

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Barnabas Church of England Primary School, Market Lavington	
Address	Drove Lane Market Lavington, Devizes, Wilts, SN10 4NT
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
<p>Our school family is a strong, vibrant Christian community, with a mission to inspire a love of God, each other and learning. This helps us all grow in faith, wisdom and compassion. Once 'rooted in love' we flourish: living fruitfully, branching out and sharing God's love in St Barnabas and beyond.</p> <p>Within God's love, we will support and encourage one another to grow and flourish. Nurture, Grow, Flourish</p> <p>Jesus said: 'Love each other as I have loved you'. John 15:12</p>
Key findings
<ul style="list-style-type: none"> • The vision and associated Christian values create a caring, friendly community. Pupils understand this as loving one another, which is deeply embedded in daily life. This shapes relationships where everyone is treated with dignity and respect. • Leaders are passionate and relentless in their drive to provide the best possible education for all. There is high quality of support for parents and carers. However, governors' monitoring is not systematic and does not evaluate all aspects of being a Church school. • There is an influential culture of high aspirations and being the best, you can be. This raises pupils' self-belief, so they flourish. At present, opportunities to deepen pupils' spirituality are not clearly identified in subject planning. • The vision inspires leaders to welcome all pupils regardless of their needs. There is impressive support, so they feel valued and flourish. However, opportunities for pupils to independently plan, lead and evaluate collective worship need further development.
Areas for development
<ul style="list-style-type: none"> • Create a systematic and consistent approach to governors' monitoring and development planning. This will help enable them to evaluate the impact of being a Church school. • Ensure that opportunities to deepen pupils' spiritual development are clearly identified in subject planning, so that pupils can express their thinking in a variety of creative ways. • Provide further opportunities for pupils to independently plan, lead and evaluate collective worship so they feel they have greater ownership in this area and take some responsibility for improvements.

Inspection findings

A revised Christian vision has been created by new leaders recognising that the existing one was not driving improvements. Leaders identified that pupils had limited understanding of Christian values. This new vision addresses local needs by raising pupils' aspirations and growing self-belief. Pupils wanted the Christian values which they saw as representing their community and made a difference for others. Leaders have a growing appreciation of theological principles underpinning the vision. They perceive their role as showing God's love in action, demonstrating how we treat one another. The vision decisively drives improvements. There are impressive examples of creating a new engaging curriculum. In addition, the provision for vulnerable pupils is particularly effective. Leaders are passionate and relentless in their drive to provide the highest quality of nurture. A strong cohesive staff team see their responsibility as living out the vision. This enables pupils to see the difference the vision makes, which they seek to emulate. Leaders make ongoing evaluations resulting in increased impact through refinements in their initiatives. Governors are enthusiastic and committed to their role. However, they do not have a systematic plan which evaluates all aspects of being a Church school.

The vision, with love at its heart, ensures pupils are welcomed to the school regardless of their needs. Significant numbers of pupils join outside of normal admission times. The headteacher's expertise in supporting pupils with diverse needs shapes the provision. Specific support is put in place which consistently improves attitudes and behaviour. These pupils make greater progress, grow their self-esteem and flourish. The provision for pupils' emotional and mental health needs are well met, with clear programmes put in place. Pupils use these strategies, so they are confident to learn. The nurture for families is strong, providing guidance which enables them to support their child's learning. This is recognised by a nationally accredited award.

Pupils understand the vision as loving one another just as God loves all. This is embedded across the life of the school. Pupils recognise how it shapes their thinking and actions. It is demonstrated in the high degree of respect and dignity they show each other. The welcome they give to new pupils is another example of this. The language of Christian values is creatively woven across learning experiences, so pupils perceive its relevance. They appreciate the importance of forgiveness and moving on, being part of a caring community. Pupils show a thoughtful understanding of diversity and how each person's views and beliefs are important.

Teachers were inspired by the vision to create a new curriculum which challenges pupils. Staff lead an infectious and distinct culture of high expectations. This raises pupils' aspirations. A range of curriculum experiences, such as dance, allow pupils to flourish. There are increasing opportunities for pupils to work at a higher level, knowing they will be supported. Pupils readily use approaches which help them when they find new work challenging. Visitors widen their horizons regarding future careers. This deepens pupils' understanding of the importance of life-long learning. The curriculum extends pupils' cultural awareness and knowledge of the wider world. Pupils' understanding of deprivation and disadvantage is good. They are confident to talk about caring for God's world and where it is being damaged. Individuals are keen to be advocates for change, recycling waste and limiting pollution. The school council spontaneously makes plans to support identified charities. This enables more pupils to independently take action, raising awareness of issues. These include volunteering at the local care home, supporting cancer relief and challenging the local council about instances of dog fouling. The provision for spirituality has been extended with greater opportunities for reflection, which are valued, particularly with learning.



Staff are aware of how some subjects can contribute to this. However, these opportunities are not recorded in subject planning. Pupils have limited opportunities to express their deepening ideas in creative ways.

The vision drives leaders to search for partnerships as a way of improving provision. Staff draw upon good practice from local Church cluster schools to introduce new initiatives, for example, in collective worship. This led to new approaches, with more quiet time and guided reflections which are appreciated by pupils. School leaders share their best practice, for instance, on raising pupils' progress. The diocese supports specific developments in religious education (RE) and collective worship, raising the impact these have in school. An example is the introduction of 'Understanding Christianity', an RE resource, which has improved pupil and staff knowledge of Christianity. The local church is actively involved in governance and regularly lead worship in school. Pupils' knowledge of the importance of Christian festivals and their significance is enhanced by church celebrations.

Pupils' understanding of the vision is significantly deepened as they explore Christian values in worship. This shows what the vision looks like in daily life. Ongoing improvements ensure collective worship has a high profile. Planning for collective worship has become more detailed, with guidance for each day. There is a strong focus on exploring Christian values and the difference they make in various situations. Collective worship is invitational and inclusive. Pupils become worship warriors and help to organise daily worship. Leaders are aware that pupils need to be leading and planning worship independently, so they are involving them in different ways as they prepare for this. Pupils develop an awareness of the importance of Holy Communion for Christians through talks by the local vicar. Prayer is generally appreciated as a way of sharing thoughts with God. Governors' evaluations of collective worship have led to this being held outdoors and more visual elements being included. Pupils value collective worship as time of coming together and sharing.

The enthusiasm and drive of the RE leader has led to a range of new approaches being launched which ensures the subject has a high profile. A new curriculum enables pupils to explore areas in greater depth. Pupils talk thoughtfully about world faiths and views, recognising how belief influences actions. This is enhanced by visits to places of worship and first-hand experiences shared by visitors. Big questions of meaning and purpose engage and challenge pupils' thinking. These are debated with interest; pupils learn from each another as well as how to disagree well. Each unit of study has an introduction page which explores key religious vocabulary, slowly extending pupils' understanding. Assessment strategies are secure with the subject leader tracking the progress of vulnerable pupils shaping approaches to support them. Pupils generally enjoy RE and feel it has a relevance to their lives.



Information			
School	St Barnabas Church of England Primary School, Market Lavington	Inspection date	22 November 2022
URN	126380	VC/VA/Academy	Voluntary controlled
Diocese/District	Salisbury	Pupils on roll	89
Headteacher	Lindsay Clough		
Chair of Governors	Jardine Broom		
Inspector	David Hatrey	No.	844