



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

### Great Harwood St Bartholomew’s Church of England Primary School

Address Ash Street, Great Harwood, Blackburn, BB6 7QA

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** **Good**

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

#### School’s vision

Follow Jesus in all we do  
Our Church school seeks to ensure that by following Jesus each individual is inspired to shine in all areas of their educational and spiritual development. (John 8:12, Jeremiah 29:11)

#### Key findings

- The school’s Christian vision drives leaders in decision making. The vision for following the example of Jesus means the school lives by Christian values and feels like one big family. It leads to high expectations and the desire to enable all pupils to shine. As a result, the school provides strong pastoral support for pupils and their families.
- Pupils have positive attitudes to diversity. However, consideration of diverse cultures and faiths is not embedded across the curriculum.
- Collective worship reflects the Christian vision. It is invitational and inclusive. It inspires pupils and staff. However, monitoring and evaluation of collective worship does not always effectively inform planning.
- Pupils are compassionate and beginning to develop as advocates for social justice. However, this is an area for further development.
- The religious education (RE) curriculum provides good support for pupils’ progress and their character development.

#### Areas for development

- Develop effective systems for the monitoring and evaluating of collective worship. This is so that views of pupils, staff and other adults feed into development planning.
- Provide more opportunities across the curriculum, including RE, to enhance pupils’ understanding of diverse faiths and cultures.
- Support pupils to develop as courageous advocates of social justice so that they are equipped to respond to local, national and global issues.

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

The school's Christian vision underpins a caring community based on Christian values, where pupils and adults are enabled to shine. It drives decision-making. Strongly supported by the governing body, the current headteacher has led substantial changes. These make a significant impact on curriculum development plans and behaviour policies. Driven by her own faith, the headteacher's effective communication of the school's vision ensures the willing support of all staff and earns the respect of parents and pupils. Regular monitoring by governors is supporting the embedding and evaluation of developments within the school.

There are strong partnerships with the diocese and local authority which provide effective support, including staff training. As a result, the curriculum and the quality of teaching in RE has been reinvigorated. The curriculum effectively meets the learning needs of all pupils and enables them to flourish.

The school has a clear definition of spirituality, reflecting its distinctive Christian vision. Displays around the school complement this. They foster pupils' natural inquisitiveness about who they are in the context of Christian beliefs about God's creation. Pupils have positive attitudes towards difference and diversity. The vision for enabling all to shine means that pupils treat those who are different to themselves with dignity and respect. In RE, pupils demonstrate respect for others as they explore big questions. As a result, RE provides a safe space to reflect and consider their own ideas and faith journey. Pupils particularly enjoy the interfaith weeks and responding creatively to their learning. However cultural diversity is not fully embedded within the curriculum.

Pupil voice within the school is a strength. The school council is one of three pupil groups who actively engage in student leadership. As a result, pupils are aware of ways to explore and resolve different views. The Christian vision is evident in the way pupils live. Christian values of respect and friendship underpin relationships. The behaviour policy, Calm School Code and the way staff manage pupils' behaviour are all good examples of the way the vision leads to dignity and respect. An extra-curricular visit to the Knife Angel at Blackburn Cathedral helped the older pupils understand the need for the whole community to live well together. Behaviour across school is of a high standard. Pupils know that, if behaviour falls short of these high expectations, nothing is carried over from one day to another. One pupil commented on the traffic light behaviour system saying, 'We all do things wrong sometimes. It is really good that we can prove it was a mistake and get back to green.'

Aspirations of pupils are high. They are compassionate and are keen to help others. This is evident in the career choices made by some pupils. One child explained, 'I want to be able to help people when I am older, like the teachers help me.' Pupils are aware of social disadvantage and deprivation. They are beginning to develop as advocates, speaking out against injustice and inequality. This is an area for further development.

Collective worship is a central part of the school day. The vision and values are lived out and reflected in the chosen themes and illustrations. The ethos group enjoy planning and leading worship which currently is delivered online. This means they continue to develop leadership skills despite the restrictions arising from the pandemic. In class worship, the pupils enjoy sharing their thoughts and ideas about key questions in this safe environment. Parents are equally enthusiastic about school worship. They valued the times they were able to join worship virtually with their children when they were learning at home. This helped them feel part of the school family. Staff also value the worship as a time of calm and quiet reflection. Pupils recognise that they are inspired to change their behaviours or thinking in response to the themes. The ethos group gather evaluations of collective worship across the year. However, this is yet to feed back into the strategic or daily planning of worship.

Governors have a strong presence and a well-established understanding of their role. They explain how the vision drives strategic decisions and the way they support the leadership team. This focus on the vision continues to drive the school's ability to embed necessary changes. As a result, pupils are well-prepared for life in the community the school serves and beyond.

The nurture of pupils, families and staff is at the heart of the school's vision and practice. Key partners in this are the family liaison officer and the vicar. The family liaison officer, supported by staff in school and the church, plays a crucial part in supporting the wellbeing of pupils and their families. The vision for supporting each unique individual means that effective programmes are put in place to support families in need. This was particularly apparent during the recent

pandemic. On returning to school, careful monitoring of pupils' mental health enabled the staff to respond promptly to pupil and family anxieties. A focus on building resilience was led by the school's vision and is enabling all children to flourish. Pupils' leadership roles, including wellbeing leaders and buddies, develop pupil self-worth and a happy and safe community. The school's welcoming and open ethos helps establish positive relationships with parents. Parents value this close communication with the school and their daily involvement with their child's education.



**The effectiveness of RE is Good**

All pupils make good progress in RE as a result of a rich and engaging curriculum. RE is led well through a carefully planned sequence of work. An effective enquiry approach is used to challenge pupils' thinking through big questions. This is demonstrated through the RE displays, pupils' books and whole class books which provide evidence of their understanding and the quality of teaching. This creative curriculum enables all pupils to flourish, including those with special needs and/or disabilities.

### Contextual information about the school

Date of inspection	8 December 2021	URN	119420
Date of previous inspection	12 March 2015		
School status	Voluntary Aided with a Nursery	NOR	191+16
Name of MAT/Federation	N/A		
Diocese	Blackburn		
Headteacher	Sarah Irvine		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	A new headteacher was appointed in September 2019 and the school was judged to be Requires Improvement (Ofsted) in November 2019.		
Inspector's name	Rob Dean	No.	C161705