



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation

**Dodworth St John the Baptist C.E Primary
Academy**



Name of school: Dodworth St John the Baptist C.E Primary Academy

URN: 370 2145

Date of the last Section 48 inspection: 20th October 2009

SCHOOL CONTEXT

Dodworth St Johns - A vibrant, caring and supportive church school: inspiring and serving the whole community.

At Dodworth St Johns we are committed to providing opportunities so that all children will achieve the highest level they can in every area they are involved in. We believe that lives can be transformed by what goes on in our school. The precious moments spent in the classroom, the interactions between professionals and pupils, the process of teaching and learning can shape futures like nothing else. Our school's job is to provide as many opportunities as possible for our pupils, and then support not only them but the whole school community in achieving these. Being an Outstanding school is not just something that happens by chance. As well as understanding our pupil's needs we also recognise the needs of our staff, and how our vision and ethos underpins everything we do.

Dodworth St Johns converted to an academy on the 1st January 2014 so that we could have greater control over the curriculum we offer, including being able to undertake initiative projects, the ability to seek greater value for money and to set our own pay and conditions for staff - rewarding those who are making a significant impact on the academy. We are a stand-alone academy at present, under the umbrella trust of the diocese, but are currently moving to become a multi academy trust working with, and supporting other schools in the locality.

In addition to the change of school status from a VA school to an academy we are currently in a time of change within the parish with the vicar of nine years, now Area Dean, moving to the central church in Barnsley. As a part of this process DSJA has been instrumental in creating a parish profile to attract a new member of the clergy for Dodworth. Through strong links with the Area Dean we have striven to develop capacity within school to ensure that our established and excellent links within the church continue to grow during the interregnum period of the church.

DSJA (Dodworth St Johns C. E Primary Academy) is currently supporting Elsecar C.E (VA) Primary school through a formal brokered agreement. This means that we have a wealth of staff who operate within both school's supporting the needs of all pupils, staff and the community.

The management team at Elsecar is currently made up of the DSJA staff with Mr Goddard being the Executive Head of both schools. This has meant that Mrs Pickup has become the Head of School at Dodworth with additional staff promoted to assistant heads.

There are two additional staff who work between the schools - Mrs Kaminski is the lead safeguarding officer and SENCO for both school's and Mrs Race, although working as an assistant head and Yr 2 teacher at Elsecar also continues to work with the leadership team at DSJA supporting the growth and development of R.E and Collective Worship.

Dodworth St Johns C.E Primary Academy has an admission number of 30, although due to the high demand for places, over subscription and waiting lists we are exploring the possibility of raising this to 45 in upcoming years. Numbers of pupils attending school have increased over the last few years with those year groups who were considerably below 30 now filling up quickly. This has been due to school's popularity with many pupils moving within the locality to this school coupled with new families moving into the area. The number of pupils on role is 209 full time plus up to 60 part time (dependent on the time of year), up from 213 at the last inspection. During the Summer term the F1 unit has provision for 30 pupils in both the morning and afternoon session and this will ensure that the F2 intake will continue to be full in the upcoming years. The population is fairly settled with very few movements out of our school, however, due to our popularity we

continue to welcome pupils into those year groups with available places. Those learners who join our school are on average working at 2 sublevels below their age expectations and this is an increasing trend since the last inspection. In the last couple of years we have welcomed a number of pupils with complex social and academic needs and continue to work closely with the SEN team, social services and outside agencies in order to support pupils with specific needs e.g. behavioural, where they have been excluded from other schools. Due to the expertise in our Foundation Stage and KS1 team these pupils are making good progress and are not having any negative impact on the rest of the class.

THE VISION AND VALUES OF THE SCHOOL

A vibrant, caring and supportive church school: inspiring and serving the whole community.

Rationale

Our vision statement was created by pupils, parents, staff and governors of DSJA in order to reflect the beliefs and values of the school and the Christian community of which we are a part.

This vision and these values are clearly reflected in not only the 'Golden rules' drawn up by the pupils focusing on our Christian beliefs but also through our staff 'TEAM' work board.

