

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Barmby Moor Church of England Primary	
Address	Flat Lane, Barmby Moor, YO42 4EQ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Our school works in partnership with the Church and the wider community to give a caring and nurturing environment. Together we enable and equip everyone to have life to the full as Jesus promised. This vision is underpinned by the values of hope, friendship, respect, forgiveness, perseverance, tolerance and thankfulness.</p> <p>"I have come that they may have life, and have it to the full" (John 10: 10)</p>
Key findings
<ul style="list-style-type: none"> • The headteacher is passionate that every child at the school is supported in their learning and development. He, and his staff, "go above and beyond" to support the wellbeing of pupils and adults. As a result, pupils feel well cared for, as do the adults. • The distinctively Christian vision and values, closely matched to the school's context, are understood by all members of the community. Whilst these shape all aspects of school work, the vision is not yet regularly monitored and evaluated for its impact. • Strong relationships between the school, church and local community are firmly rooted in the Christian vision. They provide a safe and loving environment in which pupils can grow. • Times of reflection are built into collective worship which is invitational, inclusive and enjoyed by pupils. However opportunities for spiritual development are not consistently embedded across the school and the impact on flourishing is therefore limited. • The Christian vision has driven positive curriculum changes (including within religious education (RE)) leading to a school where pupils are valued. However opportunities for the planned teaching of global diversity and injustice are not yet embedded.
Areas for development
<ul style="list-style-type: none"> • Ensure the Christian vision is monitored and evaluated regularly so that leaders and governors can measure its impact over time. • Further raise the profile of global issues in inequality and injustice within the curriculum so that pupils are inspired to act as agents for change. • Develop a clear shared definition of spirituality, which staff can use to plan for deepening experiences across the curriculum and throughout school.

Inspection findings

The school has a distinctive Christian vision, 'I have come that they may have life, and have it to the full'. (John 10: 10) This is lived out in the close relationships within its school community, enabling all to flourish. Since his arrival, the headteacher has updated the values of friendship, thankfulness, hope, respect, forgiveness, perseverance and tolerance which underpin the vision. Leaders and staff have high aspirations for their pupils. As a result, a high priority is given to continuous professional development for all staff. In this way, staff know they are highly valued as individuals and as a team. The Christian vision shapes the manner in which decisions are made and drives collaborative leadership. Leaders talk about the vision influencing the work in school. This led to a dedicated room being refurbished for the emotional support of the children. The process of making strategic decisions is consultative, reflecting leaders' determination to learn together. Teaching and support staff see themselves as part of a team where all skills are recognised. As a result, staff participate fully in decisions and work together effectively. Recent vacancies on the governing body have, in part, meant that the impact of the vision has not been regularly monitored.

The school nurtures pupils, including the vulnerable, so that they flourish. One member of staff is an Emotional Literacy Support Assistant who supports pupils enabling them to feel secure and ready to learn. Staff listen to parents, act quickly to resolve difficulties and treat children as individuals. Parents feel the school supports them well. During the pandemic, the school maintained regular contact with its families through the use of an online learning platform and regular phone calls. This practice continues, especially in the school holidays, maintaining valuable links. Vulnerable pupils are given support tailored to their needs such as enabling smooth transitions at the beginning of the day. Pupils and families are supported to manage their mental and emotional health and the school actively engages with outside agencies to facilitate this. Pupils are aspirational about their futures and can talk about how the vision and values influence this. This is demonstrated in their choices of future careers.

Collective worship is invitational, inclusive and inspirational. It is central to daily life at Barmby Moor. Worship themes root the school's Christian values in biblical stories as well as the Christian calendar; children can explain the church year. Worship strongly unites the whole school as a community in line with their vision. This is because the nursery class attends on a regular basis as do parents and carers. Worship allows the opportunity for pupils to reflect on the school's vision and values, and to respond to national and international issues. Anglican practice is embedded by formal greetings and responses, including the use of the Lord's Prayer. Parents report that their children light candles and say prayers at home spontaneously. Although there is currently a vacancy for the Vicar, church links are maintained through the regular visits from the 'Open the Book' team. The school visit the church for significant festivals throughout the church year. The children's collective worship team lead the worship, although there are still limited opportunities for them to plan and evaluate it. Class based reflective spaces and times of stillness and prayer further promote opportunities for spiritual development. This also happens through the regular use of 'Big Questions' to promote discussions and share ideas. However, there is a lack of clarity of what spirituality is; therefore opportunities to deepen learning throughout school are missed.

The school's own creative curriculum is an innovative expression of its Christian vision enabling all to live life to the full. Pupils' individual interests and enthusiasms are valued and celebrated. Staff take on new initiatives to improve learning experiences such as taking ten minute exercise breaks in the timetable. The curriculum is continually adapted and enhanced to meet the needs of each pupil enabling all to flourish. Teaching strategies are motivating and enable learning to be made explicit. Consequently, pupils recognize the progress they

make and enthuse about their learning. The curriculum is enriched by regular visits and visitors, and special themed opportunities such as the House mornings focusing on recycling. The parents report their children are encouraging them to do more recycling at home. The school's curriculum encourages and challenges pupils to be the best they can be. Pupils support charities, such as the local food bank, Children in Need and the Qhubeka cycling charity in Rwanda. They recognise that Christians want everyone to have a happy life but don't yet instigate regular fundraising opportunities for challenging injustice and inequality.

Although the subject leader is new in post, RE is well-led. She is supported by another local RE subject leader and this has strengthened provision across the school. The school supplements the RE syllabus with 'Understanding Christianity', an RE resource. The curriculum is planned well using an effective balance in line with the Church of England requirements. As a result, pupils show a good understanding of the biblical narrative and concepts in Christianity. The teaching is challenging and motivating, enabling pupils to think deeply about their beliefs and those of others. Pupils enjoy asking probing questions, listening respectfully to one another and developing their thinking. This was demonstrated in discussions around 'what is resilience?' and also 'what is reconciliation?' linked to a parable of Jesus. They enjoy finding out about the key beliefs of world faiths and discuss their learning at home. The RE leader engages with diocesan training and disseminates this, so that all who teach RE are well supported.

Pupils are observed to behave well both within and outside classrooms. They say they have 'loads of friends who care for them.' Pupils report that the vision, supported by the values, inspires them to be kind and make new friends. This is underpinned by biblical explanations of forgiveness and acceptance which are reflected in the school's behaviour policy. Planned opportunities provide pupils with the skills to disagree well; they articulate a culture of listening to each other and respecting differing views.

The distinctively Christian vision and supporting values underpin everything the school does. As a result, pupils and adults at Barmby Moor school are supported to flourish as unique children of God.

Information			
School	Barmby Moor Church of England Primary	Inspection date	10 November 2022
URN	118122	VC/VA/Academy	
Diocese/District	York	Pupils on roll	103
Executive Headteacher	Jamie Baxter		
Chair of Governors	Shaun Williamson		
Inspector	Joanna Dobbs	No.	2136