

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Barford St. Peter's Church of England (VA) Primary School

Address Church Street, Barford, Warwickshire CV35 8EW

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

Overall grade **Good**

The impact of collective worship **Excellent**

The effectiveness of religious education (RE) **Good**

School's vision

Together we love; together we learn

We live out our vision through the values of kindness, compassion, thankfulness, respect, perseverance and responsibility. We provide a nurturing environment, valuing all God's children. We care for each other deeply and demonstrate our values both inside and outside of school.

Above all, love each other deeply, because love covers over a multitude of sins. Offer hospitality to one another without grumbling. Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. 1 Peter 4:8-10

Key findings

- Leaders have set a biblically rooted Christian vision, reflecting the context of the school. The expression of its theological underpinning, as a rationale for the school's life and work, is not fully coherent.
- Governors' monitoring of the impact of collective worship and RE is effective. The evaluation of the impact of the vision, on other aspects of the schools' work and decisions, is at an early stage of development.
- High expectations drive aspiration for all to flourish. Pupils' very well-developed sense of compassion and concern for justice shines out. They are keenly active as agents for change locally, nationally and globally.
- Daily whole-school collective worship deeply affirms the school's vision for community, collaboration and togetherness. The clergy, church and community provide valuable support.
- A well-constructed RE curriculum ensures that pupils wrestle with big questions relating to faith, belief and world views. A rich programme of visits and visitors inspire pupils' respectful appreciation of a range of faiths. They are less confident to discuss theological themes central to Christianity.

Areas for development

- Secure and deepen the theological underpinning of the vision so that the gospel imperative for all aspects of the school's work is encountered, understood and treasured by everyone.
- Extend the reach of governors' evaluation to include how the vision, and its theology, is lived out in the operational and strategic life of the school, including in difficult circumstances.
- Enable pupils of all ages to explore big ideas and theological concepts from different perspectives, including Christianity, world faiths and views.

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 established a biblically based, contextually pertinent vision. It illuminates the community of loved individuals as the touchstone for the school's work, enabling all to flourish. The biblical context of love and service as a way of encountering God is tangible. It poignantly expresses the school's Christian foundation. Appreciation of varied gifts leads to confident expression of individuality and valuing of difference. The carefully designed curriculum enables pupils to flourish in their learning and spiritual development. Pupils' sense of individuality and appreciation of difference and diversity is growing rapidly. Pupils have a keen sense of their own self-worth, and that of others. They have deep respect for different personalities. As a result, everyone is treated with dignity. Relationships are warmly positive and bullying is extremely rare. Forgiveness and reconciliation provide biblical context to the behaviour policy. Everyone resolves differences peacefully.

Pupils appreciate that the vision represents 'who our school is and how it works.' They experience this through lived out core Christian values. They explain these with reference to biblical teaching such as Jesus' parables. Themes of community, love and uniqueness infiltrate the school's work. Collective worship provides biblical context and illustration. Leaders do not express the theological underpinning of these themes with coherent depth.

Passion for community and collaboration is central to the headteacher's leadership and is at the heart of school improvement plans. Interdependence is the heartbeat of the school, ensuring everyone is watched over with love. Christian love gives strength at times of personal difficulty, and when the community is disrupted. The comforting familiarity of virtual worship kept everyone connected as a community during the pandemic. The bond between church, school and village is striking. Pupils reaching out by letter to elderly residents isolated from their families is one touching example. Clergy, church members and community groups bring richness and encouragement to the school, including within worship.

Collaboration effectively stimulates the professional development and flourishing of staff. Teachers find learning together alongside their colleagues empowering and supportive. For example, expertise in RE subject leadership is developing through a period of co-leading. Partnership with the diocese offers connection across schools to equip staff for their roles. Pupil worship leaders relished sharing ideas with diocesan schools for Advent worship. This collaborative approach spills over into classrooms so that learning together fosters perseverance and ambition. Mistakes, questions and struggles are building blocks that underpin pupils' flourishing as learners. Over time, the ambitious curriculum ensures that all pupils flourish academically. They make good gains in their knowledge and skills. The school supports vulnerable pupils generously, enabling them to learn well. During the pandemic, in-school learning and access to technology sustained learning for these pupils.

