

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

### St John's Church of England Primary Academy

#### Vision

Our Academy is More Than a School—We're a welcoming and nurturing family, who love and support one another. As a school community we are inspired by the message and example of the Good Samaritan (Luke 10:25-37) and seek to live as people of hope and hospitality. We shine with resilience, strive for excellence, and embody agape—unconditional love, welcoming and enabling all to flourish.

Our vision is underpinned by our REACH values:

Resilience, Excellence, Agape, Community, and Hope

St John's Church of England Primary Academy 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 school's Christian vision and underpinning values are firmly embedded and clearly understood by both pupils and staff. This shared vision fosters positive relationships and provides a secure foundation in which pupils and adults develop.
- School leaders ensure that collective worship is welcoming and central to the life of the school. It enables pupils and adults to reflect on the school's vision and values and contributes to their spiritual growth.
- Well-planned, creative religious education (RE) helps pupils deepen their knowledge and understanding of world faiths including Christianity and non-religious worldviews. This builds respect for others and prepares pupils well for life in a diverse world.
- Guided by the Christian vision, leaders place strong emphasis on mental health and wellbeing throughout the school community. This fosters a supportive, resilient culture where pupils and adults build relationships rooted in kindness and mutual respect.
- Strong partnerships with the school's wider community, including St Chad's Academy Trust and Lichfield Diocese, strengthen the school's vision. This enables leaders to put clear strategic plans in place for future success, positively impacting upon both staff development and pupil success.

#### Development Points

- Refine the school's understanding for spirituality and extend this throughout the curriculum. This is so opportunities for spiritual development are effectively utilised and enhance pupils' personal growth.
- Strengthen the use of assessment in RE so that it feeds directly into planning. This is to ensure it effectively informs future teaching and consistently provides relevant and challenging learning.



## Inspection Findings

### Vision and Leadership

St John's Church of England Academy is a nurturing, inclusive school at the heart of its community. Inspired by the Good Samaritan, their Christian vision calls everyone to show unconditional love. Pupils and staff live this out through caring, respectful relationships. During times of challenge the vision has provided guidance and stability. It is underpinned by the 'REACH' values of resilience, excellence, agape, community and hope which are deeply embedded in school life. Consequently, they shape the policies, environment, and daily practice. Pupils demonstrate a clear understanding of what it means to be a 'good samaritan', to show love to others. 'Everyone is respectful, confident to share ideas.' They proudly identify which values they are using in their daily life and learning. This is particularly evident in the way they support one another and respond with resilience to change. Parents and carers are welcomed into school. They appreciate how the school nurtures kindness and respect, with many describing it as a family. As a result, they feel confident to access help and support. The combined local governing committee ensures that St John's distinctive Christian vision remains central to both evaluation and decision-making. Strong partnerships with the trust and the diocese support the development of both pupils and adults. Through regular visits and support, leaders ensure the vision continues to drive school improvement.

### Vision and Curriculum

Leaders have thought carefully about what pupils in this inclusive community need to thrive. This shapes the learning and the experiences staff provide. Inspired by the vision, the curriculum is designed to build resilience and demonstrate confidence, while securing strong academic foundations. This enables pupils, including those with additional needs, to feel confident learning alongside their peers. Staff know pupils exceptionally well and provide tailored support and appropriate challenge. The school's vision and values are woven through the curriculum. Staff make clear links to help pupils apply them in practice. Pupils take an active role in their learning. They express ideas clearly, ask thoughtful questions and reflect on what inspires them. As a result, they describe the curriculum as fun, where 'there is no such thing as a silly question.' They grow in confidence, resilience and courage while supporting one another. Spiritual development is part of the curriculum and experiences are recorded in spiritual learning journeys. However, a shared understanding of spirituality is not fully embedded across the curriculum, which limits pupils' ability to recognise and articulate their spiritual understanding. A wide range of extra-curricular activities, including sport, breakfast club, choir, gardening and coding club, further support pupils' development. All build confident learners who feel loved, valued and listened to.

