

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Barrington Church of England Voluntary Controlled Primary School			
Address	Haslingfield Road, Barrington, CB22 7RG		
Date of inspection	4 February 2020	Status of school	Voluntary controlled primary
Diocese	Diocese of Ely	URN	110781

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Excellent

School context

Barrington is a primary school with 104 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. 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. The current headteacher took on the role in 2016 but has been at the school since 2002. The school is growing to accommodate new housing in the village.

The school's Christian vision

Belonging, Believing, Together Succeeding. The Bible verse that sets our vision in context comes from the words of Jesus: 'I have come that they may have life, and have it to the full': John 10:10. Our vision is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment, so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Key findings

- Pupils are courageous advocates because they are given real and regular opportunities to engage in social action projects through an innovative school ministries approach, enabling them to make a significant impact in school and beyond.
- Christian values are clearly the driving force within the school because leaders, led by the head teacher, have ensured they permeate all areas of life in a meaningful way and are clearly understood by all.
- Partnerships, especially with the church, are making a powerful contribution to spiritual, personal and mental wellbeing, enabling all to flourish and grow.
- Collective worship contributes powerfully to understanding the relevance of the schools' values on daily life, especially behaviour. This leads to a happy and harmonious community where all can thrive.
- Religious education (RE) allows pupils to confidently give age appropriate informed accounts of Christianity and worldwide faiths but work in books is not sufficiently differentiated.

Areas for development

- To maintain the ethos and values which make Barrington a special place to be as the school grows to accommodate the new housing in the village.
- To ensure that religious education (RE) work is sufficiently differentiated to enable all pupils to challenge themselves in pursuit of their learning.

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

A relentless focus by leaders on the Christian vision and values ensures they are at the heart of this vibrant and caring school. Deeply embedded, these values imbue everything the school does. They have considerable strength because of the strong theological underpinning which is clearly known and understood by all stakeholders, giving Barrington a clear, unapologetic and unmistakable identity. Policies are closely aligned with school values and this adds to their effectiveness. Core values of love and forgiveness are making a powerful contribution to pupils' social, moral, spiritual and personal development at the same time as supporting their mental well-being.

Partnerships play an important role. A close and supportive partnership with the diocese has enabled the school to grow and develop. Training is well attended and leads to improved practice. Being nominated for the committee responsible for RE and collective worship across the county has enabled the head teacher to share her expertise. As part of an aspiring heads' group, the school makes a significant contribution to the development of future Church school leaders. It also welcomes trainee clergy on a regular basis. The school has an outward looking approach. Links with local societies such as the British Legion have allowed pupils to consider sacrifice. Local history work gives pupils a real sense of belonging, enhancing their understanding of the school motto. Strong links with a church and school in Malawi have contributed significantly to pupils' understanding of the worldwide Church as well as similarities and differences between people.

A strong and effective relationship with the church impacts positively. Taking part in regular services allows a good understanding of Anglican traditions. Spiritual development is highly regarded, and opportunities abound across the curriculum. Creative prayer sessions contribute powerfully to pupils' sense of awe and wonder at God's wonderful world, making them determined to protect it. One example of constellations painted on the underside of an umbrella was particularly successful at encouraging pupils to consider their place in God's world and resonated with them. Supported by reflection areas and prayer stations in school, pupils reflect deeply and give thoughtful responses. Consequently, pupils have a deep understanding of the nature and purpose of prayer.

The caring and nurturing environment, directly attributable to core Christian values, has a significant impact on pupils and their families. The harmonious atmosphere that is immediately apparent is created by a hard-working team who wholeheartedly support and recognise leaders' aspirations for the school because of an excellent induction programme. Staff have a real sense of the overarching love that permeates the school. Staff are excellent role models, the welcome a supply teacher received showed this and pupils use this to guide their interactions. Pupils' social and personal development is a real strength. Behaviour is consistently good in all areas of school and, when out of school, pupils know what it means to make good choices because of the embedded values. Pupils explain clearly both how these values came about and their theological basis. They give real and numerous examples of how they impact upon their daily lives. A recent focus on forgiveness encouraged one child to be more tolerant towards a younger sibling. Little acts of kindness, such as taking out a neighbour's bin for collection, were a direct result of a discussion about being a good friend. This demonstrates clearly the 'moral compass' parents described. As a result of feeling cherished and loved, all strive to do their best. Highly individual tailored support enables the most vulnerable to make impressive progress. Staff know all pupils exceptionally well. Viewing all as unique individuals in God's world can clearly be seen in the tailored approach to intervention and attendance. As a result, families feel well supported.

Governors know the school intimately. They have an impressive knowledge because they regularly carry out in depth monitoring, demonstrating robust challenge. Foundation governors ensure Church school matters are regularly discussed, resulting in an excellent knowledge of what is special about the school. All stakeholders are involved in monitoring and evaluation. The results can be seen in the refinements and adjustments being made to the curriculum and worship. Immediate reflection and feedback are a daily feature of the well planned and deeply Christian worship, which is joyful and invitational. The timing of worship has been carefully considered so that parents can attend more easily. More importantly, it gives everyone the opportunity to reflect on the messages heard which are taken back out into the community. Parents confirm this is happening on a regular basis and they can see the impact. Pupils play a full part in worship.

Decision making is clearly informed by the values that the school holds dear. Leaders, led by the passionate head teacher, are vocal about this. Partnerships with like-minded schools have resulted in a grant to develop oracy, making a significant impact on pupils. As a result, they are all able to give reasoned opinions, leading to excellent discussions. Together with an exceptional ministries approach to pupil voice, pupils play a significant part in the development of the school. They are incredible agents for change in many areas of life and are flourishing. The

ministry of well-being takes a lead in whole school events and has had a huge impact on playtime through thoughtful provision of equipment. This exceptional practice ensures all have a voice and know how they can make a difference. This leads to courageous advocacy for causes pupils care passionately about. They are supported in developing their ideas around charitable giving by a long-standing involvement with the Lent Challenge set by the Bishop of Ely. This has resulted in further work with elderly residents who now make regular visits to school and who are proud of their contribution to and involvement with the school.

RE is well planned, supported by visits and visitors and meets the National Society's statement of entitlement. The Church community supports the delivery of the highly effective REActive curriculum sessions in both school and Church. Questions posed by the pupils enable the adults to think deeply about their own personal faith. Staff are keen to teach RE, utilising skills from many curriculum areas which ensures pupils enjoy and engage with the subject. Sometimes tasks lack differentiation, consequently, the books do not show the depth of understanding pupils clearly demonstrate when discussing 'big questions'. However, staff are not afraid to tackle challenging issues, such as gender stereotyping and homophobic bullying.

Headteacher	Gill Davies
Inspector's name and number	Linda Russell 893