

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

<b>Bardwell Church of England Primary School</b>	
Address	School Lane, Bardwell, Bury Saint Edmunds, IP31 1AD
School vision	
<p>Deeply rooted in our community, growing together, we reach for the sky. The seed on good soil stands for those with a noble and good heart. Luke 8:15</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Nurture and warmth are a striking feature of this caring school, whose Christian vision is rooted in its rural community. Pupils and their families are well-known by staff, who actively strive to meet the needs of individuals. This enhances the way all 'grow together'.</li> <li>• Leadership of this small village school is inspiring. Dedicated staff provide a stimulating, active and engaging education for all. Pupils' various talents are celebrated as they are encouraged to 'reach for the sky' and achieve their best.</li> <li>• Inspired by the Christian vision, pupils make a difference to peoples' lives through fundraising and helping others. The impact of this is evident both in school and the local community.</li> <li>• An active and engaging curriculum, including for religious education (RE), is carefully planned and refined. The RE curriculum enables pupils to explore a wide range of religions, views and beliefs and enhances their knowledge and understanding.</li> <li>• Moments of awe and wonder abound in the curriculum and in the beautiful school environment. Pupils value moments of quiet and reflection during collective worship and throughout the school day. These provide adults and pupils with opportunities to develop spiritually.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Extend and enhance planned opportunities for spirituality across the curriculum. This is so the impact of spiritual development contributes to the flourishing of all.</li> <li>• Develop opportunities and links for meaningful global learning. This is to enable pupils to develop their understanding of diversity and the skills to become thoughtful and impactful citizens of the world.</li> </ul>	
Inspection findings	
<p>Bardwell's refreshed Christian vision accurately captures the ethos of the school. It makes significant links with, and a contribution to, the community it serves. The associated values, including resilience, courage and aspiration are known by pupils and adults as 'cogs'. These are longstanding, understood, and entrenched in school life. Committed staff promote many chances for all to 'grow together' and 'reach for the sky'. They provide a stimulating learning environment where individuals, from their unique starting points, can achieve their best. This means pupils are confident, inquisitive and enjoy their learning. They actively participate in the extensive opportunities provided. Guided</p>	

by the vision, leaders, including governors, provide clear direction. Governors are very active in the life of the school, giving well-considered support and guidance, with the welfare of all at the centre of decision making. As a result of this, every choice the school makes reflects the needs of the pupils and adults.

Membership of The Tilian Partnership enhances learning opportunities as it places Bardwell within a wider educational community. Leaders have given careful thought to developing a bespoke curriculum that offers rich experiences. They deliberately ensure that the curriculum supports practical and cross curricular activities, tailored to individual needs. For example, the RE scheme effectively provides opportunities to broaden cultural awareness which enhances pupils' understanding of diversity. The decision to shape an active and exploratory curriculum reflects the way the vision is implemented in the school. The beautiful environment facilitates meaningful outdoor learning activities across the school which pupils really love to take part in. These give them chances to experience awe and wonder as well as regular moments of stillness and reflection. However, planned opportunities for spiritual development within the curriculum are not apparent. Consequently, this limits the way adults and pupils develop spiritually. Pupils know they are valued for personal qualities as well as academic outcomes. This deepens their sense of being known and loved as the unique person they are. They talk excitedly about their learning, demonstrating their interest. Staff encourage them to be inquisitive about the wider world and explore their place as global citizens. Pupils who are vulnerable and those who have special educational needs and/or disabilities (SEND) are quickly identified and supported appropriately. This is inspired by the Christian vision and valued by parents.

Collective worship is a valued and important part of the school day. It is planned carefully with church leaders to reflect the school 'cogs', and include events on the Anglican calendar. Collective worship pupil leaders take a major part in leading and managing it. Their role is respected and valued because of such positive involvement and responsibility. Pupils' experience of worship is deepened by a structured approach using well-known actions. Invitations to prayerful response and guided reflection are part of every gathering, providing opportunities for spiritual growth. Pupils explain that collective worship gives them an opportunity to be still and reflect and respond enthusiastically to it in song. Strong links with the local church and the contribution of clergy support the way worship impacts on spirituality. Pupils and adults benefit from regular worship in the local church and learning activities such as environmental studies in its grounds. These are a result of the positive partnership between school and the local church and provide meaningful moments of reflection. Seasonal services and well-supported activities such as 'muddy church' ensure that pupils and adults feel part of the wider Christian community. Worship is inclusive, and provides cherished moments to flourish spiritually.

This is a very warm, welcoming and friendly school. Relationships are positive, because of a full commitment to the 'cogs', which include becoming a kind communicator. Through these associated values, the school community actively lives out the vision in their daily lives and interactions. Wellbeing has a high priority, allowing pupils and staff to flourish, whatever their unique needs. Daily staff meetings provide time to consider pupils who need support. This nurturing culture enables those who are vulnerable to access every aspect of school life. In this way the Christian vision is consistently promoted. The deeply caring ethos means everyone is nurtured, so all are treated well. Kind pupils live out the sense of Bardwell being a loving family in which older members guide and encourage younger ones. This is obvious during outdoor play sessions. Pupils select practical activities and play together in a harmonious way, living well together. Effective transition arrangements mean they move into high school confidently and newcomers integrate quickly. Parents and carers describe how supported and included they feel, with their views and any concerns being readily heard and acted upon. Maintaining high attendance is a priority for leaders, with effective communication in place to support and encourage families. This ensures pupils are in

school, ready for successful learning.

Leaders appreciate staff and support them professionally, which means the whole school feels valued, respected and treated well. Professional development opportunities from the trust and diocese allow for the growth of staff expertise. Pupils learn about justice through local community activities such as working with the parish council to improve the local environment. This promotes an understanding of justice and responsibility. They are called to action to challenge inequality and make a difference to others through fundraising and supporting local projects. However, opportunities to enable all pupils to understand how to become active agents of change and challenge globally are less developed.

Leaders ensure RE has a high profile in this school. It is considered an important subject by pupils. The well-structured RE curriculum is carefully planned so it is relevant. It balances the teaching of Christianity as a multi-cultural global religion with different world faiths. The curriculum enriches pupils' appreciation of religious diversity and worldviews. Through thought-provoking work, interest is encouraged. Leaders ensure appropriate progression of knowledge and skills for pupils as they move through the school in mixed-age classes. The RE scheme encourages curiosity and asks for a range of responses, such as artwork, sculpture or debate. Prior learning is reviewed at the start of each lesson through reference to their books, which enhances the way the pupils retain their knowledge. This means pupils can build upon what they have learnt and are motivated to engage further. RE is engaging and a wide range of responses demonstrate reflection and creativity. Careful assessment and 'feedback in the moment' supports an understanding of learning. The creative RE curriculum helps pupils develop a wide breadth of knowledge and understanding of a range of beliefs and views.

The inspection findings indicate that Bardwell Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	21 May 2024	URN	143056
VC/VA/Academy	Academy	Pupils on roll	57
Diocese	St Edmundsbury & Ipswich		
MAT/Federation	Tilian Partnership		
Headteacher	Michelle Boyd		
Chair	Karen Burton		
Inspector	Lynne Golding	No.	2124