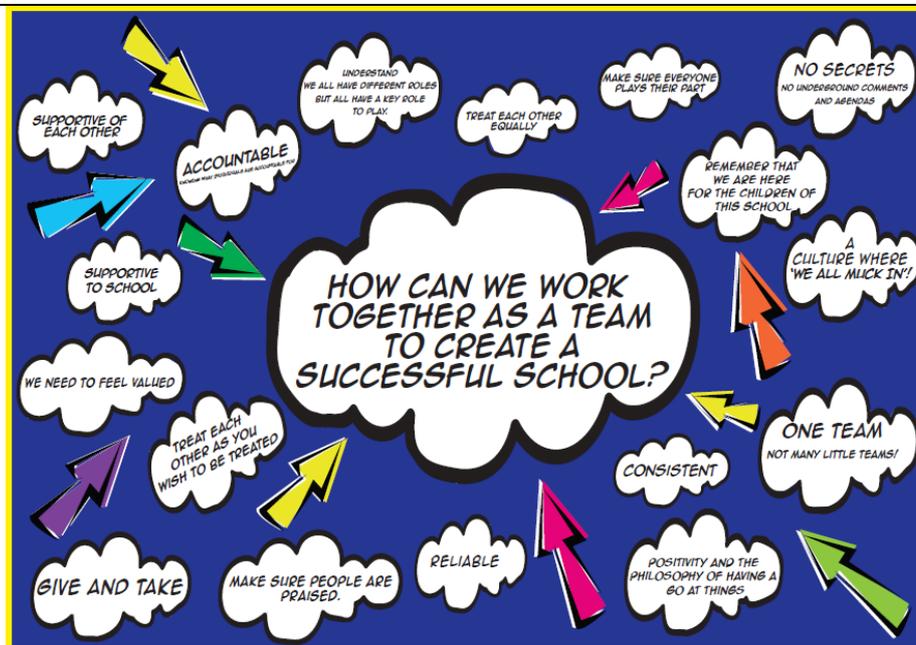
School's Golden Rules

- We will listen and respond to each other politely. We value each other.
- We will always tell the truth and make right choices. We value honesty.
- We will move about our school quietly and safely with respect for others. We value respect.
- We will respect each other's right to learn and do our best. We value knowledge.
- We will care for our school community and everything in it. We value our community.
- We will show our care for each other by using kindness and good manners. We value kindness.

Schools 'Team' approach

What will the leadership team provide for our school?

BE FAIR TO EVERYONE • CONSISTANT • GUIDANCE • TRUSTWORTHY • CONFIDENCE •
INSPIRATIONAL • EFFECTIVE • LEAD BY EXAMPLE • OPEN AND HONEST •
SUPPORTIVE • DRIVEN • ABLE TO MAKE TOUGH DECISIONS • ABLE TO LISTEN •
RESPECT • POSITIVE • ENABLING COMMUNICATION •



SUMMARY

The Christian Foundation of the school is extremely well supported and promoted through the close links between the school community, the local community and St John's church. There is absolutely no doubt that our schools aims to enable all pupils not only excel but also to provide the opportunity for them to learn in an inclusive caring school family founded on the teachings and values of Christ.

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Focus for development 1: continue to develop children’s spiritual and cultural awareness in partnership with the community and as outlined in the school’s ‘mission tree’.

(Relates to core question 1 2 3 4)

Action taken	Impact
<ul style="list-style-type: none"> • Revisited the mission tree with pupils to create a more child friendly terminology. • Involvement of the Collective Worship Council in planning and delivering their own collective worships • Audit of current provision including links within the community and from this various groups / activities have been implemented and established. • Increased involvement with events held within the locality. • More formal links established with other schools and cultures - Elsecar C.E Primary School and King's Children's Home in Busia, Kenya. • Continue to asses current practice, regularly revisiting provision within school and developing established systems to meet the demands of the changing world. 	<ul style="list-style-type: none"> • Pupils have a greater understanding of the golden rules and how these are underpinned and link to school's distinctive Christian character • Pupils have an even greater sense of belonging and responsibility in acts of worship. • School church choir, one united school council as collective worship is not a stand-alone matter, love life skills for life - a values driven sports programme delivered to pupils on a weekly basis and to staff through INSET. • Village carol concert established with the local schools and trinity of churches. An increase of pupils and staff choosing to be confirmed. • Pupils and staff have a greater understanding and empathy of different cultures including what each community can do to support one another.

