

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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| Bardney Church of England and Methodist Voluntary Controlled Primary School | Henry Lane, Bardney, Lincoln LN3 5XJ |
| Current SIAMS inspection grade | Outstanding |
| Diocese/Methodist District | Lincoln/Lincolnshire |
| Previous SIAMS inspection grade: | Good |
| Local authority | Lincolnshire |
| Date of inspection | 14 October 2016 |
| Date of last inspection | 14 September 2011 |
| School's unique reference number | 120589 |
| Headteacher | Garth Hicks |
| Inspector's name and number | Fiona Griffiths 705 |

School context

Bardney is smaller than the average size primary school with 186 children on roll. Children come from the surrounding area and are mainly of White British heritage. They come from mixed socio-economic backgrounds. The proportion of children with learning difficulties and/or disabilities is above the national average. The number of children entitled to receive the pupil premium is in line with national figures. Attendance is broadly in line with national averages. The school has experienced significant changes to staffing since the last inspection. Religious education and collective worship is currently being led by a senior teacher.

The distinctiveness and effectiveness of Bardney as a Church of England school are outstanding

- A distinctive Christian ethos has created an environment where everyone feels valued and valuable.
- Explicit Christian values have a significant impact on the high quality of relationships that underpin the children's positive attitudes towards their learning.
- Acts of worship are an important time in the school day where an inclusive sense of belonging creates a community that worships and prays together.
- Leaders and managers ensure that the Christian ethos continually develops so that it has meaning and purpose to all members of the school community.

Areas to improve

- Improve the opportunities for children to make links between the core Christian values and all areas of the curriculum so that they are enabled to deepen their learning.
- To extend opportunities for children to evaluate all types of collective worship to gather evidence that identifies further improvements.

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

The school's distinctive Christian character is outstanding because a core set of seven Christian values has explicitly raised the school's Christian ethos and has had an exceptional impact on the lives of children and families. The school community has recently challenged itself to review its values in order that they have the maximum impact for 'living life to the full'. This Biblical teaching is in evidence throughout the school. These new values build on those previously embedded and so enhance the existing vision. The values of forgiveness, compassion and friendship are current strengths of the school, being inclusive to all members of the school community. All are clearly aware that their interpretation has roots in biblical teachings. Children readily name many Bible stories which link with each of their values. For example they talk of how compassion was shown when 'the Good Samaritan was willing to pay any expense no matter how much for a complete stranger to be made well'. These values are used as part of everyday language to support the personal development of pupils, staff, governors and those who come into contact with the school. A pupil said, 'our values help us to be better friends'. Pupils and parents talk about how these values are lived out in their home lives. One parent commented on how they now say the school prayer as Grace prior to eating their Sunday dinner. Opportunities still remain for these values to become fully embedded in the wider curriculum. Displays in the school entrance reflect the Christian nature of the school, as do those along the school corridors, the hall and classrooms. Reflection areas are used to develop pupils' thinking and raise questions at a deeper level. Pupils work well in teams and share their ideas with one another. They respond positively to being challenged and show thoughtful insights through their learning. The enquiry approach to religious education led by teachers is enabling pupils to be more confident in asking the big questions. Pupils understand the need to be tolerant of others regardless of their faith background. They appreciate that not everyone is a Christian but can still be welcomed into God's family. An older pupil said 'I am not a Christian but I still feel welcomed and they still make worship fun for me'. Pupils show considerable respect when talking about different religions and appreciate that everyone should have the right to worship according to their personal faith. This contributes to the pupils' excellent spiritual, moral, social and cultural education. There is an overwhelming sense of being valued and valuable. This is reflected in the academic progress that pupils make to achieve standards at least in line with national expectations.

