



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**



National Society Statutory Inspection of Anglican and Methodist Schools Report

St Barnabas First and Middle Voluntary Controlled Church of England School

Stonebow Road, Drakes Broughton, Pershore. WR10 2AW

Previous SIAMS grade: Good

Current SIAMS grade: Good

Diocese: Worcester

Local authority: Worcestershire

Date of inspection: 19 June 2015

Date of last inspection: 10 May 2010

School's unique reference number: 116862

Headteacher: Paul Kilgallon

Inspector's name and number: Stephanie Boulter 785

School context

The school is a larger than average first and middle school for pupils aged between four and twelve years of age. At the age of twelve the majority of pupils transfer to Pershore High School. There are 345 pupils mostly from a white British background and a significant proportion of pupils are brought to school by bus in from surrounding areas. The proportion of pupils with special educational needs supported at school action is much lower than average but the proportion of pupils at school action plus is much higher than average.

The distinctiveness and effectiveness of St Barnabas First and Middle as a Church of England school are good

- The significant impact of explicit Christian values on behaviour and relationships in the whole school creates a positive, inclusive and caring community
- Pupils explore the matter of faith and belief with openness and confidence because they enjoy religious education (RE) and the opportunities the subject gives them to explore these issues
- The quality of relationships founded upon Christian values between all members of the school community is excellent

Areas to improve

- Develop robust monitoring and evaluation of RE teaching, learning and attainment, so that it informs future planning and tracking which will enable pupils to have a clear understanding of how to improve their learning
- Formalise the monitoring of the school's effectiveness as a church school by all leaders and governors, so that the impact can be independently evaluated and lead to strategic planning
- Further develop a shared understanding of spirituality amongst the staff so that high quality opportunities for all pupils' spiritual development can be identified and planned for across the curriculum

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

St Barnabas is an inclusive community where the Christian character of the school provides good support for the spiritual, moral, social and cultural (SMSC) development of all pupils. This means that pupils are able to learn how to make informed choices based on Christian values, in all areas of their learning. Explicit core Christian values are known and applied by staff and pupils both at school and at home. This results in pupils who are caring of others, who respect themselves and live out these values in every aspect of their daily lives. Parents acknowledge how they appreciate the family atmosphere and how good relationships based on Christian values ensure their children are nurtured and cared for as individuals. Consequently pupils make good progress through the school and strive to do their best both academically and in extra-curricular activities. Pupils have strong views that everyone should be treated with kindness and that “Jesus’ example should be followed”. The creative curriculum allows ‘wow’ moments and gives pupils the opportunity to think about and respond to concepts that develop their understanding of the world around them and of Big Questions about God and life. Most pupils have a good understanding of different cultures and this has been supported by the school’s links with Tanzania. Pupils have completed collaborative projects with their partner school in Tanzania, which has focused on global issues and the impact of man’s actions upon the planet. As a result pupils have a growing appreciation of diversity and the plight of people who live in extreme poverty. RE makes a significant contribution to the school’s Christian vision through the promotion of the core Christian values. Pupils develop a range of subject related skills and show a good understanding of Christianity and other faiths. They are enabled to question, respond and discuss confidently, relating their learning to the school’s Christian values, and thereby extending their thinking and their spiritual awareness. The school has, through good self-evaluation, identified monitoring and evaluation of RE and the tracking of pupil progress so that standards are robustly monitored as a priority.

The impact of collective worship on the school community is good

Collective worship is described by pupils as “bringing the school together to talk to God” and therefore pupils and adults share in a celebration of the school’s daily life of worship. Planning is effective but is not formally monitored and evaluated by all stakeholders. Consequently the impact on all learners is not identified and this does not therefore lead to improvement in the future planning and delivery of worship. Collective worship is rooted in the Bible, affirming the Christian distinctiveness of the school’s values. The ‘values committee’ with representatives from Year 2 to Year 7 meet weekly to discuss and prepare presentations, focus images, posters and songs, which are then used in collective worship based on the monthly value. The school has correctly identified the need for pupils to be given more opportunities to plan and lead worship independently, a development the pupils have also identified. Most pupils understand that reflection is a personal activity, and some recognise how both prayer and reflection are used in daily life. There are strong links with the parish church with worship being led by St Barnabas church community once a half term for all pupils and their parents and major Christian festivals are celebrated in the local church. This ensures that pupils have worship experiences that are rooted in the teachings and practices of the Anglican church. There is a celebration assembly each Friday, where the achievements of all pupils are recognised by the whole school community. There is still a strong element of Christian distinctiveness and worship during this time with the opportunity for prayer and reflection by pupils and adults. Parents confirm that collective worship has influenced their children to use prayer and reflection when they are worried, and that they appreciated the “gentle way” the school has embedded Christian values within all areas of school life. Their children write prayers at home and they often use reflection and connect the school values to their own behaviour and actions outside the school day. Pupils know that the Trinity is God the father, God the son and God the holy spirit and most pupils have a good understanding of some Anglican traditions. After school groups which are well attended such as JAM (Jesus and Me) and Expressive Youth run by church parishioners give pupils further opportunities to explore

and discuss worship further.

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

The headteacher has a clear vision and leads the school insightfully, modestly and with dedication. All leaders are very committed and have worked hard to find meaningful ways to integrate this vision into the everyday life of the school. The review of the school's core Christian values has ensured that these values are firmly rooted in the school's Christian identity and are lived out by the whole school community. School policies make effective reference to the school's Christian values, which are understood and articulated by all. Parents say that members of staff are caring and approachable; they are listened to and concerns are dealt with swiftly. Parents are extremely confident in their understanding of the school's ethos, stating, "Christian values underpin all they do". The school has strong links with the local parish church and the wider community. Diocesan involvement is appreciated and effective use has been made of training for leaders, staff and governors. The leadership of RE and collective worship are given good support in fulfilling their roles, with the school identifying the need to fully develop the monitoring and evaluation of both so that their impact on all learners can be measured. The professional development of staff and succession planning for future leadership of church schools is taken seriously and is a strength of the school. Governors make a positive contribution to the development of the school as a church school. They informally monitor and evaluate the school's distinctive character, but need to develop independent strategies to monitor and evaluate the school's Christian distinctiveness, RE and collective worship so that they can challenge the headteacher on the impact of the school's distinctive character on all aspects of school life, and drive strategic change. Arrangements for worship meet statutory requirements, as do those for RE showing the school's commitment to its importance within a voluntary controlled school. The harmonious and supportive relationships between all members of the school community are evident and have a positive impact on their learning and SMSC development. Areas for development from the last inspection have been met.

SIAMS report June 2015 St Barnabas First and Middle CE School Pershore WR10 2AW