisions. This includes their choice to join the St Mary's Academy Trust. They robustly evaluate the school, including as a Church school, and hold leaders to account for its success. They care deeply that staff and pupils should, through their school experiences, be able to enjoy life in all its fullness. Staff appreciate the opportunities and support they are given. They, in turn, provide excellent support to the pupils and families that they serve.

In the recent past, not all pupils flourished academically. As a result of courageous decisions by leaders, this is now changing. The school is on a journey of significant improvement. Rates of progress are improving steadily and all pupils are working more confidently towards their expected outcomes. This is because they now receive teaching and mentoring that enables them to flourish. Data is used to monitor progress and to ensure that potential barriers to learning are removed. Leaders are confident in their predictions because they have a proven record of accuracy. This is supported by external reviews and analysis within the St Mary's Academy Trust. There are creative approaches to ensuring pupils' overall spiritual development and well-being. The curriculum is broad, balanced, enquiry based and sensitive to the needs of learners. Additional activities and initiatives are carefully selected to enhance the provision for pupils. Pupils delight in visits that bring their learning alive for example, about the Plague. For a small group of pupils 'Bungalow time' is hugely significant in helping them to develop life skills such as cooking, shopping and ordering refreshments in a café. For others, arts and sport enable them to excel

Leaders are determined that pupils should know, appreciate and show pride in their community's history and identity. Naming pastoral 'houses' after defunct coal seams and researching the names on the local War Memorial deftly achieve this. Adults build strong partnerships to support pupils' well-being and confidence. Love Life sports coaching successfully facilitates pupils in recognising and reflecting Christian principles in a wider context. The Junior Warden leadership programme encourages pupils to look after, and be ambitious for, their local environment and people. They show maturity and take pride in welcoming older members of the village into their school and demonstrating their hospitality. Pupils associate helping the community with Jesus' instruction to 'Love your neighbour'. For pupils involved, for those with other leadership responsibilities, including school councillors, personal confidence and a sense of citizenship is developed. There are currently limited opportunities for all pupils to grow as resilient leaders and develop their wider global awareness.

Good behaviour and harmonious relationships are tangible strengths. All pupils enjoy and feel happy and safe in school and rates of attendance are, therefore, very good. Incidences of bullying or anti-social behaviour are rare. When they occur, they are swiftly and resolutely addressed. Pupils are confident that if they have a problem, adults in school will resolve it. They understand and relate solutions to the example of Jesus and the school's values particularly honesty, friendship and forgiveness. Adults, including the headteacher, greet pupils in the playground each morning. Pupils and their parents value this gesture as an indication of the school's care and support for everyone. Parents deeply appreciate the manner in which the school communicates with and listens to them. They are effusive in their praise for the difference that the school makes to their children's lives. They speak with confidence of the speed of progress that the school is making and about the impact of the headteacher since his arrival.

The school is not a naturally diverse community. However, the curriculum and extra-curricular activities and opportunities, all underpinned by the school's vision and values, succeed in broadening horizons. This includes developing pupils' understanding of ethnically, culturally and religiously diverse communities. The focus on British values, world issues, and initiatives such as anti-bullying campaigns, opens pupils' eyes to injustice. Equally, the school shows them how, through their prayers and actions, they can redress the balance. This extends to the school's carefully and appropriately shared relationships education. The community is generous in its support for carefully

chosen local, national and international charities.

Collective worship is carefully planned and reflects the liturgical calendar. It encourages pupils' theological understanding of Christian values, including respect and truth. Bible stories, song and prayer emphasise the impact of Jesus' example. The annual, school led, Whitsuntide walk enhances the pupils' understanding of their cultural and faith heritage. It is a significant act of Christian witness. Pupils visit the parish church for important feasts and significant school events. These celebrations, including communion, support pupils' understanding of Anglican tradition, prayer and teachings. Pupils particularly enjoy Harvest and Easter acts of worship because they are significantly involved in them. One Key Stage 2 pupil described an Easter celebration as the 'most amazing ever'. Reflection areas in classrooms are well used. They promote some private and spontaneous prayer. School councillors evaluate and provide suggestions about class worship. However, pupils could be even more involved in leading, planning and evaluating day by day worship. Staff do not always attend whole school worship and, therefore, some opportunities are missed for the whole community to hear the Word of God and celebrate together.

RE is led by an experienced and talented coordinator with a creative approach to organising pupils' learning. Embedded RE theme weeks enable pupils to study topics in greater depth, both in RE and across the curriculum. Overall, provision exceeds the Church of England Statement of Entitlement. Pupils study with enthusiasm. They ask searching questions and have an impressive recall and understanding of former learning. For example, Year 6 pupils asked a visiting speaker theologically insightful questions about the existence of God, the need to believe in God and how we know that God is listening. Pupils use religious vocabulary accurately and confidently. Parents appreciate the conversations that their children engage in about Christianity and other world faiths.



The effectiveness of RE is Good

Teaching and learning are consistently good. The coordinator uses coaching, mentoring and monitoring to good effect. This enables all colleagues to provide learning opportunities that are engaging, demanding and meet the needs of pupils. As a result, pupils are excited by their learning. Their achievement, based on robust monitoring and careful assessment, is at least in line with outcomes in other areas. Pupils know how to make progress in RE because their teachers engage them in learning conversations.

Headteacher	Paddy Wright
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