

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

## Barton Church of England Primary School

**Address** Barton, Richmond, United Kingdom, DL10 6LJ

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**

### School's vision

Our vision is to enable each child and adult to flourish and be the architect of their own future which is rooted in love. We have chosen love as our cornerstone value because when asked, 'which is the greatest commandment?' Jesus answered, 'love God, love your neighbour and love yourself' Matthew 22:36-40. If pupils and adults are to flourish individually and as a community then they need to have love for themselves and each other and the world around them.

### Key findings

- Everyone at Barton Church of England Primary School is nurtured in an inclusive community that builds futures rooted in love. Pastoral care and support for pupils with special educational needs and disability (SEND) is highly effective in enabling all to flourish as unique individuals.
- The executive headteacher, staff and governors are passionate about, and committed to, embedding the school's recently renewed Christian vision. This vision underpins the work of the school. Opportunities for spiritual development are woven through the curriculum, enabling pupils to grow spiritually. A shared language to discuss these experiences is yet to be established.
- Collective worship is an important part of the school day and is enjoyed by the whole school community.
- Exploration of the Christian values helps pupils understand what the vision looks like in daily life. Religious education (RE) enables pupils to grasp key concepts in Christianity and ask big questions. However, their understanding and experience of a range of religions and worldviews is less well developed.

### Areas for development

- Review and strengthen the processes that underpin governors' monitoring and evaluation of the impact of the vision.
- Ensure that pupils and adults develop a common language of spirituality so that they can respond and share their experiences further.
- Revisit the RE curriculum to ensure that pupils learn about a wider range of religions and worldviews.

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

Barton Church of England Primary School is a welcoming and highly inclusive school rooted in love. The recent re-shaping of the vision has united the school community both within Barton and across the four Cornerstones schools. As a result, all are working together to ensure pupils flourish and are equipped to be the architects of their own lives. Pupils know and readily share the vision's biblical rooting and talk about how they learn to love themselves, others and the world around them. Governors understand the needs of the school and ensure that decisions taken at a strategic level are done so through the lens of the vision. For example, governors explain how the behaviour policy is rooted in forgiveness and love. However, a more systematic approach to the monitoring of the impact of the Christian vision is not yet established.

The school effectively lives out its Christian vision through its relationships. Staff are supported and equipped with the skills and knowledge needed to fulfil their roles in a church school. They value the highly effective training and support provided by the diocese. Leaders from the multi-academy trust (MAT) embrace the school's vision and this guides and shapes their support and challenge. Both school and church benefit from joint church services throughout the year and these contribute to the flourishing of the community. The recent appointment of a new incumbent is now providing additional opportunities for partnership working.

Carefully chosen priorities shape the curriculum and enable pupils to become architects of their own futures. Learning is planned to 'open up horizons' and prepare pupils for life in the wider world. Provision for vulnerable pupils and those with additional needs is a strength of the school. The special educational needs and disability co-ordinator (SENDCo) works across the Cornerstones schools. She is determined in her support for pupils and families always evaluating provision and asking, 'how can we make it better?' As a result, the school knows its pupils well and is relentless in its pursuit of meeting the needs of each and every child. Pupils with additional needs are very well supported. Relationships with parents are strong. They appreciate that 'nothing is too much trouble'.

RE is highly regarded by leaders. The school takes full advantage of the training and support provided by the diocese. Consequently, the leadership of RE is strengthening teaching and learning. The subject leader for RE has shaped the long term plan incorporating units from the 'Understanding Christianity' resource. As a result, pupils are developing their understanding of Christianity. Pupils enjoy RE. Lessons enable pupils to think about big questions and find out about different religions. As a result of monitoring, the RE leader has a clear and accurate understanding of the strengths and next steps in developing the subject. She rightly identifies that opportunities for pupils to deepen their understanding of a range of religions and world faiths is less well developed.

Collective worship plays a central part in the daily life of the school where all are welcomed and included. Pupils appreciate the time to come together to think about their Christian values and how they can show these in their own lives. Staff describe this special time as 'a moment to breathe together'. The vision and its biblical rooting form part of every worship and is therefore known by the whole community. Worship offers the opportunity to reflect, be still and to think about how to make the vision become a reality. The pupils' singing is joyful and all contributions are valued. Celebration worship each Friday is well attended by parents. It is seen by the school as a powerful way of sharing 'what collective worship means to us'. Pupils in the collective worship ministry team are proud to be worship leaders. They play an active part in readying the worship space and lead the start of worship which enables all to greet each other, engage and respond.

Prayer is a natural part of the culture of the school with pupils writing their own prayers for the collective worship prayer book. Personal prayer and reflection continues beyond worship and moves throughout the school in reflection spaces and the 'time with God tepee'. Opportunities for further spiritual reflection are threaded throughout the curriculum but there is not yet a shared understanding of spirituality that is articulated by all. As a result, pupils lack the confidence to explore and articulate spiritual and ethical issues on a deeper level.

Barton is a school where everyone is welcome and the uniqueness of everyone is celebrated. Pupils look out for one another explaining that 'you treat someone how you want to be treated'. The curriculum allows for pupils to ask big questions and develop their understanding of disadvantage and deprivation. Pupils engage in social action projects in support of charities and are developing an understanding of how they can act as agents of change. For example, the eco committee achieved

the green flag award for their work on recycling in school. Additionally, pupils asked to plan and lead a coffee morning in support of Ukraine.

Leaders invest in training for all staff who employ a range of strategies to support pupils.

Consequently, standards of behaviour are high and are based on mutual respect. The wellbeing and mental health of all members of the school community is of key importance. The wellbeing governor, staff lead and pupil wellbeing champions work together to create a culture of looking out for one another. Guided by the Christian vision, all staff and leaders work tirelessly so that pupils and adults can flourish and live well together. At Barton, everyone is known as an individual. Teachers talk about families and pupils with compassion and respect. Pupils know that 'people are caring even if something goes wrong' and that they will be met with love.

### Contextual information about the school

Date of inspection	04 October 2022	URN	144155
Date of previous inspection	19 May 2015		
School status	VC	NOR	030
Name of Multi Academy Trust or Federation	16867 Dales Academies Trust		
Diocese or Methodist Circuit	Leeds		
Headteacher	Kirstie Petch		
Proportion of pupils deemed to be disadvantaged	In Line with National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	Barton Church of England Primary School is one of four Cornerstones schools working together under one leadership team and governing body within Dales Academies Trust. The acting executive headteacher has been in post since September 2022 having previously been executive deputy headteacher across the four schools.		
Inspector's name	Philippa Boulding	No.	0965