



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Barham Church of England VC Primary School	
Address	Valley Road, Barham, Canterbury, CT4 6NX
School vision	
<p>Barham is a vibrant, inclusive and high-achieving primary school with a family feel at the heart of the local and church community. We are committed to supporting everyone to be confident, kind and curious. Our curriculum is broad, engaging and supports everyone to flourish as God intends.</p> <p>Matthew 14: 22-33 Peter walks on water</p>	
School strengths	
<ul style="list-style-type: none"> • The school's Christian vision permeates the lives of pupils through values of kindness, confidence and curiosity. Pupils and adults treat one another compassionately and with dignity. • The school's well-structured curriculum and wider provision is fully inclusive and removes barriers to access. Governors champion learning and innovation. • Collective worship provides valued opportunities for reflection and consideration of biblically-based morals. • The school offers exciting opportunities for pupils to engage with community projects, making significant changes to their local area. • Religious Education (RE) offers well-sequenced opportunities for pupils to consider faith, religion and their impact upon believers. 	
Areas for development	
<ul style="list-style-type: none"> • Implement a coherent policy for spirituality so that opportunities for spiritual development are clearer to staff and pupils. • Ensure that planning and assessment in RE promote further challenge, depth and discussion. • Provide opportunities for children to engage actively with social issues on a national and international scale. 	
Inspection findings	
<p>Barham Primary's Christian vision is understood and shared by all within the school community. It reflects Barham's rural context and ties the school's purpose to a Bible story about Peter being courageous. The vision drives values of kindness, confidence and curiosity across the life of the school. Leaders regularly reflect on the school's vision to ensure 'this is who we are', maintaining its relevance for all. The vision is lived out quietly but purposefully, enabling pupils, staff and families to shine. Parents and carers are keen to express their love for the school and the care they have received. Servant-hearted leadership models compassion towards others, and is valued by staff and parents alike.</p>	

Barham Primary offers pupils the space to ask questions and develop their own understanding. Leaders have developed a curriculum that makes links between subjects and, in line with the vision, fosters curiosity. Leaders regularly review curriculum content to maintain high standards and expectations for pupils. This results in a consistent positive attitude towards learning across the school. Leaders, with governors, regularly monitor pupils' progress through conversations, learning walks and monitoring. This provides regular opportunities for pupils to give feedback on their learning and to help shape further development. Governors systematically challenge and affirm leaders' judgements at all levels to ensure best outcomes for pupils. Governors' reports show the positive impact of diocesan training. Governors are able to identify, follow and challenge 'golden threads' through the school curriculum and wider provision. Leadership at all levels is therefore focussed on continually improving pupil outcomes. Extra-curricular provision is varied, valued and made available for all, enhancing the school's vision to be inclusive and supportive.

Pupils understand the school's vision and speak positively about the courage demonstrated by Peter. They recognise the importance of 'stepping out of the boat, even when there is a storm'. Worship is valued by all, and is used to learn about God and Jesus, values, morals and biblical stories. Pupils and staff engage with worship joyfully. Leaders are broadening the language used in collective worship to better reflect the reverent nature of prayer and reflection. Collective worship is engaging and inclusive. Diversity and individuality are celebrated frequently, allowing pupils to express their true selves. Local community members are invited to join collective worship, allowing pupils to see the breadth of faith across the church. Pupils are invited to partake without embarrassment or pressure, and many frequently volunteer. The worship party group regularly plans and leads acts of worship for the whole school. They speak passionately about the responsibility they can have in supporting younger pupils to explore and learn about faith. Collective worship is planned well, although external speakers do not always follow the same themes. Pupils therefore have some difficulty in understanding links between different stories and bible teaching.

Staff speak positively of collective worship being a spiritual time. Spirituality is threaded throughout the curriculum and gently offers space to explore individual beliefs. Spiritual development flows unobtrusively through the life of the school. Staff provide time and space for pupils to reflect and respond. Pupils clearly gain considerable understanding about faith. Parents speak of informed dinner table discussions about faith, with pupils drawing links from collective worship and their RE learning. Leaders celebrate the 'extraordinary in the ordinary', through identifying moments of spiritual reverence. Pupils do not always recognise these and so do not always take full advantage to enjoy and grow in them. Leaders recognise a need to develop with pupils specific language to express moments of spirituality. Pupils are currently unable to name these moments, limiting their participation and engagement.

Pupils model compassion towards others and use action groups in school, such as the Eco Warriors, to identify important issues. They produce action plans, mobilise the school community and have made changes in the wider community. Championing equality for all children, the school successfully changed the local park to provide enhanced wheelchair access. Through curriculum learning, pupils have gained an insight into fast fashion and the importance of sustainable development. They show a mature understanding of the plight of refugees arriving on boats. Staff and pupils share proudly their action to raise awareness, collecting food and clothing items to donate to refugee charities. Pupils express genuine love for those affected by war or conflict and are keen to engage further with social projects. Pupils talk excitedly about their first-hand experience of making change in the community and engaging with the local council. Action groups understand and articulate the process of enacting change. However, only a small group of pupils are currently involved in local or national activities.

RE is taught well across the school. Teachers have access to resources and relevant training,

meaning lessons are purposeful and engaging. Pupils enjoy creative and discursive topics in lessons and readily express being able to disagree well. Pupils model tolerance and kindness throughout their discussions. They speak animatedly about regular 'quizlets' to review subject knowledge, which are used well to consolidate and extend their learning. RE is well sequenced and balanced, and reflects both the vision and the school context. Pupils feel knowledgeable about different faith groups within the community, and confident to ask questions to understand more. The study of Christianity already incorporates more challenging questions to stretch pupils' thinking. The school is developing similar rich questions to support more challenging learning in religions other than Christianity. Ways of recording pupil responses are still in development. With support from the diocese, the school has implemented units covering humanism, which pupils find interesting and relevant. Leaders have begun to identify the different philosophical, theological and sociological aspects to make more explicit cross-curricular links.

The school community lives exceptionally well together. Pupils, staff and parents are supported by the kind and caring ethos of the school. Pupils feel safe and benefit from using the zones of regulation to manage their feelings. 'It helps me put my feelings into words'. All are accepted, with celebration of both academic achievement and living out the school's values. As a result of this ethos, behaviour throughout the school is positive and attendance is high. The school leadership regularly review work pressures, facilitating professional wellbeing for staff. The mental health and emotional wellbeing of pupils, families and staff are valued and nurtured.

Barham Primary has a successful and long-standing buddy system. This supports younger pupils to integrate into school and enables older pupils to become role models. Vulnerable and disadvantaged children and families are seen and valued. Staff speak knowledgeably about pupils and the varying provisions in place to support them. Staff are all available and responsive to individual needs. Conversations with parents and carers focus on the child, identifying their aspirations and agreeing actions to overcome barriers. Leaders provide compassionate, tailored and adaptive support which goes 'above and beyond' the school day. Leaders are noticeably inspired by the vision in facilitating all, including vulnerable children, to have confidence like Peter. Barham Primary understands its role within the community and offers all an opportunity to grow in confidence, kindness and curiosity.

These inspection findings indicate that Barham Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish.

Information			
Inspection date	9 October 2023	URN	118653
VC/VA/Academy	Voluntary controlled	Pupils on roll	211
Diocese	Canterbury		
MAT/Federation			
Headteacher	Alison Higgins		
Chair	Tim Hopthrow		
Inspector	Matthew Harris	No.	2102