

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

<b>Barnabas Oley Church of England Primary School</b>			
<b>Address</b>	Little Lane Middle Street Great Gransden SG19 3AE		
<b>Date of inspection</b>	12 March 2019	<b>Status of school</b>	VC Primary
<b>Diocese</b>	Ely	<b>URN</b>	110814

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

### School context

Barnabas Oley is a primary school with 134 pupils on roll, serving several villages. 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 headteacher has been in post since September 2018 and the incumbent since February 2019.

The school was judged OFSTED outstanding in November 2018.

### The school's Christian vision

Be the best that we can be. I can do anything through Christ who strengthens me. Philippians 4:13

Our vision encourages an understanding of the meaning and significance of faith and promotes Christian values.

### Key findings

- The inspirational leadership of the headteacher, supported by dedicated and cherished staff, enables all to flourish within an inclusive Christian community. The vision is lived out daily in the life of the school.
- The vision and prominent values are the basis on which all pupils are able to achieve their potential. The vision of 'Be the best we can be' is fulfilled in how each child is recognized as unique and the needs of every pupil are met.
- Deeply embedded care for all drives exceptionally nurturing relationships, based on core values of honesty and kindness. Everyone feels able to contribute to any aspect of school life without risk or worry.
- Collective worship is joyful and inspirational offering a variety of ways to encounter God, supporting spiritual growth in pupils and adults. Worship through song is a particular strength of the school.
- High quality religious education (RE) provision facilitates clear links with collective worship and spiritual social moral and cultural (SMSC) development, supporting and developing the vision and values. The relationship with the church is highly positive.

### Areas for development

- Strengthen the role of the whole school community in gathering evidence, monitoring and evaluating all aspects of Christian distinctiveness so that the impact is clearly defined.
- Mentor and develop pupils as full members of the whole school worship team, building on their existing positive experiences, to extend their personal spirituality and their role in planning and leading whole school worship

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

Ambitious, passionate and inspirational leadership ensure the Christian vision is lived out strategically and operationally. Of all the chosen values, honesty and respect are spoken of as the bedrock of the school. Care and kindness are the values of most importance to pupils and parents speak of compassion and kindness as being at the heart of the school. The current head has built on the legacy of the previous head and ensured that the heart of the school continues to be the vision and values. Quality induction and professional development support all staff, enabling some to aspire to become Church school leaders. All staff feel able to respond appropriately to individual needs and to provide guidance, support and example to the wider community. Staff feel part of the school family, are proud of the values and ethos and know their wellbeing and that of pupils is a priority. Partnerships with the diocese, other local schools and the church are mutually beneficial. The new incumbent commented on the high level of cohesion of Christian distinctiveness within the school. Parents are very positive and supportive of the school and the vision and values, stating school is unapologetic about being a Church school and the ethos permeates all school does. Some chose this school for its clear, strong ethos. They value how welcoming and supportive to all the school is; being greeted by the headteacher, and at times the vicar, at the start of the day. They feel school gives their children a moral compass for life. Valuing All God's Children is demonstrated every day in the high levels of respect for difference and diversity shown. Governors are very efficient in monitoring all aspects of school life. However, monitoring is not always sufficiently clear on all aspects of Christian distinctiveness, including personal spirituality of pupils and adults.

Pupils come into school with joy and know they are expected to do their best every day. The highly valued school council supports pupil voice, involving them in decision making and their views and ideas are welcomed and respected. The positive behaviour system, using a restorative approach of forgiveness and reconciliation, is highly effective in ensuring respect and equality. As a result, incidences of poor behaviour very low. The high-quality leadership of RE and collective worship make a significant contribution to Christian distinctiveness and spiritual and cultural development. RE has a high status and is taught and assessed with the same rigour as other academic subjects. Pupils' deeper thinking is developed through opportunities to be challenged to explain or to consider different beliefs. The school has embedded the Understanding Christianity resource which has influenced the use of big questions across the curriculum. The highly positive relationship with the church supports the use of its building and people as a resource for learning, including for RE. Whole school themes facilitate pupils working together and supporting each other. Attainment and progress for all pupils, including vulnerable pupils, are in line with or above national averages. Pupil progress meetings are based on the whole child and their needs; social, emotional and academic. The vision and values are threaded into the curriculum making it exceptionally responsive to pupil needs; skilled questioning and high expectations enable all pupils to fulfil their potential. Pupils are very articulate and enthusiastic about their learning and speak of perseverance, being resilient and being able to make mistakes. A display on courage illustrates how pupils link the vision and values of perseverance and aspiration. Peer mediators as a buddy system provide support for any child that needs it, living out the values. Pupils are involved in selecting charities and social action projects. They confidently identify, discuss and act on issues of social and moral concerns. National initiatives such as supporting Jeans for Genes and international such as Water Aid broaden pupil understanding of global issues.

Collective worship is central to school life, welcoming and inspirational. Pupils worship in a variety of ways through art, drama, dance, music and song and respond well to different leaders. The highly effective worship has continued to be developed since the last inspection, ensuring pupils make positive connections with the message of worship and their lives. They all lead worship through termly class worship and regularly contribute to daily worship including through prayer. The school council organises pupil feedback on worship which is shared with leaders including governors. The younger children are involved fully in worship and show an above expectation understanding; 'I know Jesus is kind so I must be kind'. Pupils are skilled at reflecting on themes in worship making purposeful links with their topics in RE; an example is pupils discussing Moses and the burning bush, and how the Holy spirit appeared as a flame. Older pupils showed an impressive understanding of the Holy Spirit's visit to the disciples, sharing their thoughts on how it would have appeared to outsiders. They are knowledgeable about Bible stories and understand the messages of parables and miracles and how they link to faith and belief and their own lives. They spoke of trust as an important part of their lives and of the vision. Pupils are highly positive about the impact of the worship and the importance of song in their lives. 'I feel joyous when

we all sing in worship, the sound is beautiful.' Pupil attitudes are extremely positive because they feel part of worship, included and involved.

Prayer is a vital part of worship and is often led by pupils. Individual prayers are shared through prayer boxes. They understand why people pray and value formal and informal opportunities to pray at different times of the day. One class has written a blessing built on the vision of God strengthening us. The 'Thank You Board' allows pupils opportunity to share things they are grateful for and develops their understanding of inequality and differences around the world. Pupils showing specific values, for example joy, are praised in celebration worship. They have a good age appropriate understanding and knowledge of the Trinity and the older pupils are developing their understanding of the Eucharist and its place in Anglican worship. The Spirited Art project school participated in provided opportunities for pupils to explore their faith and personal beliefs through a variety of ways. The high quality of the art work and accompanying text showcases the outstanding quality and depth of personal responses.

The vision and values of this Christian community are lived out in all aspects of school life. This enables all to flourish. The school is well placed to continue to grow and develop as an exemplary Christian community.

Headteacher	Michelle Downes
Inspector's name and number	Pat George 845