### Worship and Spirituality

Collective worship provides a daily opportunity for pupils and adults to pause, connect and reflect on the school's vision and values. Leaders ensure worship remains central to school life. Delivered in a calm and respectful atmosphere, pupils explore meaning, identity and belief. They consider their place in the world through the lens of the school's Christian vision. The invitational nature ensures that it is inclusive and respectful of different views. Pupils and adults are encouraged to reflect on Bible stories, sharing their ideas and responses. They actively participate in singing, reflection and prayer. This enables individuals to engage at their own stage of spiritual development. Each week, a school value is explored in depth. This helps pupils and staff to consider how that value can be lived out and 'REACHed' in the classroom and beyond. Partnerships with local clergy provide pupils with opportunities to experience and understand festivals and events within the Christian calendar. This enriches their knowledge and deepens their spiritual awareness.

### Vision and School Culture

Unconditional love and support are central to the school's daily practice. This creates a culture in which pupils and adults are treated well. Pupils show positive behaviour and relationships through their learning and play. They support one another at breaktimes and help to create a caring, safe environment. The school's strong



Christian vision, together with its values, underpin strong attitudes to learning. Parents and carers know they will receive practical and emotional support when needed. The school's engagement has helped families through difficult times. Assistance from the trust strengthens leaders during challenging periods and increases the school's capacity to nurture others. Staff approach their wide-ranging responsibilities with enthusiasm and purpose and readily sustain one another both professionally and personally. This collaborative culture reflects the school's commitment to nurture and care, enabling others to develop. Leaders and the trust prioritise staff wellbeing, helping them to contribute positively to school life.

### Religious Education

RE has a high profile across the school and is valued by pupils. At St John's, it is called 'beliefs and values', a title pupils appreciate as it reflects a more inclusive nature: 'not everyone believes the same thing. It enables everyone to feel included. We can all talk about our beliefs and values.' Leaders have designed a curriculum that is well-matched to the school's context and offers both depth and diversity. A range of experiences, including themed weeks, engages pupils, encourages reflection, and helps them to develop a strong understanding of different religions and practices. The curriculum deepens their understanding and respect for people of different religious and non-religious worldviews. Consequently, pupils see its relevance to their own lives. They share experiences and speak confidently about key beliefs and practices.

The quality of teaching in RE, through rich discussion and reflection opportunities, supports pupils to engage deeply in their learning. A range of activities capture pupils' interest, and they respond with enthusiasm. They enjoy presenting their learning in varied ways, including art, poetry, debate and drama. In Key Stage 2, they reflect on the Buddhist Eightfold Path and consider its relevance to contemporary world issues. They also create and analyse census data to explore the beliefs and values represented within the school. They recall and apply their knowledge confidently, making links across beliefs and faiths. As a result, they show respect for different perspectives and can agree and disagree with one another thoughtfully and respectfully. Assessment practices, however, are not reviewed consistently across the school. This means opportunities to inform future teaching and deepen learning are sometimes missed.

### Vision, Justice and Responsibility

Pupils show a strong sense of responsibility to others, rooted in the school's vision and values. They take on leadership roles, including the eco-council and school council. They eagerly share ideas to bring about positive change. The school council meets weekly and makes confident decisions about what is best for the school. They have created an eco-group that grows vegetables to share with the local community. As a result, pupils know their views are valued and their voice is heard when contributing to school improvement. Across the curriculum, themes of justice and diversity deepen their social responsibility. Opportunities to explore moral issues and injustice help pupils understand the importance of standing up for what is right. The school supports local and national causes through fundraising, while pupils improve the local area through planting and litter picks. A community food shelf, stocked with donations from local supermarkets, provides practical support for those in need. Older pupils serve proudly as play leaders, caring for younger pupils at playtimes. Leaders ensure that pupils have a meaningful voice. These experiences help pupils understand their responsibility to others and show kindness and compassion in practical ways. As they take on these responsibilities, they grow in confidence and understand how they enable them to live out the school's vision and values.

## Information

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|--------------------|---------------------------------------|---------------|--------|
| Address            | Addison Terrace, Wednesbury WS10 7AL  |               |        |
| Date               | 15 June 2026                          | URN           | 140856 |
| Type of school     | Academy                               | No. of pupils | 182    |
| Diocese            | Lichfield                             |               |        |
| MAT                | St Chad's Academy Trust               |               |        |
| MAT Chair          | Harry Azima                           |               |        |
| Headteacher        | Chris Dobson Nilam Hullait (interim). |               |        |
| Chair of Governors | Zoe Heath                             |               |        |
| Inspector          | Rhian Hollyhead                       |               |        |