In addition to the work carried out school have continually strived to build on the areas of strength within school and have created development plans for both Collective Worship and Religious Education that are monitored, evaluated and actioned.

CORE QUESTION 1 - How well does the school, through its distinctive Christian character, meet the needs of all learners?
SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

PROVISION	IMPACT	EVIDENCE
<ul style="list-style-type: none"> • Our Mission Statement states, <i>A vibrant, caring and supportive church school: inspiring and serving the whole community</i> • Excellent extra-curricular provision - only local school with childcare provision and extensive musical opportunities for pupils e.g. steel pan, piano, recorder, performances • Outstanding provision in place for S.E.N. children • A distinctly Christian ethos and character to the school • School Golden rules are clearly displayed and are based on Christian values and beliefs. These are celebrated and promoted through our rewards system and star pupils. • Rich and varied curriculum - IPC • Links well established, other local schools and links begun with a school in contrasting locality • Charities supported in this community, this country and overseas through diocesan links! • Every year group in K.S. 2 has elected representatives on the School Council. • No shortage of volunteers for school responsibilities • Strong links with the local and church community • Children expected to take responsibility for their possessions, actions, behaviour and school work. Everyone expected to do their best and care for others • Caring for others permeates everything. Christian principles underpin the school. • Corridors / Classrooms have R.E. & other displays • Pupils have access to the Quiet Garden • The school grounds, gardening club (usually in Spring), allotment area and planters all encourage respect for creation • The symbol of the cross is displayed in the front hall • Crosses are a reminder of Christian beliefs; actions are more important though and the symbols enhance the Christian character of the school. • Role models and positive actions are encouraged • Prayers are not only said during collective worship but also before lunch and at home time. 	<ul style="list-style-type: none"> • Strong family atmosphere • Children enjoy coming to school. Attendance has increased each year and is now above the national average • Achievement is outstanding in all Key Stages • S.E.N. make the same outstanding progress as their peers • Excellent attitudes of pupils and staff towards each other • Outstanding provision for all learners • Pupils aware of the needs of others in the local and wider community • School motto permeates everything: caring for our community • Staff welcome feedback and ideas from school council, giving our children a pupil voice that is listened to and acted upon • Support staff, SMSA's and OOSC staff and other 'job-holders' proud of their role • School represented at wide variety of local events including music festivals, dance festivals, art festivals, book quiz, sporting events, fetes and church services 	<ul style="list-style-type: none"> • Children aware of high expectations to do their best • Pupil achievement and attainments are outstanding as evidenced in end of Key Stage SATS with all children making 2 levels progress over KS2. • All groups of pupils make similar rates of progress • Excellent take up of extra-curricular activities and clubs by all groups of pupils • Positive parental comments - see parental questionnaires • Excellent relationships and between staff, pupils, parents & governors • Pupils and parents generously support school events & charities • Very positive feedback from pupils, teachers and parents – e.g. Ofsted, Facebook comments • Positive feedback from external agencies who work within school – they all comment on the atmosphere we create and the distinctive Christian ethos of the school. • Flourishing School Council • Very smooth day to day running of school • OFSTED report
<p>Key Strength</p> <ul style="list-style-type: none"> • Behaviour of pupils in school is outstanding. • The school's environment reflects the school's ethos. • School take part in a wide variety of events and clubs to support their needs. • School have a well-established pupil support system in place with a dedicated learning mentor. • All staff are excellent role models in promoting SMSC 	<p>Development points</p> <ul style="list-style-type: none"> • Review the use of class R.E books and how we can evidence pupils work as much of this is through conversation, role play, drama and outdoor learning. 	

