



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Barford St. Peter's Church of England Voluntary Aided Primary School

Church Street
Barford
Warwickshire
CV35 8EW

Previous SIAMS grade: Good

Current SIAMS grade: Outstanding

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 4 March 2015

Date of last inspection: March 2009

School's unique reference number: 125729

Headteacher: Annette Delaney

Inspector's name and number: Alan Thornsby 137

School context

Barford St. Peter's is smaller than the average primary school with pupils taught in mixed age classes apart from the reception class. The majority of pupils are White British heritage. Most children join the school from the on site pre-school and are broadly in line with national expectations. The proportion of pupils entitled to free school meals is well below average. Those with learning difficulties and/or disabilities are below average.

The distinctiveness and effectiveness of Barford St. Peter's as a Church of England school are outstanding

- The distinctive Christian ethos and values have a full impact on every aspect of the life of the school.
- The shared adult and pupil experience of worship increases opportunities to reflect and discuss spiritual and moral development.
- The close links between the school, church and village enhance the sense of community.

Areas to improve

- Identify and celebrate the theological backgrounds to themes and values and securely relate these to Biblical teachings.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school has a powerful Christian ethos that securely underpins the life of the school 'like writing through a stick of rock'. Love, care and respect ensure that everyone is valued as a unique individual with needs and talents that are nurtured by the ethos. Children recognise that they are all different but equally valued by adults and each other, commenting 'we treat each other as we want to be treated', reflecting the teachings of Jesus. Children are confident and articulate. They enjoy sharing their ideas, knowing their peers listen to them. They naturally recognise and display Christian values in their daily lives. This, for example, allows children new to the school to feel safe, secure and confident, knowing that they are respected and their opinions are valued. Children are adamant that everyone, regardless of background has the right to personal belief and respect. Behaviour, relationships and attitudes to learning are excellent. Children enjoy lessons because teachers 'make lessons fun and memorable'. They have high expectations and provide challenges, such as learning the names of Jesus' disciples using a mnemonic to remember them. The high expectations and links to Christian values and spirituality in lessons, result in good standards from children. All children reach at least national expectations, with a large number exceeding them. Spiritual, moral, social and cultural development is a strength of the school, with opportunities identified in planning across the curriculum. It is extended through visits and activities such as 'Welly Wednesday' that gives pupils outdoor learning opportunities including gardening. The priority of religious education (RE) ensures that pupils have a good understanding of other faiths and cultures and their place as global faiths, supporting their awareness of the need to respect the diversity of communities. RE also supports pupil knowledge of Bible stories and the life of St. Peter 'who is like the rock and foundation of our school'.

The impact of collective worship on the school community is outstanding

The daily act of worship has a high priority in the life of the school, in setting the tone for the day and reinforcing Christian values. The inclusion of all staff in worship has made a significant difference to the impact of worship. Staff and children share the same worship experiences and can discuss themes as part of their own spiritual development. Staff recognise opportunities for being involved, as well as the profound effect of respect and tolerance on the school community. The vicar and senior leaders plan and lead worship themes based on 'Values for Life' to reflect inspirational Bible stories and their relevance to everyday life. A comprehensive policy that is reviewed annually by members of the worship and RE committee underpins worship. They are also responsible for maintaining liaison with the church and evaluating the impact of ethos and worship on the school. The school enjoys close physical and spiritual links with the church and the vicar has a high profile in the worshipping and pastoral life of the school. Children in the worship group are responsible for organising worship and sharing the greeting and dismissal. During the year children plan, deliver and evaluate their acts of worship. This enables all children to readily relate themes to their own lives and relationships. They have a good understanding of the life of Jesus and his teaching. Even the youngest children explain the Trinity because it is reinforced each day by the lighting of three candles. Worship follows the Anglican ritual of greeting, story, reflection and dismissal. The atmosphere created for worship indicates everyone values it and they are 'taken to the threshold of worship'. Worship is enhanced by meaningful and expressive singing, for example, of a song of St Peter, written by a local resident and adopted as the school song. Prayer and reflection are integral to acts of worship and are reinforced in class reflection areas, which include class reflection books and journals, Bibles and the Nicene Creed, as well as the refectory garden with a prayer tree. The links with church are enhanced through its use for festival celebration. For example, everyone has a good understanding of the Easter story because the events of Holy Week are re-enacted through effective use of the school grounds before culminating in an Easter service in church. The introduction of a Posada gives a similar profile to the Christmas story, shared at home by children and parents.

