



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

Barham Church of England Voluntary Controlled Primary School

Valley Road

Barham

Canterbury

CT4 6NX

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Canterbury

Local authority: Kent

Dates of inspection: 27 April 2016

Date of last inspection: 5 May 2011

School's unique reference number: 118653

Headteacher: Alison Higgins

Inspector's name and number: Jane Garrett 618

The distinctiveness and effectiveness of Barham Primary School as a Church of England school are outstanding

- The capable and committed Christian leadership of the headteacher, well supported by the strong drive and commitment to the school by all members of the school community, ensures the dynamic vision for the school's future.
- The Christian values which are lived out in practice by the whole school community so that all pupils are nurtured and valued, so creating an environment where all children thrive and are happy.
- Collective worship that is central to the life of the school and links to everyday life.
- Relationships between the school and church which are mutually beneficial and supportive and a model of outstanding practice.

### Areas to improve

- Give pupils a deeper understanding of the Trinity.
- Ensure that the school's behaviour policy incorporates the Christian values and matches current practice.

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

The Christian ethos of the school is very strong and permeates every aspect of school life, from documentation and displays through to classroom practice. There is a total commitment

to each individual child both academically and emotionally within a very supportive school community. This is evident from academic results achieved by children including children who are in receipt of pupil premium or have special educational needs. There are five school values: thankfulness, compassion, service, humility and endurance. These are linked to specific Bible stories and also reinforced in other stories when relevant. The values are embedded in all areas of school life, especially by the way in which children are valued and cared for. Another result of this is the mutual respect children have for one another and the outstanding behaviour and good manners of the pupils. Pupils warmly accept children from other cultures and faiths. One child stated that, 'All children in school are like a best friend'. All new parents receive a leaflet about the school's Christian values. These values are not yet incorporated into the school behaviour policy. Through the school's buddy system older children take responsibility for and care of younger children very seriously. Links to other faiths are made in the teaching of religious education (RE), such as Christian pilgrimage and Lent and the Muslim hajj and Ramadan. Creative days such as 'Epiphany around the world' help to give pupils a good overview of Christianity as a global faith. The school also shows care for the needy throughout the world by raising money for charities. This includes giving to the refugee crisis and supporting the Malawi Association for Christian support.

The impact of collective worship on the school community is outstanding

Worship makes an outstanding contribution to the life of the school, indeed it is at the heart of it. The headteacher co-ordinates worship well, in liaison with the incumbent, and acts of worship are of a high quality. The school uses the diocesan scheme for collective worship, which is Bible based, follows the Church year and uses Anglican liturgy. All teachers and clergy lead an act of worship weekly. The school has appointed some children as worship leaders. Their roles include: welcoming to worship, leading singing and actions, planning and sometimes delivering worship. Children attend services in church for major Christian festivals, creative days and the occasional Eucharistic service. The contribution to worship made by the local clergy is immeasurable and very imaginative. The prayer life of the school is enhanced by creative prayer days organized by the clergy. As part of this a plasma ball was used. One child wrote that 'It was like God knew where you were without Him being there'. Another child explained that when using the prayer labyrinth it was very special because, 'I think the corners are like following Jesus, there will be a few twists and turns on the way but you can never be lost, He will always be there to guide you'. Every class has a book of prayers written by the children and regularly used for worship. Children are aware of aspects of the Trinity but as yet this is not firmly embedded. During collective worship, a story based on Samuel anointing David as king emphasised that everyone is important to God no matter how they appear to look. Reference was also made to the adage 'Do not judge a book by its cover'. Worship is monitored and evaluated by children, staff, parents and governors. This process has brought about increased involvement of children in worship, which generates considerable excitement.

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

All areas for development from the last inspection have been effectively addressed. All governors offer good support at every level by observing and evaluating the school's progress as a church school and acting as a critical friend to the newly appointed headteacher. The shared Christian vision and values of the school have taken firm hold in all areas of the school. This has been achieved by the senior leadership team, governors and the church quickly and accurately identifying the main strengths and weaknesses and then taking decisive action to bring about change. The impact of this has been that pupils can articulate Christian values and readily apply them in their daily lives. Reflective practice involves all groups of the school community. The role of church and school has become intertwined and mutually beneficial. The incumbent supports the headteacher and staff very well and he, or someone else from the church ministry team, leads worship in school every week. There is a particularly close interrelationship between church and school because a high proportion of parents are church-goers. Parents comment that they started going to church at the insistence of their children. The Bishop of Dover led a commissioning service for the new headteacher, signifying the importance of her role as the spiritual leader of the school. Pupils regularly attend events at Canterbury Cathedral, so helping them to identify with the church nationally as well as locally. Professional development is seen as a priority for new and existing members of staff such as the newly appointed RE leader. Through recent training staff now feel very confident and well supported in the delivery of RE, enabling them to deliver very creative lessons. The assessment of RE was an area for development at the last inspection. This has been addressed and assessment is now well established across the school. As a village school, it has a high profile within the community. The choir sometimes visit a local care home, local people help the school with gardening expertise and pensioners attend the Harvest service and afterwards are served tea by the children. All these activities help to build relationships within the village and give pupils opportunities to express their care and concern for others.

SIAMS report April 2016 Barham Church of England Primary School CT4 6NX