CORE QUESTION 2 - What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

PROVISION	IMPACT	EVIDENCE
<ul style="list-style-type: none"> • Pupils are very enthusiastic & positive about collective worship! The school council have a direct input on CW. • Pupils are very keen to take part • Collective worship led on a daily basis by a variety of Clergy, SLT, TLR and visitors. • Our style of worship is very much child based. • The regular style of informal joyful worship matches the needs of the children. Candles are also used to start CW. • The Bible has a central role within acts of worship • The school has a cross and altar in the hall to remind the community of the faith base of our school, but in all things it is the practical application of Christianity which is paramount. • Children are taught the importance of the practical application of Christianity in everyday life. • Whole school Collective Worship takes place in the hall 4 days a week – with split CW through music every Tuesday • On Wednesday classes or Key Stages have their own act of worship; These can link into RE lessons and facilitates a more differentiated approach. • All staff and visitors are welcome to Mondays CW. Parents fill the Parish Church for our church assemblies / services • The Collective Worship policy is updated and effective • Collective Worship responds to the needs of groups, individuals, world events and values. It is purposefully planned, recorded and evaluated • The celebration Easter is taught throughout school by a musical written for school – this further engages children , adds understanding and inspires all. 	<ul style="list-style-type: none"> • The SEAL programme enables pupils to become thoughtful and considerate towards one another • Pupils participate enthusiastically • Variety of leadership styles adds interest • Pupils enjoy stories and their meanings • Pupils appreciate being involved with setting up, and interacting • Our vicar meets with TLR post holder to discuss RE and Collective worship themes • Governors visit regularly and go on training, they review the CW policy • Children and staff feel a sense of belonging to the school family through worship • Families refer to collective worship in their own lives outside of school e.g. they use the school prayers and songs in their own religious services – these have been included in weddings and funerals as well. 	<ul style="list-style-type: none"> • Good interaction in collective worship • Pupils respond well • Great feedback from parents – their children often tell them what happened! • Pupils sing, reflect, share feelings and join in with prayers • The Year 6 Leavers’ Service is planned by them and all take part. It takes place at the local church and is well attended • Older children act as worship monitors e.g. working CD machine & arranging seating for collective worship. They prepare the room • Numbers continue to increase for school services in church – standing room only. • Pupils understand the symbol of the cross and use their holding crosses to help them in difficult times. • Children and staff understand the relevance of prayer and regularly use the prayer slips in the hall.
<p>Key Strength</p> <ul style="list-style-type: none"> • Pupil involvement in the planning and delivery of collective worship • The role school has with worship through dates within the Christian calendar in church. • Pupils ability to reflect on the messages within collective worship and relate these to their everyday life, using them for guidance and to inform their decisions and actions. • Staff are confident and skilled in delivering collective worship 	<p>Development points</p> <ul style="list-style-type: none"> • Build on current outdoor worship i.e. Remembrance Day, to use this good practice on a more regular basis. • Gather staff views on worship, re personal impact • Develop a parent council to work alongside the school council when looking at planning services and future collective workshops. 	

CORE QUESTION 3 - How effective is Religious Education?