Leaders ensure the curriculum enables pupils to cherish their community as they develop personally and spiritually. They regularly support local causes, including the hospice and food bank. They tackle local issues by picking litter and writing to the Member of Parliament. Pupils' eyes are turned outward from the village to national and global communities. Big learning questions shape pupils' enquiry into themes relating to environment, social issues, deprivation, exploitation and injustice. Purposeful connection with a school in Kenya prompted reflection on being content with little. In comparison, pupils noticed their own abundance. Learning about injustice inspired pupils to act for change. When a literacy text highlighted the plight of refugees, resonating with real life world news, pupils acted. They contacted aid agencies to find out what they could do. An aid agency visiting school described the pupils as a 'class of world changers.' Pupils articulate how Christian values help them to understand that Jesus is a role model for these spirited actions and decisions. This demonstrable global perspective reflects the careful attention the school gives to the context for its work.

The school's provision focuses unashamedly on developing the whole child so that they can be successful, fulfilled individuals. Safety and well-being are a top priority. The curriculum and pastoral care give practical attention to promoting and protecting pupils' mental health and emotional well-being. Sensitive relationships and sex education reflect the vision of loving and learning together. Pupils learn how to form healthy relationships and ask for help when needed. Pupils use their gifts to lead and be responsible in a range of ways. The school's expression of, and approach to spiritual development, prioritises pupils becoming the best they can be. In this respect, pupils develop very well.

Collective worship is a moving spiritual expression of the school's deeply inclusive community and love of

togetherness. It has been a constant through the pandemic. Since school opened to everyone, they have enthusiastically embraced this joyful time where sometimes people feel the 'tingle of the Holy Spirit.' Pupils reflect meaningfully upon the teachings of Jesus in the context of the school's values and other carefully chosen themes. They learn about the person of Jesus and the trinitarian nature of God, through the rhythm of the church year. Special services in school and church are a significant part of the shared mission to reach out to the community. Pupils appreciate Anglican traditions and greetings. The incumbent's creative use of a volcano and a toothpaste tube are memorable examples of how worship inspired pupils to change their behaviour or attitudes. Opportunities for prayer or reflection are plentiful through the day, keeping collective worship messages alive in hearts and minds. Pupil leaders of worship confidently plan presentations or dramas relating to agreed themes. They offer thoughtful, relevant prayers. Everyone who leads collective worship has access to training and support. Governors' evaluation of worship informs developments, such as the introduction of afternoon reflection time.

RE is a high priority; it is well-led and resourced. Regular training and generous support enable development of teachers' expertise. RE expresses the school's vision by ensuring that pupils meaningfully encounter diversity of faith, belief and viewpoints. This is a strength of the RE curriculum. Pupils utilise different disciplines for exploring belief including philosophy and human science. They become confident and comfortable to discuss and debate issues and dilemmas. Pupils develop an understanding of Christianity as a living faith, and sometimes engage critically with biblical text. Their expression of the Christian narrative is thoughtful. Familiarity with core theological concepts is less evident.

The Christian vision for togetherness, in love and learning, is a channel for God's blessing in this school and community. It gives a flavour, a taste of the very kindness of God, for everyone.



The effectiveness of RE is

Good

Pupils respond to the ambitious, enquiry led curriculum keenly. They are progressing well in their learning. The school supports pupils with special educational needs or disabilities effectively to express their knowledge and demonstrate their skills in appropriate ways. More able pupils deepen their thinking through questions which stretch and challenge. Varied, engaging teaching ensures that nearly all pupils meet or exceed expectations. Their knowledge and understanding of world faiths and views, including Christianity, deepens over time.

Contextual information about the school

Date of inspection	19 October 2021	URN	125729
Date of previous inspection	4 March 2015		
School status	Voluntary aided primary	NOR	207
Name of MAT/Federation	N/A		
Diocese	Coventry		
Headteacher	Mary Baker		
Pupil profile	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.		
Additional significant information (if needed)	Most pupils are of White British heritage.		
Inspector's name	Jane Martin	No.	646