

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Yatton Church of England Junior School</b>	
Address	High Street, Yatton, BS49 4HJ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>We want to provide a happy, considerate, secure and supportive environment that promotes respect for self and others, valuing friendships and a life-long love of learning – life in all its fullness. (John 10: 10).</p> <p>In short, as we say to the children: We want to... 'Grow, Celebrate and Make a difference'.</p>
Key findings
<ul style="list-style-type: none"> <li>• Pupils and adults flourish due to the vision's impact on learning (growth) and responding (make a difference). There is scope to explore more deeply the biblical underpinning of the vision.</li> <li>• Leaders prioritise the wellbeing of individuals and the whole community as a consequence of seeking 'fullness of life' for all. Pupils are not helped to investigate fully the causes of injustice in society.</li> <li>• The vision is supported and augmented through partnerships with the Lighthouse Schools Trust, Bath and Wells Diocese and local churches.</li> <li>• Collective worship explores very effectively beliefs and values in a way that genuinely welcomes the contributions of all pupils and adults. There are opportunities for pupils to be more involved in the planning and leading of collective worship.</li> <li>• Religious education (RE) lessons are characterised by a depth of learning and a depth of response.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Revisit the school's values and refine them to those that resonate most with the Christian vision and with John 10:10 so that the biblical underpinning of the values and the vision are explored more deeply.</li> <li>• Embed further the understanding of courageous advocacy so that pupils see better their role in combatting injustices.</li> <li>• Find ways to involve pupils further in the planning and leading of whole school collective worship so that they can share their insights more actively.</li> </ul>



## Inspection findings

Yatton Junior School is truly a place where each individual pupil and adult is valued and nurtured. Its Christian vision of growth towards fullness of life (John 10: 10) is crucial to this. The vision engenders a depth of community spirit where celebrating each other and making a difference are the norm. Collective worship helps pupils respond to the vision. It is particularly strong in translating the vision into practical values, such as generosity, which pupils and adults live out well. The values support the vision well but there are too many for pupils to bear them all in mind. An exploration of how John 10 relates to life today will lead to establishing the key values.

Leaders monitor the impact of the vision effectively. The Lighthouse Schools Partnership Trust and the Diocese of Bath and Wells support this, for example, by providing strategies from experts in educational methods. They also provide focused professional development and networks which afford opportunities for staff to share and to learn from good Church school practice.

The vision's fullness of life underpins the curriculum. Pupils respond well to the high expectations placed on them. They realise that growth means learning to be the best person they can be. Teachers ask deep questions with which all pupils engage readily. Year 6 pupils showed real maturity in grappling with 'what is the true meaning of Christmas today?' RE's termly big question is a focus in each classroom. Participation in answering this contributes to good spiritual development for individuals and collectively, as do the intentional awe and wonder moments in the curriculum. The vision requires equally high expectations of disadvantaged pupils and those with additional needs. Teachers support these pupils using targeted resources and assistance. Pupils speak enthusiastically about how regular feedback and attention to raising their self-confidence encourages deeper learning.

Leaders have pioneered a 'learning college' where pupils choose their focus of study for a month. This reflects the vision's emphasis on a lifelong love of learning. Pupils really value being given choices, often involving practical skills. They also appreciate learning together across the age range and the tuition, often given freely, from members of the local community.

Leaders prioritise wellbeing for pupils and adults as a result of the vision's emphasis on fullness of life for all. Pupils and adults are cherished as unique individuals in the sight of God. Practical measures to support wellbeing include training pupils as anti-bullying ambassadors and providing mentors for disadvantaged pupils. Mindfulness and calm music interludes are used effectively in lessons.

Although the term 'courageous advocacy' is not well known, adults and pupils display genuine concern for the disadvantaged. Making a difference for the immediate community is demonstrated through, for instance, collecting for the foodbank at Harvest. Pupils display good understanding of some of the severest environmental issues facing the world. They respond well, asserting that their generation needs to put right some of the mistakes of the past. Embedding understanding of courageous advocacy across the school and its wider community will assist pupils in seeing more clearly their role in combatting injustice.

Pupils and staff consider respect as being one of the key values derived from the vision. Mutual respect certainly characterises relationships at the school. Pupils recognise that, for instance, growth involves being as kind and as helpful to each other as possible. This is celebrated by rewards that recognise both pupils and staff who make a difference. On the rare occasions when things go wrong, pupils are helped to see it is the action not the person who is wrong. The idea of growth is then seen in forgiveness, in putting things right and in

celebrating positive progress.

Whole school collective worship explores very effectively the school's vision. It delves into a termly value, such as peace, engaging with it biblically. Pupils and adults are appropriately challenged into how they might live it out today. This is often through adroit questioning which, movingly, accepts all contributions as containing something valuable. The school prayer, devised by pupils, with actions, reinforces the desired participation of all and a genuine welcome to those of all beliefs and none. Pupils sing enthusiastically in collective worship, speaking of the joy this brings. Time for prayer or reflection is valued as it encourages communication with God. Pupils do not understand much of the nature and role of liturgy. They do know that the three candles used at the start of worship symbolise the Trinity.

Members of local churches lead collective worship and they host services at special times of the year. They also lead lively and participative 'Open The Book' drama based collective worship. The ethos group of pupils encourage and collect prayers from other pupils. These are used in school and also by a local church's prayer group. This underlines the sense of community togetherness in Yatton. Pupils are used to contributing to and monitoring collective worship but they are not yet involved in its planning or leadership. This is a natural extension of the genuine pupil voice on the distinctive Christian life at the school.

Pupils have a noticeable knowledge of and interest in the Bible. Local churches support the gift of a Bible to each pupil. Pupils prize their Bible and use it to reflect on the weekly collective worship passage and in RE. They often study it in their individual reading time.

The carefully constructed RE curriculum is wide-ranging and meets the expectations on RE in a Church school. Pupils enjoy topics that allow them to go deeper than they did previously. Considering whether a messiah is needed today is an example of this. Pupils value learning about all faiths and say that deep discussions ensue. A pupil said that she and her family feel affirmed by studying humanism. Refined learning targets help teachers to be clear about the learning needed to make good progress. Pupils with additional needs are helped to get their good ideas down in writing. The subject leader picks up examples of best practice from RE conferences. They share this effectively with other staff through regular professional development. They and school leaders regularly monitor the effectiveness of RE through visiting lessons and book scrutiny.

Information			
School	Yatton Church of England Junior School	Inspection date	18 November 2022
URN	145263	VC/VA/Academy	
Diocese/District	Bath & Wells	Pupils on roll	340
MAT/Federation	Lighthouse Schools Partnership		
Executive Headteacher	Jo Keeble		
Chair of Governors	Mike Sewell		
Inspector	Simon Stevens	No.	953