SCHOOL SELF EVALUATION: **Outstanding**/Good/Satisfactory/ Inadequate

PROVISION	IMPACT	EVIDENCE
<ul style="list-style-type: none"> • Learners are assessed and assessment data is documented at the end of each RE unit. • All learners follow a two year rolling programme which includes Christianity and other faiths. • In lessons, pupils are taught to reflect, empathise and make comparisons • Learners take part in a wide range of activities • The SLT Coordinator monitors lessons, scrutinises plans and children’s work and talks to learners • Medium term plans can be adapted to the needs of each class, and to the style of the teacher • Plans are devised by teachers as appropriate, and lessons plan annotated • The Barnsley Locally Agreed Syllabus is followed as agreed by the diocese and individual lesson planning is managed and evidenced by teachers. • No pupils are withdrawn from R E lessons • All pupils learn Christian beliefs. As they move through the school Judaism, Islam and Hinduism are introduced We study a range of beliefs and there are opportunities to talk about similarities and differences between people, cultures and faiths • Cross curricular links are made where relevant (e.g. India theme includes RE study of Hinduism, English Study of Ramayana tale, History of the Indus Valley & Geography of India. • Pupils participate in local events such as the village carol service and Remembrance Day Service • Local churches are visited • The curriculum gives opportunities for knowledge of global citizenship • A range of charities are supported including a local charity for the homeless and an orphanage in Kenya • R.E. Is given an appropriate time allocation and is taught as a discrete subject - although it is also linked with other subjects as applicable (e.g. during research of life of Gandhi Yr 6 write an English interview and Yr 5 write his obituary/biography) • Staff continue to receive regular training in R.E teaching • Staff recruitment always has a focus on Christian belief and values 	<ul style="list-style-type: none"> • Teachers modify units of work next time they are taught or correct misunderstandings • Learners have knowledge of four major faith traditions by the time they leave • They make comparisons and develop skills of empathy and personal reflection • Speakers are invited in, for example, to speak about Judaism in the home and show a range of artefacts • Lessons observed show good/ outstanding subject knowledge, interactive learning, good use of ICT and relevant and interesting activities • Plans are detailed with clear learning objectives and good use of questions • Work is regularly marked • R E displays are evident in classrooms and are usually of a high standard • CW Council feedback on all issues , incl Acts of Worship & R E is welcomed and ideas and suggestions discussed • Learners speak their mind in interviews and are confident • All parents are happy for their children to have R E lessons • Pupils (esp older pupils) reflect on their own beliefs and those of other faith traditions • Christianity is the predominate religion; pupils learn that there are similarities & differences with other religions. • Full consideration and tolerance is given to all pupils who may have independent views • The annual Christmas, Harvest, Easter and leavers Services are very well attended • Pupils visit local churches as part of their learning about Christianity and also to participate in Harvest, Christmas and Easter celebrations • Pupils learn about different traditions and customs both here and abroad as part of their topic work • Pupils are enthusiastic about charity work and school; older children /school council members help to organise fund raising events • Standards in R.E. are similar (sometime higher) than those in other subjects • Teachers always deliver at least good quality lessons; often outstanding 	<ul style="list-style-type: none"> • Standards are sometimes in line, often above in attainment in other subjects • learners can speak at length about their work • It is evident from the work, that many older learners reflect on their own feelings and those of others • Pupils consider the activities to be an enjoyable way of learning • Many learners learn well from taking part in role play in RE and SEAL • Teachers aim to make their lessons interactive with a wide range of activities • Learners are proud of their work and keen to talk about it • Learners generally take care with their work and present it well • Pupils accept that customs and views of people from other faith traditions may be different from their own. They are encouraged to look for links and similarities. • Pupils and parents recognise that ours is a Christian school where everyone is valued as an individual • Children often share their beliefs and contrast and value those of others • The School Church Services brings the village families together in great numbers • Pupils express interest in learning about signs and symbols and take part in services in the local church • Pupils learn about the importance of serving others when they hear about the work of organisations and how they work to help people in developing countries whether they are Christian or not • All staff sustain Christian values

<ul style="list-style-type: none"> R.E. is resourced from the school budget according to the needs of each unit. 	<ul style="list-style-type: none"> At interviews, candidates are asked to comment on their ideas of the values of a Christian school Multi-faith artefacts , books and DVDs are used in lessons 	<ul style="list-style-type: none"> Pupils find that the resources help them to focus and enjoy their learning
Key Strength <ul style="list-style-type: none"> New assessment system devised and being rolled out across school Staff teaching throughout school is judged as outstanding with the SEF – this covers the style of teaching and the progress pupils make within lessons. 	Development points <ul style="list-style-type: none"> Roll out the new assessment framework to the other religions taught (Christianity is already in place as this is the first religion covered) and evaluate its impact on teaching and learning To develop ideas for the use of relevant technology into the SOW 	

CORE QUESTION 4 - How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: **Outstanding/Good/Satisfactory/ Inadequate**