The impact of collective worship on the school community is outstanding

Collective worship is outstanding because pupils understand its value and how this relates to their everyday lives. Whole school worship takes place each morning and is an integral part of the life of the school, giving support for the emotional and spiritual well-being of the pupils. Worship is distinctively Christian and fully inclusive with all pupils being valued no matter their background or additional needs, there is an overwhelming sense of belonging. They say that acts of worship 'help them to understand God better'. Worship encourages pupils to think about their own beliefs and spirituality. Pupils retell Bible stories which help them to understand the significance of their school Christian values. For example, they talk about their work on the Garden of Gethsemane and the importance of forgiveness. Acts of worship therefore transform the way pupils' behave; especially in the way they treat others. Acts of worship are thoroughly planned to reflect Anglican and Methodist traditions through Christian teaching, prayer, singing and reflection. During the morning's worship pupils responded with enthusiasm, enjoyment and appropriate reverence. They have a growing understanding of the Trinity and an excellent hall display on Pentecost helped to explain its meaning. Pupils spoke about how they had written to family members explaining how God is the Father, Son and Holy Spirit. Collective worship themes are built around the church calendar and the school's core Christian values. These are closely related to Bible stories and because of this the pupils have a good knowledge of the life of Jesus and his teachings. Prayer is in evidence throughout the school day and there is an excellent understanding of the place of prayer and how reflection helps them to be closer to God, sharing their worries with Him. Worry boxes can be found in the older pupils' classrooms and these concerns are fed into class prayers. A prayer tree is a permanent fixture in the school hall where any pupil can add a prayer throughout the school day. Pupils say they enjoy writing prayers and they understand that prayer can have many functions. Some of these prayers are placed in prayer pockets in the school hall to be used during worship time. Pupils are involved in planning and delivering acts of collective worship. The school has begun to gather evidence of feedback from pupils in a formal way. This has not yet been established for all types of worship. Senior leaders and governors all contribute to the regular monitoring and evaluation of worship. Action points coming from these are fed into the school's development plan. Parents and pupils talk about the celebration of major Christian festivals at the Church and how everyone is made to feel at home with both the Anglican and Methodist clergy

being present.

The effectiveness of the leadership and management of the school as a church school is outstanding

Significant progress has been made since the previous inspection and is now a better church school. The headteacher, staff and governors have made excellent progress in deepening the impact of core Christian values and the place of collective worship and religious education in promoting them. The school's leadership team has ensured that its vision of a distinctive Christian character successfully meets the needs of all its stakeholders. The headteacher has created a strong team that because it works collaboratively lives out this vision as a church school. The headteacher, fully supported by his senior leaders and governors has an excellent understanding of how to continue to take the school forward as a church school. Self-evaluation is thorough and accurate and based on detailed evidence gathered through meetings with adults and children. The church governor group has a very good grasp of the school as a church school through regular monitoring and evaluation which is reported to each full governing body meeting. The school has strong links with Anglican and Methodist churches and both church leaders regularly deliver worship, making a valuable contribution to school life. The role of the religious education and collective worship co-ordinator has been central to improvements in the quality of teaching which is more confident because there is a more detailed understanding of how to deliver the curriculum in exciting ways. Her scholarship with the Farmington Institute has made a significant contribution to the quality of her work and has helped gain an accurate grasp of key priorities to take these aspects forward. Interviews with children have contributed to the overall knowledge of the school as a church school. Governors make an important contribution to the life of the school through the many ways they support both adults and children. The school has outstanding links with both the Anglican and Methodist churches and encourages all of its children to participate in celebrating the main Christian festivals. Parents say the school is successful in creating a sense of belonging in which everyone treats each other with tolerance and respect. They feel the school has struck the right balance between promoting its Christian distinctiveness and letting everyone 'live life to the full'. Pupils and adults from the school attend and support Messy Church on a Sunday. The school has excellent relationships with the Diocese whose support and advice has been an important part of the school's successful improvement as a Church school. The school meets the statutory requirements for RE and collective worship.

SIAMS report October 2016 Bardney CE and Methodist VC Primary School Bardney Lincoln LN3 5XJ