

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Barnabas Church of England VA Primary School

Vision

Through the hope Jesus inspires, we encourage one another and build each other up to be our best selves.

Our Christian vision is inspired by the hope of God through Jesus Christ and His transformational impact. Through the hope Jesus inspires, we encourage one another to be our best selves every day. We learn from the teachings of Jesus and how he inspires and impacts others to live and flourish in hope. (Acts 4:36 and 1 Thessalonians 5:11).

St Barnabas Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision is clearly understood and lived out across the school community. The vision permeates the decisions and actions of pupils and adults. This results in a transformational effect for pupils and adults across the school community, living and flourishing together in hope.
- The vision inspires a highly inclusive curriculum design, which ensures pupils requiring additional support can be their best selves. Alongside a range of clubs and out of school activities, the uniqueness of each pupil is recognised and cherished.
- An exceptionally strong partnership between the school and local church leads to welcoming and engaging collective worship. The collaborative planning and leadership of worship significantly impacts on the spiritual lives of pupils and adults.
- Leaders and staff nurture beneficial relationships with pupils and their families. Through a vision of hope, staff relentlessly tackle challenges, supporting pupils and their families to flourish.
- The religious education (RE) curriculum is skilfully shaped to reflect the unique context of the school. Pupils effectively learn about religion and worldviews in relevant and meaningful ways. As a result, pupils live respectfully in this multi-cultural community.

Development Points

- Extend opportunities for pupils to explore issues of justice. This is to enable them to recognise their role in making meaningful changes and ethical choices.



Inspection Findings

St Barnabas is a school where staff and pupils 'encourage one another to be their best selves'. From the youngest pupils in school, there is a clear understanding of the school's vision and values. This understanding informs pupils' choices and behaviour both in school and at home. This can be seen in playground relationships where pupils live out the school values of kindness and friendship. Staff and governors are passionately driven by the vision. They review its impact carefully through listening to pupils and adults to shape future actions. Decisions around staffing are driven by the vision to ensure support is given to those who need it. Strong guidance is provided for pupils by the school pastoral manager to meet the needs of vulnerable pupils. As part of the Fioretti Trust, the school and Trust are united in their vision of flourishing. For example, the additional provision from the Trust supports staff who work with vulnerable pupils and their families. Governors and Trust members work collaboratively to ensure such strategic decisions have an impact upon the lives of pupils. As a result, the school vision makes a significant difference to the lives of pupils and adults.

The vision is central to how leaders have shaped an inspiring curriculum that recognise the unique talents of individual pupils. Whole class flute lessons, French lessons and Forest Schools are cited by pupils as ways that they can be their 'best selves'. Beyond the school day, a wealth of choice for after school activities ensures pupils can discover their interests and talents. The school has deeply embedded a shared understanding of spirituality. Opportunities to reflect and respond to current world events in spiritual moments connect the school community. This leads to pupils and adults thoughtfully encouraging others in this harmonious school. Occasions to grow spiritually are taken across the curriculum. For instance, the 'quotes, questions and reflections' books illustrate moving prayers and letters written to help and encourage those in need. Leaders are tenacious in their pursuit of minimising barriers to learning. For example, the Sunflowers provision ensures pupils with special educational needs and/or disabilities (SEND), are taught by well-trained staff. This care extends to each family, where academic and pastoral support has transformed the lives of pupils and adults.

Collective worship is a time of joy. The thoughtful use of music and singing unites the school community. Reciting the vision through actions during worship enables pupils to make meaningful connections between their vision and the worship theme. Consequently, pupils and adults make changes to their everyday life in response to Bible stories explored in worship. The school and local church work in strong partnership with the collective worship committee to plan, deliver and evaluate worship. This careful planning leads to pupils and families feeling welcomed, seen and included into collective worship. Knowledgeably planned worship includes time to pause, ponder and pray on personal responses. These enriching experiences including singing and vibrant discussion of Bible stories, result in spiritual growth. Pupils and families attend St Barnabas Church to celebrate Christian festivals, including the feast of St Barnabas. This leads to pupils thinking deeply about the impact of worship well beyond the school day.

The strong expression of the school's Christian vision leads to a highly inclusive culture. Pupils and families arriving to this school locally and farther afield, are welcomed with kindness and compassion. Staff work together to ensure new families settle well into the community. Support such as food vouchers and clothes are provided if needed. This caring approach ensures pupils are offered the best possible start, even in difficult circumstances. A bespoke behaviour curriculum develops understanding of how the school's vision and values 'encourage and build each other up'. Pupils independently offer certificates to others in class, social times or in celebration worship. Specifically recognising the qualities of others demonstrates the vision in action. Wellbeing is a high priority within the school community. Staff are highly supportive of pupils and their families who require support in times of need. For instance,



those with a specific responsibility for pastoral care and pupils with SEND, work with a range of external agencies. This ensures pupils and their families are effectively supported. Leaders are similarly active in their approaches to staff workload and wellbeing. As a result, staff feel cared for and appreciated, morale is high.

Kindness is a striking feature of everyday school life. Through the outworking of the Christian vision, pupils know and understand the importance of being upstanders not bystanders. Within the curriculum pupils are stirred by prominent activists campaigning for freedom and justice. Staff ensure pupils have opportunities to reflect on difficult issues of racism and environmental issues. This inspires pupils to respond through powerful letters to organisations and through personal prayers. Through these opportunities pupils have a strong desire to make positive changes on the lives of others. Creative responses such as community clean-up projects, partnerships with local foodbanks and improvements to the churchyard show the impact of pupil's actions locally. However, pupils' understanding of how they can actively explore issues of justice is less developed.

The RE curriculum is a strength of St Barnabas School. Leaders have crafted a relevant and diverse curriculum tailored to the vision and context of the community. Pupils visit a variety of places of worship. Parents from a range of faith backgrounds also share personal experiences of religious belief. As a result, pupils show a deep understanding of Christianity as a global faith, together with a range of faiths and world views. The well-structured, challenging curriculum supports pupils to reflect on big questions such as 'what stories do people tell about creation?' The thoughtful discussion RE provides, leads to pupils having a strong understanding of different ways of living, thinking and believing.

The quality of teaching and learning reflects the school's strong commitment to RE. Teachers benefit from professional development from the RE leader, alongside diocesan support. Collaborating with schools from across the Trust, leaders and teachers review the sequence and balance of the curriculum. This professional development has enhanced the delivery of the RE curriculum, ensuring that lessons are engaging and well-informed. Pupils are provided with engaging ways to illustrate their learning. The use of mini quizzes, personal reflections and creative art responses ensure teachers make meaningful decisions of what to teach. As a result, pupils make positive progress in RE. Pupils learning about, and understanding each other's differences through RE, supports the harmonious way they live together in their community. RE strongly inspires and impacts on how this diverse community live and flourish in hope.

Information

Address	Spring Lane, Erdington, Birmingham, West Midlands, B24 9BY		
Date	15 January 2025	URN	147478
Type of school	Academy	No. of pupils	456
Diocese/District	Birmingham		
MAT/Federation	Fioretti Trust		
Headteacher	Emma Grice (Executive Headteacher) Denise Gardner (Acting Head of School)		
Chair of Governors	Louise Ordidge		
Inspector	Matthew Welton		