

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Church of England Infant and Nursery School

Vision

“Start children off on the way they should go and even when they are old, they will not turn from it.” Proverbs 22:6

St John's Church of England Infant and Nursery 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 Christian vision is the foundation of the school, guiding leaders' decisions, shaping actions and permeating into daily life. It provides a reference point for adults and pupils to live by, thus enabling them to flourish.
- Strong partnerships with the local church, the trust and the diocese bring valuable capacity to the school. These strengthen leadership and deepen the sense of community.
- Inspirational, daily collective worship reflects the school's Christian character and provides meaningful opportunities that enable pupils and adults' spiritual flourishing.
- Relationships across the school are characterised by mutual respect, dignity and compassion. An inclusive culture promotes and nurtures the identity of individuals living out the school's Christian vision day to day.
- Pupils confidently take on roles that support the wellbeing of others. They understand responsibility, take pride in serving their peers and recognise the positive difference they make to the life of the school.

Development Points

- Develop a shared understanding of spirituality that is consistently evident across both planned and unplanned aspects of the curriculum. This is to enable adults and pupils to recognise and express their spiritual experiences.
- Build on pupils' existing sense of fairness by deepening their understanding of the biblical concept of justice. This is to enhance the school's outward-looking culture and enable pupils to support and advocate for others in an age-appropriate way.
- Widen the scope of the religious education (RE) curriculum so that pupils develop a stronger understanding of the richness of practice within world faiths. This is to enable them to appreciate more deeply the diversity of global worship.



Inspection Findings

Vision and Leadership

St John's is an inclusive and welcoming community. Strong leadership, including effective governance, ensures that the school's Christian vision is widely known and clearly understood. Inspiring both pupils and adults, the Christian vision creates a cohesive, united culture. Well-established links with the local church and the diocese support this work. The Christian vision is underpinned by a well-known set of associated school values. Pupils can explain how these values relate to their own choices, the behaviour of others and situations explored in lessons. They understand that these values, alongside the vision, prepare them for each day in school and life beyond it. Pupils confidently refer to the footpath logo on their school jumpers which helps them reflect on the vision. It guides the journey they make through St John's and then into the wider world, carrying these beliefs with them. As an infant and nursery setting, leaders recognise the importance of giving pupils a strong start. In line with the school's vision, transitions into and out of the school are carefully planned. This ensures that pupils and their families receive effective support at a potentially pivotal time.

Vision and Curriculum

Firmly rooted in the Christian vision, St John's bespoke approach to curriculum planning ensures that learning is relevant and tailored to individuals' needs. A topic-based structure guides pupils' learning journey and provides opportunities for them to experience creativity. Leaders and staff have high expectations. Pupils considered vulnerable are carefully identified and a range of effective academic and pastoral support is in place. Adaptations for those with additional needs are sensitively planned, ensuring they receive a strong start to school. Close partnerships with support services offer expertise that enable pupils to thrive. Furthermore, educational visits, including a residential trip, enrich the curriculum and contribute to wider holistic development. A popular aspirations event broadens learners' knowledge of the world and helps them see a wide range of future possibilities. Governors have a secure knowledge of the curriculum and engage in regular visits. This involvement ensures that they have a robust insight into how the curriculum reflects the school's Christian vision. Although there are some opportunities to explore spirituality within the curriculum, adults and pupils do not share a consistent understanding. Consequently, some opportunities for spiritual growth are not fully realised.

Worship and Spirituality

Collective worship is a highly valued part of the school life, making a positive contribution to the spiritual development of pupils and adults. Steeped in the Christian vision, the daily pattern of worship provides a time of meaningful focus. Bible stories help pupils make connections between the vision, associated values and their own life experiences. Theological ideas are presented in accessible ways with moments to consider big questions providing pupils with beneficial opportunities to reflect. Celebration worship recognises those who live out the vision and values. This acknowledgement, in front of parents and carers, encourages the school community to live out the vision. Worship is inclusive with thoughtful support made for those with special educational needs and disabilities. Pupils and adults value this shared moment in the day when the whole school gathers together. Alongside the school's set prayers, learners can write their own reflections to be read during worship. This teaches them to reflect, express beliefs and explore spirituality in a personal, meaningful manner. The local church plays an active role through regular involvement in worship and themed days. These services deepen and enrich pupils' experience of worship and their understanding of faith. The school also attends church regularly, fostering their sense of belonging to the wider Christian community. Whilst there are meaningful opportunities to engage in spiritual reflection, these are not coherently planned, limiting their impact.

Vision and School Culture

Central to its diverse population, the school knows and values individuals, recognising and celebrating their worth. A strong culture of equity is understood by both adults and pupils, enabling meaningful inclusion,



particularly for those with complex needs. Additional care and time is offered to families by staff from the school and trust, governors and the local vicar. This creates a tangible sense of belonging and a strong, nurturing school family. A wide range of extra-curricular opportunities enables pupils to access multiple activities, thus supporting their emotional, social and physical wellbeing. Many staff are long-standing members of the school community, contributing to deep, trusting relationships and effective partnerships with families. Additional resources from the local church enable pupils to overcome barriers and thrive, giving them a good start to education.

Vision, Justice and Responsibility

Pupils have a well-developed understanding of fairness and equity, confidently discussing their views within the school context. They are empowered to contribute through leadership roles that uphold the school's vision and culture. Partnerships with the local church, the trust and the diocese are strong, encouraging pupils and staff to look outwards and engage with the wider world. These connections are integral to realising the school's vision thus giving the pupils a solid foundation for their learning journey. The school actively seeks the views of parents and carers through events, questionnaires and focus groups. As a result, this is a place where voices are listened to and collaboration encouraged. Partnerships with other trust schools enable the sharing of expertise and strengthen practice. These relationships enhance the learning experience, fostering empathy, confidence and a strong sense of belonging. Although pupils understand fairness in school, their awareness of wider injustice and how to challenge it is less developed.

Religious Education

RE holds a high priority across the school and is recognised as an important subject. Strong subject leadership brings a wealth of specialist knowledge, ensuring that provision remains robust. A relevant curriculum allows pupils to explore a balance of Christianity and other worldviews and beliefs. Recent developments mean that each topic now opens with a key question that captures pupils' interest. The school is beginning to strengthen the scope of the curriculum and it now includes a non-religious worldview. Visitors and visits to a variety of places of worship further enrich the provision. Strong links with the diocese, the local authority and the trust, ensure quality ongoing professional development. The school's two link churches, one historic and one modern, are valuable resources for teaching about different Christian traditions. The school has begun to use images from around the world to extend pupils' understanding of the global nature of faith. As this curriculum aspect is still developing, pupils' awareness of the diverse ways that people express their personal beliefs and perspectives remains limited.

Information

Address	Gills Hill Lane Radlett Hertfordshire WD7 8DD		
Date	25 November 2025	URN	147818
Type of school	Academy	No. of pupils	179
Diocese	Saint Albans		
MAT	The Poppy Academy Trust		
MAT Chair	Nicola Mullet		
Headteacher	Lana Gillam (Head of School) Alice Aharon (Executive Headteacher)		
Chair of Governors	Biddie O'Connor		
Inspector	Catherine Allard		