PROVISION	IMPACT	EVIDENCE
<ul style="list-style-type: none"> The key Christian values such as love, trust, nurture and respect underpin everything that we do in school. Our motto “caring for our community” permeates all of school life. All governors & staff are involved in school development planning Staff and pupils have outstandingly good relationships The school council have been proactive in suggesting equipment and ways to further improve playtimes and lunchtimes. Governors are regular visitors to the school to support classroom based teaching and learning as well as specific events like New Parents Information Evenings and performances All families are encouraged to participate in events and their opinions are asked for in a range of questionnaires. Staff and governors are encouraged to attend relevant CPD Governors are currently discussing succession planning; potential leaders are being identified and being given the opportunity to shine. 	<ul style="list-style-type: none"> All staff and governors support , and most strongly encourage, the Christian ethos of the school Good behaviour, kindness and a caring attitude are constantly reinforced through positive praise and with reference to the school motto There is a mutual respect shown between staff and pupils School council members and classes discuss ideas and their comments are valued Governors know, support and understand the management of the school Parents know that their opinions will be valued The School welcomes ideas from all stakeholders 	<ul style="list-style-type: none"> Pupils are valued and respected by adults and pupils learn to respect and value each other Christian values are very much in evidence in relationships throughout the school All parents and pupils are happy with the school [parent and pupil questionnaires] Parents strongly support and value the school with its distinctive Christian caring character Governors are fully committed to their role A good percentage of families return their questionnaires and the open door policy ensures that regular focussed communication takes place Many of our staff and governors have strong links to local churches and are involved in church communities and leadership.
Key Strength <ul style="list-style-type: none"> Succession planning throughout school – the head of school is currently on the aspiring church school leaders course, with additional staff promoted within school to maintain structure and ethos. Links with Elsecar mean that expertise can be shared with specific reference to R.E and Collective worship 	Development points <ul style="list-style-type: none"> To continue in staff CPD so that each school within the trust has a ‘shadow; R.E and CW post holder in at least a middle management position. To support and develop new members of staff e.g. NQT’s 	

Additional areas school have been involved in – clubs, events etc

- School choir sang at the commissioning service for Bishop Nick Baines at Wakefield Cathedral
- School choir sang at the new head teachers commissioning service at Wakefield Cathedral
- Choirs sing at local community events over the year
- School song written in school to reflect our ethos and incorporate the school prayer
- School children represented at village remembrance service
- Young wardens scheme
- Children / staff encouraged and supported to be confirmed
- School and church work together e.g. toddler groups and Sunday school
- On conversion to an academy pupils were fully involved and designed the new logo with an emphasis on the Christian faith.

School performance data – based on KS2 SATS

	2009	2010 - Internal assessment	2011	2012 results	2013 Results	2014 Result
Cohort size	33	22	24	29	25	24
%SEN	33%	36%	23%	20%	16%	16%
English L4+	67%	77%	83%	93%	96%	100%
English L5	15%	20%	17%	38%	40%	58%
APS	25.5	27	27.7	28.9	29.5	29.8
Reading level 4+				93%	96%	96%
Reading level 5				45%	40%	42%
Reading level 6					0%	0%
APS			28.3	28.6	29.2	29.3
APS progress					13.2	13.3
Writing level 4+				93%	100%	100%
Writing level 5				35%	40%	61.5%
Writing level 6						11.5%
APS			26.7	28.6	29.6	31.4
APS progress					15	16.8
English 2 levels progress	83%	85%	71%	100%	92%	100%
APS progress	12.7	14.1	14	15.1	13.6	15.1
Reading 2 levels progress		84%	91%	97%	92%	96.2%
Reading 3 levels progress		21%	25%	45%	33%	27%
Writing 2 levels progress		84%	87%	100%	100%	100%
Writing 3 levels progress		4%	10%	38%	54%	69.2
Maths L4+	79%	85%	88%	93%	100%	100%
Maths L5	24%	14%	29%	69%	44%	46.2
Maths L6	0%	0%	0%	7%	0%	11.5%
APS	26.8	26.8	28.3	31.1	29.6	30.5
Maths 2 levels progress	87%	92%	96%	100%	92%	100%
Maths 3 levels progress		4%	20%	69%	33%	42%
APS progress	11.6	13.5	13	15.6	13	13.2
English and Maths combined L4+	60.6%	77%	79%	93%	96%	96%
English and Maths combined L5	11%	14%	13%	38%		30.8%

KS1

KS1		Result 2010	Result 2011	Result 2012	Result 2013	Result 2014
Mathematics	Level 2b+	95.4%	77%	79.3%	93.5%	93%
	Level 3	27%	15%	14%	22.6%	46%
APS				15	17.3	17.9
Reading	Level 2b+	77%	74%	72.4%	90%	93%
	Level 3	31.8%	15%	14%	45%	46%
APS				15.4	16.9	17.8
Writing	Level 2b+	68.2%	60%	69.3%	84%	96%
	Level 3	16.6%	12%	7%	29%	25%
APS				14.2	16.6	16.6