



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Barkisland Church of England VA Primary School</b>	
Address	Scammonden Road, Barkisland, Halifax, HX4 0BD
School vision	
<p>WE BELIEVE, WE NURTURE, WE SUCCEED. May he give you the desire of your heart and make all your plans succeed Psalm 20:4</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders and governors are committed to sustaining the school's development as a Church school. A recent review of the Christian vision has ensured that this is central to all the work of the school.</li> <li>• The wellbeing of all is of paramount importance to leaders. Nurturing support for mental health and wellbeing meets the emotional needs of pupils and adults well, allowing all to flourish.</li> <li>• Collective Worship is invitational and inclusive. It offers the whole community a time for spiritual reflection which is valued by both staff and pupils.</li> <li>• Religious education (RE) provides a safe place for pupils to explore beliefs. It contributes strongly to pupils' understanding of diversity and differences. Pupils are particularly knowledgeable about world faiths.</li> <li>• An extensive menu of additional activities, which change regularly, offer numerous opportunities for pupils to develop and pursue interests. Arranged both at lunchtime and after school, these enrich the curriculum and support flourishing.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Continue to monitor the impact of the Christian vision upon flourishing of pupils and staff. This is so as to inform decisions and shape the ongoing development as a Church school.</li> <li>• Embed systems for seeking pupils opinions and enabling them to express their views. This is in order to empower them further as agents of change, both within the school community and beyond.</li> <li>• Develop a more systematic approach to the teaching of Christianity as a multi-cultural world faith. This is so as to deepen pupils' understanding of differences and diversity within global Christian communities.</li> </ul>	
Inspection findings	
<p>Barkisland is a nurturing school where all feel valued. Governance is a strength of this semi-rural school. Governors value the challenge and support that the relatively new partnership with Leeds diocese brings. Leaders have reviewed the Christian vision to ascertain that it remains relevant to the needs of the community. They ensure that it is known throughout the school community and that it underpins all strategic development and planning. Leaders and governors monitor and evaluate the impact of the vision upon the schools' Christian distinctiveness and the flourishing of</p>	

all. This is at an early stage and needs to embed.

Rooted in Psalm 20, the statement 'We believe. We Nurture. We Succeed' is prominently displayed around school. Pupils and staff relate how this encourages them to believe in themselves and aspire to 'be the best I can'. Pupils explain that the vision inspires them to keep trying even when things are difficult. Staff welcome access to professional qualifications which help them develop. For example, middle leadership and leading teaching qualifications as well as the national special educational coordination (SENCO) award. Empowered with knowledge and confidence, staff nurture other adults through leading and supporting them in new learning. Staff state that their wellbeing and work life balance are important to leaders, thus supporting their flourishing.

Adults know pupils well. Each pupil is valued as an individual. Systems and procedures ensure that pupils with special educational needs and/or disabilities (SEND) experience success at their own level. The inclusion manager liaises regularly with staff and parents to ensure that the needs of all are met. As a result, all pupils, including the vulnerable, make progress. Opportunities for spiritual development, described as 'starting with looking at self and working outwards' are incorporated into learning. These reinforce the belief pupils have in themselves to achieve and how they can support others also. Planned learning and varied additional activities provide opportunities for all to develop skills and interests so as to flourish holistically. For example, sports, mindfulness colouring, sign language and drama.

With guidance from the diocese, leaders have implemented a number of changes to collective worship. These have been welcomed by both adults and pupils who value the daily opportunity to pause and reflect. The importance of the vision is reinforced through the school prayer and the responses as the candles at worship are extinguished. Prayer is an integral part of worship with pupils being invited to participate. Alongside the seasons of the Church year, the values which underpin the vision drive the themes for collective worship. Enthusiastic singing enhances worshipful occasions. Pupils actively engage in worship, confidently sharing responses with the whole school. Quiet reflection times offer pupils opportunities to consider the important messages from worship and how they can respond to these. For example, 'how can you give hope and aspiration to others today?' Good links with the local church mean that pupils visit for celebrations and the vicar leads worship regularly in school. Pupil worship leaders have clear ideas about how they want to make a difference. For example, influencing the hymn choice and the introduction of more biblical stories. A period of reflection at the end of the day supports the spiritual development of pupils. In addition to reinforcing the daily worship theme, it offers a time for quiet and individual prayer.

Affirming relationships between adults and pupils underpin all aspects of this caring community. Pupils know that they can speak to adults at any time and that they will be listened to. Governors prioritise decisions that will enable all to flourish in their pastoral and academic wellbeing. For example, the importance of the pastoral support worker to the wellbeing of pupils. The nurturing support offered to pupils suffering emotionally and with anxiety impacts positively on their lives. They develop coping mechanisms and improved self-esteem helping them to achieve. Pupils behave well. They say that, when they fallout, they use their vision of nurture to make up. Bullying is rare and pupils report that they feel safe in school. Parents appreciate that staff have time to talk to them. They speak positively about the help that they receive to support their own wellbeing.

Pupils' developing understanding of justice and responsibility is informed by collective worship and their learning. The Archbishop of York Young Leaders Award and personal, social, health education (PSHE) are drivers for this also. Inspired by the curriculum and worship, pupils are passionate about their responsibility to look after the environment. Pupils want to 'be the change you wish to see in the world'. Activities independently undertaken to achieve this include litter picks, clearing



woodchippings in the park and creating posters for dog owners. Some pupils are aware of issues such as conflicts, discrimination and unlawful imprisonment and how these are unfair. Pupils flourish through the numerous opportunities there are for them to take on leadership roles. They identify that leadership gives them confidence and are proud of how they can nurture others to achieve. For example, playground leaders and buddies. Pupil learning detectives, assigned to different subjects, undertake monitoring with leaders so that their views can be heard. This has already resulted in a review of books in class libraries. Every Voice Matters, a school initiative, has been introduced to replace the school council. This provides opportunities for all to be involved as all pupils can suggest their issues for consideration at drop-in sessions. As a result, pupils feel empowered to make a difference, both in school and the wider community. Sparkie Barkies, aware of their role in saving energy, now ensure lights and boards are switched off when not in use.

RE is led with enthusiasm and a determination that all pupils will flourish. In recognition of the importance of RE, it is only taught by class teachers. Monitoring shows that teaching is consistently good. Well-chosen questions and activities provide challenge to pupils to make connections and give opinions. Careful planning of tasks enables pupils, including those with SEND, to actively participate in lessons. Art, drama and debate are used widely to engage pupils in RE, a subject which they enjoy. They relish the opportunities to question and contribute their thoughts in a safe place. Pupils are particularly articulate when discussing similarities and differences in world religions. They know that Christians are found all around the world. However, pupils are less informed when discussing difference and diversity within the global Christian communities. Training through the diocese and Calderdale RE hub supports the leader in her work. The partnership with local Church schools provides opportunities to share good practice and undertake joint activities, including assessment and moderation. As a result, the leader is confident in her judgements and in leading assessment training in school. Staff value the training and support from the subject leader to enable them to deliver quality learning. Work in books and assessment data show that all pupils, including the vulnerable and those with SEND, make progress.

The inspection findings indicate the Barkisland Church of England Voluntary Aided Primary School is living up to its foundation as a Church School.

Information			
Inspection date	24 October 2023	URN	107552
VC/VA/Academy	Voluntary aided	Pupils on roll	191
Diocese	Leeds		
MAT/Federation			
Headteacher	Becky Schofield		
Chair	Vicky Warren		
Inspector	Mary Connor	No.	2132