

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Heaton St Barnabas' Church of England Primary School				
Address	Rossefield Road, Heaton, Bradford BD9 4DA			
Date of inspection	4 December 2019	Status of school	Voluntary aided primary	
Diocese	Leeds	URN	107321	

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

School context

Heaton St Barnabas' is a primary school with 402 pupils on roll. The majority of pupils are of Pakistani and Islamic heritage. A small proportion of pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school received a short inspection by Ofsted in February 2018 and was judged to be good.

The school's Christian vision

Our school is an exciting, fun and friendly place where everyone is safe, valued and encouraged to be world class learners, developing confidence and a thirst for knowledge, trusting in God and realising our talents to create our future.

Key findings

- The distinctively Christian vision and values, along with respect for the local context, create an impressive community in which pupils and adults flourish, attitudes to learning are high, and learners are spiritually aware. The biblical underpinning of this vision, though evident in practice, is not clearly represented on the school website.
- Collective worship is inclusive and inspirational. It enables pupils and adults alike to participate and experience worship. It affirms the school vision and values. Pupils are involved in planning and leading though they do not yet have sufficient autonomy in doing this.
- Excellent and innovative practice in RE results in pupils having strong subject knowledge and significantly adds to their spiritual development.
- Through a broad and creative curriculum, school leaders ensure that pupils make good academic progress. Pupils have a strong voice in decisions and are advocates for change. Through circumstances beyond the school's control, the global curriculum is less developed than it has previously been.

Areas for development

- Ensure that the biblical underpinning of the school vision is clearly represented on the school website and in policies.
- Provide opportunities for pupils to have more autonomy in planning and leading collective worship. Extend these opportunities to a wider range of pupils.
- Seek ways to refresh and redevelop the school's global curriculum.

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

A visit to Heaton St Barnabas' leaves a lasting impression of a harmonious school that is distinctively Christian whilst respecting the faith backgrounds of the pupils. The Christian vision, which pupils can explain in detail and with considerable understanding, is underpinned by the Bible passage in Matthew 5 encouraging everyone to 'let your light shine'. In collective worship as well as in their prayers and general conversation, pupils speak about God being light. Through this vision, school leaders have created an environment which is aspirational, where adults and pupils are genuinely open to spiritual matters, and which admirably demonstrates 'unity in diversity'. The vision is supported by a set of core values – respect, responsibility, honesty, kindness, enthusiasm and happiness – which pupils understand to be both shared human values and distinctively Christian. For example, they refer to Zacchaeus being responsible for his actions, to the respect shown by the Good Samaritan, and to joy being a recurrent theme in the Bible. Pupils are adept at connecting Bible passages with similar stories from the Koran, and in drawing out common principles that affect their attitudes and behaviour.

The clarity with which senior leaders, governors and church representatives express the distinctive vision enables them to both assess its impact and to introduce innovative practice. The exemplary behaviour and relationships demonstrated by pupils are founded on a philosophy that promotes values rather than rules. This approach also encourages restorative practice and gives pupils the opportunity to act as peer mediators. High staff morale and pupil positivity are the result of mindfulness and well-being activities, the input of a mental health lead practitioner, and time set aside for staff and pupils to reflect. Staff are supported to build on their talents and the approach to training and succession planning develops their skills as church school leaders. Support for local events and charities, collaboration in school-based activities between local clergy and the Imam, and good communication with parents contribute to increased cohesion within the wider school community. The school maintains close links with the Diocese and with other church schools in both supportive and collaborative roles. Governors are fully engaged with the vision and this is clearly reflected in development plans. All the recommendations from the previous inspection have been met. The school website and some policy documents do not sufficiently credit the biblical underpinning of the vision.

Collective worship affirms the school vision and values. While being fundamentally Christian both in its format and content, it is also inclusive and invitational. The pupil worship team often leads worship and members' ideas significantly enhance the experience. For example, in introducing Advent, they artistically presented the passing of the liturgical season by changing the themed colour to purple, and they acted out the message of hope in Isaiah referring to Jesus as the coming King. Worship is interactive and times for reflection, sometimes accompanied by music, are used thoughtfully and respectfully. Pupils enjoy singing and, through the surveys carried out by the worship team, have successfully requested more varied content. Worship is seen as integral to wider school life. For instance, the school values are represented by pebbles set out around a cross at the start of worship and, following the Advent worship, each class was presented with a prayer bag containing items to help them reflect further. Although the worship team members carry out their role effectively and with enthusiasm, they do not yet have enough autonomy in planning and leading worship, nor are there enough opportunities for other pupils to be involved. The school has begun to address this by taking pupils to experience worship in another school. Worship is supported by the local vicar and by the local Open the Book team. Pupils' experience of worship is enhanced by visits to St Barnabas' church for major Christian festivals. These events are widely attended and praised by parents and other adults. Evaluation of the impact of collective worship is carried out by a range of staff, governors and pupils. It confirms that the distinctively Christian approach, sensitively applied, is successful in raising spiritual awareness.

The school has rightly been recognised for its successful RE programme, including through the award of the gold quality mark. Pupils and teachers demonstrate excellent subject knowledge about Christianity and other faiths and are able to apply this knowledge to discussions around important spiritual matters. Lessons are highly paced and teachers are skilful at drawing out pupils' views through incisive questioning and at tackling misconceptions. Pupils respond with enthusiasm and display an impressive grasp of key vocabulary and an ability to relate their answers to previous learning. In all age groups pupils engage with Bible stories, such as the parable of the great banquet, and can express how these might apply to themselves. Groups of Year 6 pupils

lead 'Godly Play' for younger classes, for example when planning and leading learning about the parable of the Good Samaritan, and this demonstrates innovative practice. Visitors such as 'Hand to Mouth' bring additional value. RE is exceptionally well led by the subject leader. The Understanding Christianity materials have been successfully embedded alongside the diocesan syllabus, accompanied by individual coaching of class teachers, regular monitoring of teaching and learning, and modelling and team teaching. This has been instrumental in improving confidence and raising standards. Learning is captured in 'big books' which help pupils to reflect on their progress.

School leaders provide a broad and rich curriculum. As a result, pupils enjoy a wide range of learning experiences and extra-curricular activities. Through the various groups within the school parliament, pupils have a positive effect both on the school and the world around them. The eco-council advises on reducing waste and recycling plastic, the fairtrade team raises awareness in the local community, and pupils are involved in the Archbishop of York Young Leaders Award and the Dressember action against poverty and slavery. In core learning, pupils' progress is at least in line with age related expectations and sometimes better. Where there are challenges, for instance in some aspects of reading and with some vulnerable groups, the school has taken prompt action in terms of support and resourcing. Pupils learn about those who are different to themselves, for example through links with schools locally and in Cameroon. The excellent involvement in the Comenius project allowed staff and pupils to benefit from European visits and become more globally aware. Reduced access to funding for this project means that they do not currently have similar opportunities. Finally, the school's success in enabling pupils to flourish spiritually is encapsulated by the comment of one pupil that 'God is at the heart of this school'.



The effectiveness of RE is Excellent

Individual pupil progress is assessed regularly using end of unit objectives. Assessments are recorded using the same process as in other core subjects. This shows that attainment in RE is at least comparable to, and often better than, that in other core subjects. This is supported by evidence from lessons which indicates that pupils have excellent knowledge, understanding and attitudes to their learning.

Headteacher

Diane Smith

Inspector's name and number

Malcolm Price 627