

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Barnham Broom Church of England VA Primary School			
Address	Norwich Road, Barnham Broom, Norwich, Norfolk, NR9 4BU		
Date of inspection	13 February 2020	Status of school	Voluntary aided primary
Diocese	Norwich	URN	121199

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	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Barnham Broom is a small but growing primary school that has excellent links with the local Church, affirming its strong and supportive Christian ethos. It runs extended school provision and has recently taken over the management of the adjacent pre school. It has 141 pupils on roll. The majority of pupils are of White British heritage and very few pupils speak English as an additional language. The proportion of pupils considered to be disadvantaged is below national averages, but the school has a high percentage of post looked-after children. The proportion of pupils who have special educational needs and/or disabilities is above national averages.

The school's Christian vision

Reaching for the stars - let your light shine.
Serving, believing, growing.

“Let your light shine before others, that they may see your good deeds” Matthew 5:16

Key findings

- The school lives out its vision of serving others through the care and nurture of the whole community.
- The school values its members as unique individuals and embraces difference and diversity.
- The school's strong leadership, supported by effective governance, ensures its distinctive Christian vision underpins all of school life.
- Links between the school, the Church and diocese are well supported and sustained which has led to good quality RE teaching and learning, and a breadth of worship styles in school.

Areas for development

- Innovate curriculum opportunities to further to develop a deeper understanding of life elsewhere for the pupils.
- Encourage and enable pupils to make a difference by nurturing their interest in social and ecological projects. Foster their enthusiasm so that they become agents for change.
- Further develop pupils' ownership of leading and evaluating collective worship to enable them to engage more independently in delivering worship.
- Use the Christian distinctiveness group to monitor the recently revised vision to ensure its continued impact on school life.

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

Strong underpinning Christian values not only drive the school's desire to achieve excellence, but also guide and sustain them in making the right decisions about how they live together. The vision is in the forefront as strategic decisions are made; it has begun to permeate everything the school does. It has been recently revised and the strong leadership team are working hard to ensure that it is holistically infused in the life of the school. Monitoring of the impact of this new vision has commenced through the work of the Christian distinctiveness group. They report that it is reflected in pupils' excellent conduct. They make positive choices and behave well in school. The behaviour policy is based on the Christian foundation and values of love, forgiveness and honesty as exemplified by the life and teachings of Jesus. Good relationships shine out. Their importance permeates throughout the school and into everything that the school does. The school is a very calm and safe environment. It is a highly nurturing school that succeeds in developing the best in its pupils, both academically and emotionally. Pupils enjoy a challenge and can persevere when things get tough. This is a school where parents see their children 'grow and blossom.' Many parents choose the school because of its inclusive and welcoming ethos. With the recent growth in pupil numbers, which has meant more pupils arriving from much further than the village boundaries, the school has worked hard to continue to serve its community. The school benefits from regular and positive continuous contact with the church's ministerial team which aids its spiritual growth.

Pupils have a very good understanding of diversity, and the similarities and differences that diversity brings, despite living in a small rural community. Pupils are respectful of different people, faiths and cultures. They care for each other whatever their differences, are positive about each other and understand that they are all equally important. A parent reported, 'They don't see the issue, they see the beautiful person.' In 2019 academic standards were high, with the pupils achieving above national averages in reading, writing and mathematics. Vulnerable pupils are monitored closely and provided with appropriate support. They make good progress from their varied starting points. Individual pupils with specific needs are well supported which means that they make good personal progress in all areas. The school supports and develops everyone's journey and allows them to grow by providing a wide range of opportunities for all pupils and adults to develop as a whole person in different situations. Staff attend relevant meetings, and research and read to inform their practice and to develop their understanding of the school as a Church school. Future leaders are given the opportunity to take on responsibilities and the school's leadership encourages the development of partnerships and collaboration both within school and between local schools. All pupils are provided with experiential, spiritual, outdoor and healthy activities to support their mental health. The leadership team actively promote belonging, positive mental health and wellbeing amongst all members of the community, The school has introduced PATHS (promoting alternative thinking strategies) to help and support pupils to understand their feelings, raise self-esteem in order to appreciate others more, and develop the skills to communicate how they are feeling.

The school carefully and regularly reviews its curriculum to ensure it meets the needs of the pupils. Strategic decisions, such as looking for ways to broaden pupils' understanding of their place in the world by developing a global perspective, are thoughtfully made. The curriculum is broad and rich in order to open opportunities to new experiences and tap into pupils' potential. The school stands up for what it believes in. The vision ensures that there are growing opportunities to discuss big issues, to challenge injustice and to engage in activities that can bring about change. Pupils are interested in environmental and global issues and are passionate about trying to do their bit to help the world, and serve others, knowing that their effort can have an impact. The school supports pupils' understanding of responsibility for others by supporting a range of charities in the local area, nationally and some globally.

Collective worship is engaging, inclusive and spiritual. It allows the school to provide each pupil with a strong sense of belonging and community. Together they can reflect upon their own practices and lives and how they live out their Christian values. Worship provides the opportunity for the school to share together the word of the Lord and to learn from Jesus' teachings. It enables pupils to have a better understanding of their spiritual self, increasing their confidence and open mindedness. They talk confidently about Christianity and the importance of Christian values. Prayer is seen as an important personal activity. Pupils value prayer and stillness. Through worship pupils have a growing understanding of Christianity as a global faith and are developing a deepening understanding of theology and the life of Jesus. The variety of delivery styles helps all pupils to access some form

of worship in the way that best suits their needs. Pupils talk about what they have learned from acts of worship and how it has made them change their thinking and actions over time. They understand that perseverance with tough challenges leads to personal growth and that God can help them on this journey. Pupils are keen to lead worship. The worship coordinator is given dedicated time to plan and prepare, and this means that pupils can be supported in their growing role as worship leaders.

The RE provision reflects the Church of England's statement of entitlement for RE. It develops religious literacy and meets statutory obligations. The RE Leader is confident and effective in leading RE across the school, attending training to ensure the curriculum encourages a respect for difference, diversity and ways of living. Teachers use the Understanding Christianity resources well; pupils are developing curiosity through questioning and this helps them to explore and articulate spiritual and ethical questions. A new assessment and tracking system, using Norfolk's age-related expectations, is leading to improved support for pupils working at the emerging level and greater challenge for those working at the higher level.



The effectiveness of RE is Good

There is systematic and thorough teaching in every class. Pupils are given opportunities to engage in dialogue with a range of religions and world views. Teaching and learning is good and it is monitored effectively. RE is treated as a core subject and standards compare equally to English work, with pupils making good progress against local expectations. Vulnerable pupils are clearly supported to flourish in RE and give thoughtful responses to challenging questions.

Headteacher

Heather Benson

Inspector's name and number

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