

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Upper Holloway Church of England Primary School

Vision

Jesus said: 'Love each other as I have loved you.' John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

St John's Upper Holloway Church of England Primary 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.

Strengths

- The schools' Christian vision is passionately lived out by the leadership team and staff. It is clearly understood by pupils and families and is embedded in the schools' actions.
- A culture of openness and collaboration thrives across the school. Staff are valued, supported, and nurtured. Pupils know they are unconditionally loved in an inclusive environment which cherishes individuals.
- Pupils flourish academically because leaders have developed a curriculum which enables pupils to question and be curious. They have embedded diverse representation throughout the curriculum, allowing pupils to see themselves reflected in the wider world. In this way, pupils grow in confidence and feelings of self-worth.
- Religious education (RE) is well led and thoughtfully supported. Regular professional development for staff enables them to be confident and knowledgeable.
- Collective worship is a time when the school's vision and values are shared. This gives opportunities for the spiritual development of pupils and adults.

Development Points

- Develop the RE curriculum so that over time pupils build a secure understanding of non-religious world views.
- Develop a shared language and understanding of justice. This is to enable pupils to reflect on the impact of injustice in the world.



Inspection Findings

The powerful vision of ‘Love one another as I have loved you’ is actively lived out and is at the heart of school life. It is deeply woven into the school’s culture, shaped by compassionate, servant leadership. Leaders clearly articulate the vision. It is well understood by pupils, staff, and parents, guiding decision-making and shaping strategic planning. School leaders, including governors, monitor and evaluate the vision. This enhances its impact, being central to what they do. The school’s vision is underpinned by the values of love, truthfulness, friendship, courage, thankfulness, creativity, and perseverance. These values are regularly referenced by pupils, with love being, for them, the most important. Governors know the school well. They support and challenge leaders to ensure that the vision continues to shape school priorities and meets the needs of the community. These needs are met through the carefully planned opportunities given to pupils and their families. Pupils in Year 4 take part in Shakespeare at a local theatre and the use of forest school enables pupils to experience the wonder of nature. The evident love and care shown to both pupils and parents highlights the school’s strong home–school partnership. This nurturing environment directly contributes to the flourishing of pupils and adults alike, demonstrating the school’s positive and sustained impact on its community.

Pupils are deeply cared for at St John’s, experiencing a curriculum rooted in the vision. The school ensures that pupils feel safe and secure, so they are ready to learn. Staff prioritise building pupils’ self-esteem, rooted in dignity and respect. The curriculum places questioning at its centre, enabling pupils to form their own opinions and to listen to the views of others. Rich learning experiences are provided both within the school and through joint ventures with the other Church schools. The vision underpins the approach for pupils who have special educational needs and/or disabilities (SEND) and those who are disadvantaged. This commitment is fulfilled through individualised support and secure routines. Pupils are guided in spiritual reflection through open questions throughout the curriculum. Within the curriculum, there is a strong emphasis on inclusivity and diversity. A range of diverse role models is woven throughout the curriculum. This enables pupils to see themselves in a variety of careers and reinforces the notion of ambition for every pupil. This is supported by a strong understanding of each pupil and their parents and carers. The vision of love drives the aim for no one to be left behind. This has a powerful, positive impact on pupils’ attitudes to learning, behaviour, and achievement. Pupils demonstrate a strong sense of empathetic love for one another, which helps them to reflect and resolve any differences.

The coming together of the school for collective worship is a special time of day. Those who lead the collective worship create opportunities for discussion. This means that pupils are able to consider and share their thoughts. They are given space in worship to reflect on themselves, to be grateful, to think and wonder. This provides time for individual, spiritual reflection. Local clergy support the worshipping life of the school, and through this, pupils encounter a range of Christian worship styles, providing a broad experience for pupils. The school visits St John’s Church for major services throughout the year. Families are invited and welcomed. This gives moments of shared time for the whole community, bringing them together. Prayer is important and invitational to pupils. They have opportunities to express their prayers



both in class and on the prayer tree. These prayers are collected by leaders and used in collective worship. All pupils and staff are encouraged to contribute. This inclusive practice fosters a sense of belonging and meaningful involvement from staff and pupils in shaping their own spiritual journey.

RE is highly valued and develops pupils as religiously literate individuals. It is carefully sequenced by leaders who have strong subject knowledge. Pupils are articulate in conveying their views and opinions and are keen to show that they can disagree well. The RE curriculum, based on the diocesan scheme, gives room to reflect the different faiths within the school and community. Pupils in Reception learnt, from a Muslim parent, about the importance of prayer. They asked relevant questions, deepening their understanding of prayer. Exploring world faiths is an important aspect of the school's ethos of love for one another, valuing everyone. Pupils debate the 'big' questions, for example 'Who is Jesus?' They are given time to ponder philosophical ideas. This leads to rich discussions between pupils. They use their learning to reinforce their point of view, expressed through writing, art, and discussion. Consequently, pupils make sustained progress.

Assessment in RE is precise and planned, with robust monitoring ensuring teaching is adapted to pupils' needs. Staff training enhances professional knowledge and subject expertise. Pupil voice is used to explore the impact of RE, and pupils recognise its relevance to their lives. This equips them with a strong understanding of and genuine respect for people of different faiths and worldviews. Support is provided for those who have SEND, and learners are challenged and inquisitive. There are limited occasions for pupils to explore non-religious world views. This means that pupils find it hard to reflect on their own ideas of belief and meaning.

The school encourages a culture that promotes a sense of responsibility in its pupils. The curriculum gives pupils knowledge and understanding of caring for their environment and the natural world. The school council provides a platform for pupils to discuss issues within school and to engage in fundraising for charities. Recently, pupils wrote to the school's catering company to raise concerns about the menu choices. Working with the catering staff, meaningful changes were made. Year 5 pupils plan and visit a local care home. Their visits have had a positive impact, with residents enjoying the interaction and pupils engaging actively with the community. Although pupils understand what is fair or unfair they are not able to articulate what justice means to them. This means that pupils are not able to advocate for others as fully as they could.

The school wholeheartedly lives out its vision of loving one another, nurturing a community where every individual is respected and supported. Leadership places a strong emphasis on the wellbeing of both pupils and staff, creating a culture grounded in care and mutual respect. Parents and carers are comfortable voicing their concerns, confident they will be met with empathy and kindness. Leaders and staff demonstrate a deep understanding of individual needs, ensuring support is in place both academically and pastorally. The school has strong partnerships across many aspects of its work. As part of their preparation for secondary school, pupils visit the Ben Kinsella Centre to learn strategies for staying safe. The school's commitment to recognising and celebrating each person's unique value is



evident in the respect and kindness shown to pupils. As a pupil expressed, “I can be me here.” Consequently, pupils make good progress across the school. Staff are supported by leadership and peers, with a collaborative culture that fosters professional growth through shared expertise.

Information

Address	Pemberton Gardens, Upper Holloway, Greater London, N19 5RR		
Date	10 June 2025	URN	100439
Type of school	Voluntary Aided	No. of pupils	221
Diocese	London		
Headteacher	Nick Turpin		
Chair of Governors	Jane Airey		
Inspector	Sara Sanbrook-Davies		