

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

<b>St Barnabas Church of England Voluntary Controlled Primary School</b>			
<b>Address</b>	Poplar Road, North Common, Warmley, Bristol BS30 5NW		
<b>Date of inspection</b>	1 April 2019	<b>Status of school</b>	VC Primary
<b>Diocese</b>	Bristol	<b>URN</b>	109174

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

St. Barnabas, Warmley is a primary school with 208 pupils on roll. The majority of pupils come from a White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school is part of the Connect for Learning group of local schools who work together.

### The school's Christian vision

Aspire, believe – together Achieve.

We build positive relationships; enjoy a fully inclusive setting that celebrates our differences and models tolerance, acceptance and respect for one another. Our core belief is that every child has many contributions to offer our world – Let your light so shine before others, that they may see your good works and glorify your father, which is in heaven. Matthew 5:16

### Key findings

- Leaders have brought enthusiasm, clear focus and direction to the work of this church school raising its Christian distinctiveness and the importance of religious education (RE) and collective worship.
- The vision has shaped a culture of aspiration, raising pupils' self-esteem and enabling them to achieve their potential.
- The dedication of the RE subject leader has led to substantial improvements which enable pupils to understand the importance Christian concepts can have for their daily lives and thinking.
- Governors contribute very well to the astute ongoing evaluations of leaders which have led to significant developments such as embedding the vision into the daily life of the school.
- The curriculum has not yet been fully reviewed in the light of the vision, so there are insufficient opportunities for pupils to explore deprivation and injustice.

### Areas for development

- Enable pupils to plan, lead and evaluate worship regularly so they develop their skills and take greater ownership, leading initiatives for further improvements.
- Identify experiences in the curriculum, which build upon previous learning, deepening pupils' understanding of global communities, disadvantage, deprivation and injustice, enabling pupils to become advocates for change.
- Plan a range of high-quality experiences to deepen pupils' understanding of spirituality enabling them to respond in creative ways.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

Leaders have shown wisdom using the vision to raise Christian distinctiveness and improve pupils' attainment. They recognised that some pupils had limited aspirations and low self-belief. Leaders articulate a thoughtful understanding of biblical principles underpinning the vision, talking of everyone being special to God. Their mission is to show God's love, believing in and enabling pupils to reach their God given potential. Leaders point to Jesus' example, encouraging pupils to consider whether this has a relevance for them. A strong and dedicated staff team share this vision and live it out. They feel they are supported to develop their talents and take on additional leadership responsibilities where they flourish. Pupils see the vision through the biblical idea of 'letting your light shine'. They talk enthusiastically of using their talents and developing their Christian values, for example, being valuable friends. Effective partnerships enhance pupils' development. Links with Connect schools bring joint training, planning and moderation opportunities, effectively growing middle leaders. The diocese supports with quality initiatives such as raising staff understanding of spirituality. The church offers opportunities to celebrate Christian festivals and enhances governance. School leaders make astute ongoing evaluations leading to significant improvements such as raising the quality of worship. The governors' ethos team support this with regular focused visits using a detailed yearly plan. Their challenges led to class reflection spaces being redesigned which pupils find more engaging. All areas for development from the previous inspection have been addressed.

The vision nurtures a culture of aspiration, raising pupils' belief in their own ability. Leaders made bold decisions developing an enquiry based approach to learning, which excites pupils. Pupils are engaged in learning through rich experiences such as visits and interactive activities. They take ownership of learning as they research questions which interests them. Staff use 'big' questions to help pupils learn to disagree but respect others' views. Collaboratively pupils explore 'big' questions, what this means for them and how they might respond. Pupils use the language of vision and values talking about how this enables them to overcome barriers and persevere. Disadvantage and deprivation are investigated, but experiences do not build on previous learning, nor are they of sufficient depth. Links with a global community supported this, but these have lapsed. The quality of teaching and learning has risen significantly, alongside pupils' progress. Attainment, in virtually all areas, is above national expectations. There is a similar picture of pupils achieving the higher standards. Vulnerable pupils are championed by senior leaders. Barriers to learning are identified with creative strategies put in place allowing these pupils to make similar progress to their peers. This raises their sense of self-worth. An agreed understanding of spirituality grew from recent training. Pupils explore aspects of spirituality although there was limited evidence in the area of wonder at the natural world. Pupils find reflections helpful to review learning and refine ideas.

Staff perceive that one of their central roles is to model Jesus' respect and dignity. Pupils recognise this as 'letting your light shine'. Pupils know they can make a difference to their community by using Christian values. Pupils say, 'you can shine your light to cheer friends up,' or 'spread happiness'. The vision is reflected in policies shaping the school's work. The behaviour policy points to the importance of forgiveness and reconciliation. Pupils know the importance of this and making a fresh start. Current national thinking about church schools has confirmed the school's approach to relationships. The school has achieved an award for extending pupils' understanding of world religions. Faith days allow pupils to explore different beliefs, deepening their understanding of difference and diversity. This is supported by visits to places of worship and faith leaders exploring festivals. Enterprise weeks enable pupils to develop skills so they can become advocates for change. Independently, they raised funds for Cancer and Leukaemia in Children charity. They challenged companies about cutting down the rainforest in South America. The provision for pupils' well-being has been enhanced through mindfulness sessions helping them to be calm.

Collective worship enables pupils to explore Christian beliefs and values and whether they have a relevance for them. Worship is invitational allowing pupils of no religious affiliation to contribute with integrity knowing that their responses are valued. There are opportunities for prayer and stillness in worship and specially designed class reflection spaces which many find helpful. Pupils know prayer is a way of sharing with God, they feel this helps them to be calm or when they are angry. Ongoing changes have enhanced worship. There is a clear structure and a greater variety of songs. The newly created pupils' worship team are beginning to make a difference, creating a school prayer and planning displays. They have begun to plan and lead worship, but this is not fully established, nor do they evaluate worship. The church supports worship well, the 'ten days of prayer' provided interactive experiences to explore the Lord's prayer which many felt helpful. The main Christian

festivals are celebrated in church allowing pupils to talk about these in detail. Pupils have an age appropriate understanding of the trinitarian nature of God. All staff are supported by the coordinator to lead worship bringing a variety of experiences which are valued. Governor and staff monitoring have led to regular opportunities for reflection and planning more closely linked to biblical themes.

The enthusiasm of the subject leader ensures that RE has a high profile, introducing a number of significant changes. Planning is more detailed, challenging pupils to think at a deeper level. Understanding Christianity resources have helped to raise staff subject knowledge. Large books used in class allow pupils to record their thinking in different ways which they appreciate. The use of 'big' questions is well-established with pupils enjoying sharing and justifying ideas. Pupils listen to others and use new ideas to refine their opinions. Pupils see RE as a safe area and are encouraged to question and challenge. Pupils of no religious affiliation recognise the difference that Christian concepts can make to daily lives. They use specific religious vocabulary confidently. Pupils make good links to previous learning, particularly Bible stories which they discuss in depth. Assessment systems are securely established with pupils involved in self-assessment. Monitoring and evaluation is rigorous. Governors undertake a book scrutiny and conference with pupils, which effectively informs ongoing improvements. This led to better feedback to pupils with questions which deepens their thinking. Religious education meets statutory obligations.

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