

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

### **Barningham Church of England Voluntary Controlled Primary School**

Church Road, Barningham, Bury Saint Edmunds, IP31 1DD

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>St Edmundsbury and Ipswich</b>
Previous SIAMS inspection grade	Good
Local authority	Suffolk
Date of inspection	25 January 2017
Date of last inspection	07 March 2012
Type of school and unique reference number	Primary 124689
Headteacher	Frances Parr
Inspector's name and number	Jean Johnson 608

#### **School context**

This is a smaller than average primary school with 86 pupils on roll. Pupils come from Barningham and the surrounding area with 17% coming from the local airbase. Most pupils are of white British heritage. 20% of pupils are in receipt of pupil premium. As a result of the 2013 – 2014 Suffolk Organisation Review, the school is now an all through primary, catering for pupils in Years 5 and 6 as well as those in the lower primary age range. The school is close to the local parish church.

#### **The distinctiveness and effectiveness of Barningham CEVC Primary as a Church of England school are outstanding**

- The headteacher and governors have established a strong Christian identity for the school, which is valued as a church school within the community.
- Leaders have a clear Christian vision for the school which is shared by all stakeholders.
- The strong and effective partnership between the school and the local Churches promotes and strengthens the school's Christian character and ethos.
- Christian values underpin the school's ethos. They are evident in policy and practice, creating an environment where all members of the school community are valued and nurtured as individuals.

#### **Areas to improve**

- Develop quiet areas around the school with appropriate resources so that pupils have further opportunities for spiritual development.
- Give pupils opportunities to take responsibility for planning acts of worship to increase their involvement in and ownership of collective worship.
- Provide further opportunities for pupils to explore Bible stories in the context of the school's values so that they are better able to relate the stories they hear to their own lives.

#### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The school's Christian character and the Christian values that underpin it, for example hope and respect, are clearly evident in the everyday life of the school. Parents talk about how, as a church school, the school cares for their children as individuals as well as the strong sense of community within the school which builds pupils' self-confidence and self-esteem. Behaviour in the school as a whole is good with classroom displays reinforcing and

celebrating positive attitudes and behaviours. Pupils talk about how they help each other and say that the parable of the Good Samaritan tells them that they should be kind to other people. Pupils' achievements, both academic and social, are highlighted in the weekly celebration assembly. These achievements, reflecting the school's Christian values, are written on the leaves of the achievement tree in the hall and pupils make the link between them and the Christian ethos of the school. Targeted pastoral care and nurture groups are other examples of the practical application of the school's Christian aims. As a result, attendance over time is good. There has been a significant level of pupil mobility within the school in recent years, together with the restructuring. However, most pupils have made at least close to expected progress with all those in receipt of pupil premium making expected progress.

Pupils' spiritual, moral, social and cultural development (SMSC) is supported through a wide range of activities. They raise money for a variety of charities for example the SOS Children's Village in Brazil and take part in activities to help others for example the Christmas shoe box appeal. Pupils acknowledge the difference between their situation and that of the children they aim to help, and make links between their charitable giving and the Christian values of the school. They take responsibility for aspects of school life through their membership of school councils, for example the eco council. The school has gained an Eco Award, demonstrating pupils' care and appreciation of God's creation. Pupils show their curiosity about the world around them in their 'I wonder' books when they reflect on world issues, for example deforestation in a Christian context. There are however, limited quiet spaces within the school for pupils to use for individual reflection and contemplation. Pupils' individual talents and interests are valued and nurtured in a range of extra-curricular activities.

Pupils gain a good understanding of other faiths and Christianity as a world faith in religious education (RE). Parents and representatives of other faiths are welcomed into the school and extend pupils' understanding of different faiths. Pupils make comparisons between Christianity and for example Hinduism when they pose questions such as: 'Do they have special clothes?' and 'What are their religious colours?' They learn about other cultures when, for example, they take part in activities to celebrate the Chinese New Year.

### **The impact of collective worship on the school community is good**

The head teacher takes the lead in planning collective worship, using the Values for Life materials as well as celebrating major festivals in the Christian year. All staff lead worship and recognise the contribution it makes to reinforcing the school's Christian values. They monitor the impact of their worship and use their findings to inform future planning. Pupils lead particular aspects for example the shared greeting and prayers although they do not yet take responsibility for planning. This contributes to pupils' understanding of local Anglican traditions. The local incumbent and governors also plan and lead worship as well as joining with members of the local Free Church in presenting Open the Book. Pupils appreciate the variety of presentations they experience and talk about how they enjoy taking part in acting out stories from the Bible, for example the story of Saul from the New Testament. One pupil said that this story shows that Jesus cares about them and even if they do something wrong, God will forgive them as long as they try to do better. These experiences make a valuable contribution to pupils' Biblical literacy, but pupils do not always relate the stories they hear to their own lives.

Pupils have a sound understanding of the purpose of prayer and reflection and write their own prayers which are used during the school day. The worship council have used their display board in the hall to pose the question 'Why do we pray?' and pupils have added their thoughts to this board. Pupils talk about praying for others less fortunate than themselves and for those caught up in wars and conflict. The hand signs that accompany their prayers in collective worship encourage them to think about reasons why they might pray. They have a developing awareness of the Trinity and talk about the relationship between God and Jesus his son.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher and staff have a clear Christian vision for the school which is shared by all stakeholders. Leaders, including governors, are committed to developing and enhancing the school as a church school with the vision for all 'To learn, aspire, believe and hope through our Christian faith.' They have identified key areas for improvement to enable this to happen. The school's vision and the values underpinning it are clearly evident in the good behaviour and attitudes in school. Governors ensure that Christian ethos is an explicit feature of recruitment and staff act as role models, exemplifying the school's Christian values. Responses to the parent questionnaire demonstrate parents' support for these values and the contribution they make to their child's education. They value the school's open door policy and feel comfortable about approaching the school in a range of circumstances. They enjoy taking part in 'Share Days', focusing for example on Advent, when they work with their children on a variety of activities.

The school works closely with local Churches and the diocese. The local incumbent is a governor and a frequent visitor who is welcomed into the school. He provides pastoral support when needed to all stakeholders. He runs activity days for children in the churches in the benefice and supports a local Christian after-school club. Parents talk about how their children enjoy attending these events and pupils echo their thoughts. A significant number of parents attend the school's celebrations in the local church for example at Easter and Harvest. Pupils take an active part in these services as well as visiting the church as part of their learning in RE. Pupils' work is displayed in the church, reinforcing the school's status as a church school within the community. The school also has beneficial links with the cathedral and its Discovery Centre, which support pupils' understanding of the wider Church community as well as RE provision.

Governors have attended training to support them in their role in a church school. They monitor collective worship and talk to pupils to gain their views on collective worship and RE. Their in-school monitoring includes a focus on pupils' SMSC development. As a result, they have a sound understanding of the effectiveness of the school as a church school which they use to inform future strategic planning. The school works with other church schools in the area, sharing, for example, staff training in the development of RE teaching so that teachers can take an increasing responsibility for developing and leading the curriculum.

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