

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Barton Church of England Primary Academy

Address	School Road Great Barton Bury St. Edmunds Suffolk IP31 2RJ		
Date of inspection	09 July 2019	Status of school	Academy inspected as VC. Thedwastre Education Trust
Diocese	St. Edmundsbury and Ipswich	URN	142547

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

School context

Great Barton is a primary academy with 211 children on roll. 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. Since the last inspection the school has become an all through primary. The headteacher has been in post 2 years. The school became part of the Thedwastre Education Trust, a small mixed Multi Academy Trust (MAT) in 2016.

The school's Christian vision

'The Lord has done great things for us: we are glad.' Psalm 126:3. This is delivered through the GREAT motto of growth, respect, enjoy, achieve and team.

Key findings

- The inspirational leadership of the headteacher, supported by dedicated staff, enables all to flourish in an inclusive Christian community. The impact of the biblical vision on school improvement is developing. Links with local churches and the diocese are very strong.
- The welcoming, inclusive and nurturing ethos is lived out daily through rotating core values including hope, thankfulness and service.
- Collective worship is engaging and inclusive with pupils playing a prominent part in leading. This supports all pupils and adults to daily live out the values at the heart of the school.
- The ethos, vision and values are the basis from which all pupils are able to achieve their potential academically, socially and spiritually. They have a clear, strong impact on the highly positive relationships between all members of the school community.
- Religious Education (RE) has a high profile in school as an academic subject. Pupils enjoy RE and can link their learning to worship and their daily lives. Their understanding of worldwide issues and faiths is developing.

Areas for development

- Deepen the impact of the biblical vision and chosen values in all relevant policies and the curriculum, so that the way they shape the direction of school development is more explicit and informative.
- Continue to develop pupils' awareness and understanding of global issues including injustice and inequality in the wider world; supported by developing further their understanding of world faiths, including Christianity.
- To consistently implement formal recording and the evaluation of monitoring by the governing body, including a mechanism for liaising with pupils, so that the impact is more clearly evident.

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

Inspirational leadership by the headteacher has led to a clear Christian vision and embedded values at the heart of the school. The vision was chosen by the school community as it underpins the already firm understanding of the GREAT motto. This links with the established belief that everything comes from God. Thankfulness from the vision is the core of the ethos. Leaders articulate the vision through the dignity and respect evidenced by all actions in the daily life of the school. This showcases the biblical evidence underpinning the vision. Aspiration is evident with pupils very aware they are expected to do their best every day. Christian distinctiveness is a key priority for school improvement; developing reflection areas, encouraging reflection and prayer by pupils and adults. Thereby pivotal in supporting all to flourish through reinforcing the ethos and values. Governors have a presence in school and discuss their visits, speaking of how the vision is evident in worship and relationships. The biblical vision is prominent in influencing their decision making, an example is prioritising high quality pastoral support. However, formal monitoring and recording does not yet take place so the impact of their monitoring is not evident. Relationships between the school and the MAT are mutually beneficial; focusing on school improvement and supporting distinctiveness across the MAT. Local churches are considered partners in the Christian life of the school. Policies are in the process of being reviewed and linked more closely to the biblical roots of the vision. This is raising the profile of the meaning of the vision, although it is not yet shaping all school development.

Pupils are highly aware of being thankful, together with other core values of service and hope. All pupils engaged with the mystery secret service; providing service discreetly. Staff and pupils live out the values through highly positive relationships. The developing impact of the vision is evidenced by writings from pupils in year 6. 'Serving God helps us serve each other'. 'Looking to God helps us be better people; a different view of life through our beliefs'. Staff have a good understanding of how the biblical vision and chosen values allow all to flourish. They feel proud of the values and ethos and know that their and pupil wellbeing is a priority. Parents are highly supportive and positive about the ethos of the school. They value the impact of the vision and values on their children and that school is welcoming, inclusive and supportive. They appreciate the respect and care shown by pupils to each other and the high visibility of the headteacher, 'there almost before we need her'.

The curriculum is delivered through themes and enrichment activities, encouraging a high level of respect for difference and diversity. Vulnerable pupils make good progress from their starting points and attainment is in line with or above national expectations. Opportunities for pupils to take responsibility: school council, worship team, buddies and parliamentary ambassadors ensure a high profile for pupil voice. A restorative approach of forgiveness and reconciliation is highly effective in ensuring dignity, respect and equality. The GREAT motto supports personal development for pupils. Leadership of RE and collective worship make a clear contribution to Christian distinctiveness and spiritual development through their high profile. Thus supporting for living the vision and values. Pupils have the confidence to suggest social justice projects and to be proactive in supporting them. These include supporting the local hospital and endangered animals. Pupils spoke positively of the Reverse Advent day to support local homeless, pupils giving instead of receiving. Their awareness of global issues is developing, showing some understanding of pollution, refugees and the uneven distribution of wealth.

Collective worship is engaging and inclusive with a high degree of pupil participation. Pupils speak of candles being important, reminding them Jesus is the light. Worship follows the gather, engage, and respond format and pupils readily use liturgical greetings. Talking partners are used effectively to encourage deeper thinking, being well supported by all adults present. Pupils articulate messages from worship and explain how these influence them. They have a developing age appropriate understanding of the Trinity. They speak of three in one with some knowledge of the different characteristics of each. God created the world, Jesus helps people to believe in God and the Holy Spirit helps you to be strong. Younger pupils could relate the Holy spirit to the story of David and Goliath; he won because he believed in God and the Holy Spirit was in him. Their understanding of the Eucharist is in the early stages of development. Weekly 'Greatness' worship reinforces links with the vision and values with peer nominated pupils celebrated for showing values. Pupils discuss the meanings of Bible stories, enhanced by the Bible based 'Open the Book' worship. Discussions of moral questions by pupils included why Zacchaeus behaved as he did; saying he was not used to someone loving him. Collective worship plays a strong part in developing personal spirituality; pupils felt they would be lonely without worship as they wouldn't be able to think about God. The pupil worship team plan and lead worship and follow up feedback from their peers. Worship is well supported

by members of local churches leading worship in school. Pupils have a good understanding of the importance of the Anglican calendar including festivals and the use of liturgical colours.

Pupils can articulate reasons why people pray such as talking to God, saying thank you, asking for help or protection. Classrooms have age-appropriate reflection areas and an outside spiritual space is being developed with pupils. Pupils are proud of their reflection spaces because of how they allow them to express their thoughts and spirituality. They speak positively of Muslim and Hindu children saying prayers alongside Christian prayers. Personal spiritual development is well supported by whole school moral and spiritual days. These facilitate pupils using these experiences in their lives and provide a record of their responses. These days support further planned activities within the curriculum, the dignity, care, respect and engagement shown by pupils illustrates the impact.

'I wonder' questions shape approaches to RE, encouraging deep thinking and tolerance for difference. Assessment in RE is rigorous and given the same status as other subjects. Pupils speak of RE as being thought provoking and interesting and feel it helps them respect differences. Its high profile is clear in pupil topic books and whole class RE scrap books with evidence of exploration of religious texts in Key Stage 2 classes. There is evidence of coverage of other world faiths. Pupils spoke of different Holy books, of the Torah being sung and Hindus worshipping one God represented by different personalities. Pupils show a basic understanding of Christianity as a world faith.

Headteacher	Claire Ratley
Inspector's name and number	Pat George 845