



Following Jesus' example, we work together to help and support each other to believe, nurture, grow and flourish together in our learning and in our relationships, exemplified in the Parable of the Sower. We do this through our six core values: love, respect, integrity, justice, thankfulness and determination. Inspired by our vision, we want our pupils to make good choices academically and socially, to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge.

**Barton Church of England (VA) Primary School SIAMS Self- Evaluation**

**Our School Vision is based on Matthew 7 vs 12**

**Our school was judged outstanding in our last SIAMS inspection of 2017 and continues to be so for the reasons summarised below.**

Barton Church of England (VA) Primary School is in the heart of the village of Barton, just 4 miles west of the City of Cambridge. We are situated within Ely Diocese and Cambridgeshire County Council, serving the catchment of Barton and the Parish of Grantchester as well as attracting other pupils from surrounding villages who choose to attend our small church school. We are proud of our family atmosphere and our strong Christian ethos and believe our smallness to be a significant strength.

**IQ1: How does the school's theologically rooted Christian vision enable people to flourish?**

- Our scripture-based school vision has been created and reviewed in conjunction with all stakeholders over the course of several years and is the foundation of all our decision making.
- Governors engage purposefully with our school vision and values, ensuring that we triangulate our approach, with staff, governors and families sharing an understanding of priorities, keeping children at the centre.
- The school is an integral part of the community and we encourage groups to visit to share expertise and enjoy events, creating and fostering intergenerational interactions and community spirit.
- All members of our school community understand and strive to work in ways which reflect our Christian vision. School leaders and governors have evaluated the Yearly Operational and Three-Year Strategic plans through the lens of the Church of England's Vision for Education document and our Christian vision.
- As a community, we have shone a torch light on our six core values of Love, Respect, Integrity, Justice, Determination and Thankfulness, and embodied them in our 'Living Barton Values' initiative, encouraging every child to take practical steps to show their relevance in their everyday interactions.
- This initiative is supported by our Barton Bs reward system which focuses on creating an atmosphere conducive to academic excellence and aspirational learning behaviours.

In this way, the social, moral, cultural and spiritual wellbeing of all members of the Barton School community is enabled to flourish and grow, in a nurturing and safe environment.

**IQ2 How does the curriculum reflect the schools theologically rooted Christian Vision?**

- Christian values are at the centre of our curriculum development and we work with integrity in everything we do, constantly reviewing and improving our curriculum in response to the changing needs of each cohort, carefully planning and sequencing learning opportunities. We ensure that the objectives for the National Curriculum are met in creative and innovative ways. Our phonics and reading provision are outstanding, as verified by statutory assessments. Attendance is high, coming in the top 10% of similar schools. We have recently been awarded the Music Mark for the quality of our enriched music provision, recognising our commitment to provide a high-quality music education for all children in the school. We have also been awarded Gold Standard for our PE provision in recognition of the wide range of competition opportunities we offer and the high quality of our PE teaching. As a result our children benefit from a high quality and enriched experience that is wider than literacy and maths.
- We have ensured continuity and rigour in all subjects by creating Progression Documents that help us maintain a strong focus on the skills that are key to learners in each year group.
- Teachers use assessment information to identify vulnerable pupils and to plan tutoring and intervention activities to plug gaps. We have an outstanding reputation for the care of our SEND and vulnerable children, successfully applying for 6 new ECHPs, amending our provision to include pupils for whom previous experiences of school have been challenging, altering timetables with creativity with individual needs at the heart of our decision making. We are increasingly a school of choice, opening a 5<sup>th</sup> class to accommodate our numbers.
- We enrich our curriculum through regular visits, visitors and workshops, for example, Faraday Kids and Church Schools of Cambridge.
- Personal, academic, practical and outside of school successes, are celebrated each week in our Friday Collective Worship, to which parents and families are invited. In addition, we celebrate pupils' achievements through our reward cards and Golden and Subject Certificates, including one dedicated to RWE, recognising and encouraging key school values.
- Teachers, leaders and pupils provide a tripartite means of evaluating and monitoring the curriculum we provide so that it is of the highest quality. Governors contribute to this process through subject teacher-links.

In this way, Christian values are at the centre of our curriculum development, our everyday interactions and our involvement with the wider community. We believe that the spiritual, personal and educational needs of each individual child, and the well-being of all adults within our school community, should be at the forefront of all we do so that each and every one of us will 'believe, nurture, grow, flourish together' through love, respect and integrity.