The effectiveness of the religious education is outstanding

Religious education has a high profile in school and is obviously enjoyed by the children. It makes a

significant contribution to SMSC The syllabus has been adapted to suit the needs of the school, create cross-curricular links and avoid repetition. The subject leader maintains staff knowledge through training with respected RE trainers. This is linked to rigorous monitoring of work, lesson observations and pupil interviews that ensure high standards. Pupils understand the differences of learning about and learning from RE. They develop higher level thinking skills and readily relate their learning to every day life. Teaching is judged to be at least good, with examples of excellent practice. Teachers have excellent subject knowledge, use good questioning skills and ensure children are learning effectively. Children make articulate and mature contributions in lessons, knowing their views are respected. They also make confident use of literacy skills in their work. For example, when sharing their homework, 'The Best Things in Life are Free', children show an excellent understanding of Christian values, family and friends. They also use expressive and persuasive language, sharing their ideas with passion. They show an awareness of the opposites, such as hate and war, which are also free. Children also show their knowledge and understanding of the school vision, in their mature insights into how the vision is expressed and delivered in school. Teachers deliver difficult subjects with good knowledge, understanding and a very sensitive and compassionate approach. For example, in a lesson on guidance, pupils explore their own sources of guidance, before watching a video clip to explain the differences between Shea and Sunni and how their interpretations of the Qur'an have resulted in current conflict. Younger children re-enact Bible stories to show their understanding. For example, after exploring the parable of 'the houses on rock and sand', children give examples of their personal foundations, linked to the vision and values of the school. Careful end of unit monitoring, indicates that pupil achievement is at least comparable with that in literacy and national expectations. Work in books shows a range of differentiated creative tasks, with opportunities to relate aspects of one faith to another, such as 'my positive five pillars' and 'my names for God'. Marking uses 'stars and steps' to recognise strengths and next stages of learning. Visits to other places of worship enhance learning about other faiths. However, the school recognises the importance of studying the theological underpinning of key Christian values and their link to Biblical teaching.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher effectively promotes a vision for the school that is encompassed with a statement created by staff and governors. The vision fully recognises the commitment to nurturing the needs of each individual within a caring Christian environment. The committed staff and governors fully support the ethos of the school with their high expectations. They comment 'we strive for excellent standards by harnessing the potential of every one of our children in a stimulating and caring environment which lays foundation for life and skills for the future'. All are aware of maintaining the distinctive Christian character of the school by ensuring that Christian values underpin decision and policy making as well as strategic planning. There is a climate of respect, trust and love that promotes meaningful discussion in addition to maintaining the well being of everyone. The active governing body is kept well informed of school through visits, learning walks and meetings. The joint training opportunities with staff ensures their first hand knowledge of RE. Staff and governors acknowledge the input and impact on school of the diocesan RE and spirituality officer. Foundation governors are conscientious in maintaining and developing the school ethos through regular visits and meetings, ensuring that the statutory requirements for RE and worship are fully met. They are totally aware of the impact of worship that has created a stronger staff team. Staff are valued, encouraged and supported by senior leaders and governors, who are informed through regular visits to school. This enables them to provide the best learning environment for all children to be challenged and nurtured to reach their potential. A programme of curriculum and personal development opportunities supports this and future leadership opportunities. Parents recognise the impact of the Christian ethos on the personal and academic development of their children, well supported by the close links with the church and village communities. They especially recognise how the needs of every individual are well met within a Christian ethos that 'is fully integrated and not just an add on to the school'. Parents also comment on how the school gives pupils self-confidence in themselves in speaking and growing in faith.