

## National Society Statutory Inspection of Anglican Schools Report

### Heaton St Barnabas Church of England Voluntary Aided Primary School

Rossefield Road

Bradford BD9 4DA

**Diocese: Bradford**

Local authority: Bradford

Dates of inspection: 17 May 2010

Date of last inspection: 10 November 2006

School's unique reference number: 107321

Headteacher: Mrs Gill Evans

Inspector's name and number: Meg Cooper 438

#### School context

St Barnabas is a large primary school in the north of Bradford. It serves Heaton village, Upper Heaton, Manningham and Frizinghall. The large majority of learners are of Pakistani descent. The number with learning difficulties is above the national average and eligibility for free school meals is just below the national average. The attendance rate is lower than the national average due to families taking learners for extended stays in Pakistan together with a significant number of persistently absent children. The school works hard to discourage this practice.

#### **The distinctiveness and effectiveness of Heaton St Barnabas as a Church of England school are good.**

The school has a very strong inclusive ethos of care and respect clearly underpinned by Christian values. Areas of strength identified in the previous Section 48 report have been sustained. One of the areas for development from the last report has been addressed and an action plan for continued development is in place. By addressing the second area 'Formalising the evaluation of collective worship' the school should ensure continued progress.

#### Established strengths

- The leadership of the headteacher in a culture of commitment, honour and respect.
- The opportunities that are created for learners to experience the diversity of social, moral, spiritual and cultural development.
- The place of prayer in the school.
- The strong links with St Barnabas' Church and the community.

#### Focus for development

- To extend and embed strategies for governors and the leadership team for monitoring and evaluating provision for collective worship.
- To sustain the monitoring of progress and attainment in religious education by further developing the moderation expertise of staff in order to continue to raise standards.

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

Learners' levels of self esteem are very high and there is a supportive climate within teaching and learning areas. Learners state that the work is interesting and that staff encourage them to reach their potential. They possess a very positive sense of self and are able to apply faith based moral values to action, with one learner stating 'you have to have rules so that we can all learn to do the right thing together'. They say that they are treated fairly and with respect in school. The majority say that they feel safe as conflicts are nearly always dealt with speedily and fairly. The pupil council meets twice half termly and are keen to make suggestions and give their opinions. They were involved in discussion over the school environment that makes a major contribution to the spiritual development of learners through its excellent displays, outdoor play and seating areas, and a well tended garden. Learners enjoy the extra curricula activities provided, particularly in sports and music. Across the curriculum Christian values encourage, nourish and challenge the social, moral, spiritual and cultural development of all learners by the sensitivity and daily practice of living through the school mission statement – 'Unity in Diversity'. This ethos has a major impact on the learners' understanding of their role in local, national and global communities. St Barnabas is the first Bradford school to gain the Leading Parent Partnership Award and Fairtrade status. The Leading Parent Partnership Award demonstrates the school's commitment to partnership in their school and community. There are established links to Europe through the Comenius project and exchange visits by staff and learners have taken place, with the school holding the Intermediate International Schools' Award. This work is reflected in the curriculum themes where each year group demonstrates a global, environmental and enterprise aspect in their planning. The school raises funds for a large number of charities locally and globally.

**The impact of collective worship on the school community is good.**

The long term plan and theme for collective worship are prepared by the headteacher and shared with the assistant priest who has been involved with the school for many years. The headteacher and assistant priest lead collective worship weekly and there are celebration assemblies and class worship. All staff lead worship on a rota basis and share in the daily act with learners. Collective worship takes place once a month in church and they also attend for Easter, Leavers', Harvest and Christmas services. The hall was set for worship with a table with a liturgical coloured cloth, a cross made of oak the same as Bradford Cathedral and a Bible, and a candle was lit to mark the beginning. The learners are engaged during worship which is Anglican based. They enjoy it and express enthusiasm for it. The behaviour is exemplary. Learners take an active part in worship and lead when they present class assemblies for school and their parents. The singing is uplifting and enjoyable. Learners are invited to join in prayer if they so wish and in the worship observed the vast majority did so. Prayer plays an important part in the daily life of the school. There are prayers before lunch and at the end of the day. A group of Christian parents and church leaders meet weekly in school to pray – a practice of 10 years. Staff sometimes join in and there is also a Prayer Book in the staff room where they can write in a thought for prayer. There are banners in the hall, one depicting St Barnabas the Encourager and a board with worship themes. The relationship with the church is excellent, leading to learners of every faith represented in school being familiar with a range of Anglican cultures. Following the last Section 48 inspection the school has begun to address the formalisation of the evaluation of collective worship by drawing up an Action Plan with the objectives that learners, staff, parents and governors are to be involved in the evaluation of worship. The school recognises that this practice needs to become embedded as part of the school's self evaluation as a church school

**The effectiveness of the religious education is good.**

Following the last Section 48 inspection the area for development regarding assessment has been addressed. Following a review by the religious education leader, long term plans for both key stages are in place and there is developmental work in progress to dovetail the Diocesan Agreed Syllabus with SEAL materials. There is a practice initiated last year where staff collect evidence of levelled work ½ termly and, alongside teacher assessment, learners' levels are recorded. These are analysed in terms of progress and compared to progress in other core subjects. However, although outcomes are shared with learners in their end of year report, regular sharing of attainment levels would enable learners to be more fully informed about their learning progress and to be proud of their achievements. Data collected demonstrates that learners reach as high or better standards in religious education when compared to standards in other core subjects. The scheme of work makes provision for learners to study five faiths in total. Islam and Judaism are studied at both key stages in addition to Christianity. The school states that this is in response to the school population in order to embed understanding and respect and has helped develop community cohesion. Both lessons observed showed good planning. In Key Stage 1 the learners were focussed and attentive to the input on Hinduism. The teacher was well organised and the use of support staff was excellent. The tasks were differentiated and age appropriate and learners were enthusiastic. In Key Stage 2 the learners were learning to understand that the Bible is important for Christians, and an awareness of laws given through the Bible. The questioning was good with the pace of the lesson being excellent. Interaction with the learners was sustained throughout and there was good use of praise. Religious education contributes to community cohesion through an understanding of respect for such diverse faith communities.

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

The headteacher provides an exceptionally strong lead, has the ability to inspire and is committed to promoting a distinctive Christian vision. The headteacher and leadership team have created a team that works well together to ensure the progress of pupils. The school enjoys good links with the parish, the diocese and the local community. The foundation governors know the school very well and are highly committed to it. One is the church warden of St Barnabas and this link to the PCC to share and inform school and church is invaluable. The staff are respected by parents for the care and warmth their children receive. Parents from different cultures describe how the school encourages tolerance and the respect of all faiths. Parents state that communication with and from school is good through staff being available each morning, the weekly newsletter, the website and the texting service. They like the SAM learning site used for homework where they can see what their children are learning. Governors, led by the chair, work hard and are partners in the school's vision. The strengths identified in the last section 48 report have been sustained.