**IQ3 How is collective worship enabling pupils and adults to flourish spiritually?**

- Collective Worship at Barton is a daily bringing together of the community in school in order to 'build a strength in the school community and to develop learners' understanding of Anglican traditions and practice'. It is a time of joy, spirituality, faith and community engagement that promotes our priorities and our Christian vision.
- We respond as appropriate to national, local and school needs, such as Queen's jubilee, coronation of King Charles and 'Black Lives Matter', making sure that our Collective Worship maintains its key features as an act of Christian Worship with Christian values embedded in its planning and delivery. This ensures we all look through the window and out of the door, reflecting on changes and challenges in the wider world.
- Collective Worship and weekly attendance at church alongside other local festivals, such as Harvest, help the children to become familiar with the liturgical cycle and is linked to their rural heritage in Barton.
- We reflect upon the skills and talents of those within our community as well as more wide spread inspirational advocates of courage and vision to drive us towards achieving our full potential, for example on our Values Day.
- We include a wide variety of stimuli within each Collective Worship event, promoting interactivity, visual, oral and shared experience wherever possible. Parents and children's families are regularly encouraged to take part in our gatherings to foster a sense of community spirit.
- Acts of worship include an opportunity for worship leaders to dress our 'altar', a prayerful call and response each day making reference to the Trinitarian nature of God to mirror the Anglian liturgy and improve engagement and pupil voice.
- All our pupils and adults are offered the opportunity to grow spiritually through experiences of prayer, stillness, worship and reflection.
- Our Collective Worship explores the relevance of faith in today's world as we encounter teachings of Jesus in the Bible.
- A wide range of pupils and adults are enabled to plan and deliver Collective Worship to broaden the voices contributing to it, for example in their role as clergy, School Council or Young Leader.

In this way, all members of our community have opportunities, through Collective Worship, to reflect upon their own beliefs, their attitudes with regard to 'big questions', and consider ways in which they can use their own talents and skills to impact positively and lovingly on the world around them.

**IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?**

- We believe that positive relationships with all are fundamental and drive our words and actions every day. Our safeguarding culture, policies and practices continue to be updated and disseminated regularly with our Christian vision and the teachings of Jesus as guiding principles in order to ensure that we all treat each other with respect and kindness.
- Our Behaviour and Physical Intervention Policy has been revised (Spring 2023) in conjunction with the whole school staff, based on a day of STEPS training led by SEND Service (Jan 23) and including the whole spectrum of responses from de-escalation before intervention to physical intervention strategies. We chose this therapeutic approach as it was in keeping with our Christian values.



**Barton CoFE (VA) Primary School's Theologically Rooted Christian Vision:  
Matthew 7:12 'Do to others, whatever you would like them to do to you'**



Following Jesus' example, we work together to help and support each other to believe, nurture, grow and flourish together in our learning and in our relationships, exemplified in the Parable of the Sower. We do this through our six core values: love, respect, integrity, justice, thankfulness and determination. Inspired by our vision, we want our pupils to make good choices academically and socially, to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge.

- Our teaching and support staff are inspired by Jesus' teaching to 'love one another and to do to others, as they would like others to do to them' so that when issues arise, restorative conversations, referring to our Barton Bs and our school values, enable staff to respond sensitively to wellbeing issues. As a result, in spite of some challenging SEND pupil needs and behaviours, we have had no exclusions since our last Ofsted.
- The centrality of love, integrity and respect for others is fundamental to our Christian vision and because we believe staff are our richest resource, we ensure that all have access to the LA wellbeing programme Health Assured. Teachers are supported with additional release time for subject leadership and are permitted to take PPA time at home. They are offered regular opportunities to engage in professional wellbeing discussions with an adult mental health first aid tutor. We also offer 1-1 support as needed with our Senior Teacher, for example, for planning and teaching issues. TA wellbeing has been supported through regular and purposeful training, weekly 'TA Surgery' time and TA briefings allowing opportunity for staff voice and feedback.
- Our use of Cambridgeshire PSHE programme, the implementation of the 'Healthy Friendships Programme', the Life Bus and RSE, alongside quality first teaching about these topics, has made a significant impact on pupil social, emotional and spiritual literacy.
- Our values of compassion, love and teamwork prompt us to support one another with the challenges of life outside of work, being flexible and treating one another kindly, for example, accommodating hospital appointments and family situations.
- Relationships between young and old are enhanced by the buddy system in place for our UKS2 and EYFS pupils.
- We encourage parents in our community, particularly those of vulnerable and SEND children, to communicate regularly with us and we prioritise being generous with our time in order to listen, signpost support and to create a full picture of the child's circumstances. We aim to be active listeners, responding practically to issues arising.

In these ways, our school culture is such that our whole community is confident that they will be heard, supported and respected no matter their faith or background.

**IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?**

- As a Church of England school, we believe that justice must be seen to be transparent and unbiased. Children, as well as adults, therefore contribute to policy making on Behaviour and Anti-bullying. We learn about the values that have informed our nation's justice system and the way this system functions to maintain law and order and keep us safe.
- We model the values of justice and responsibility through our Y5 Collective Worship Leaders and courageous advocacy activities so that children emulate them in their own lives. Pupil responsibilities at Barton include Y6 / EYFS Buddies, House Captains, School Council, Young Leaders and EACH Ambassadors.
- We engage with the Bishop's Lent challenge each year to broaden our pupils' appreciation of issues in the wider world (Where is God in This World and Fill My Cup), highlighting the diversity of the Christian faith alongside Black Lives Matter, Windrush and Jamaica history units of work.
- We have developed a school garden, in conjunction with the wider community, to learn about food provenance and foster an understanding of the preciousness and unequal distribution of essential resources.
- We teach the children about a range of charities such as The Children's Society at Christingle, EACH through a variety of fundraising means and MacMillan Nurses through coffee mornings, Diabetes UK, Water Aid to help children to understand the challenges others experience.
- We commemorate Remembrance Day so that children can reflect upon the cost of the good fortune we experience at Barton.
- Intergenerational events enable children to gain an appreciation of others' lives and their lived experiences.
- We have initiated a variety of social enterprise projects including a Fairtrade and food waste initiative and shoe boxes for Ukraine to encourage children to look beyond their own immediate experiences.
- We are constantly seeking ways to make our school an inclusive, democratic community in which everyone has a voice, for example, engaging with non-competitive sporting events for a range of abilities and developing partnerships such as with Cambridge Food Banks. We encourage and seek to hear pupil voice on a range of issues and our School Council and Young Leaders (NYLG) challenge injustice and bring around real life change.

In these ways, our school challenges our pupils to look out the window, reflect on what they see and walk through the door and take up the opportunities to make a difference.

**IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education?)**

- RWE is given prominence in our school curriculum and all children throughout the school benefit from up to 10% of their learning time dedicated to our religious and worldviews education so that they have high levels of religious literacy. It is taught by fully qualified class teachers and is a high priority at Barton in line with other core subjects ensuring quality first teaching.
- We liaised closely with the Diocesan advisor to prepare a spiral curriculum that is compliant with the Agreed Syllabus which prioritises the teaching of Christianity (60% curriculum time) through the use of the 'Understanding Christianity' programme, building upon previous learning for a deep and thorough understanding of the subject matter. We use Emmanuel Project to support the teaching of other World Religions (40% curriculum time).
- Governors, the Headteacher, RWE lead and Foundation governors have monitored our provisions through observation, book scrutiny and discussion with teachers and pupils and changes to our provision have been made accordingly.
- We plan for at least three full days of enrichment activities each academic year to provide our children with variety, thought provoking experiences and opportunities to consolidate their own thoughts and feelings.
- Unit plans and the quality of teaching and learning are monitored each half term for coverage and content and each class teacher's RWE teaching is observed and discussed in dedicated sessions. This ensures the highest quality of teaching and learning. Pupil voice corroborates our evaluation that RWE in Barton is enjoyable, valuable and purposeful.

In these ways, we ensure that our RWE curriculum is effective, impactful and stimulating.

**IQ7 What is the quality of religious education in a voluntary aided school?**

- Throughout their time in Barton, our pupils develop their understanding of the events in the Christian Calendar and their significance for members of the Christian Church.
- We understand that the religious and worldview education we provide must educate for hope, aspiration, dignity and respect so that as a community we can live well together.
- As a result of appropriate pedagogy, resourcing and time allocation, teaching and learning in RWE in Barton is good.
- All lessons are taught by skilled, qualified teachers and our RWE provision ensures that our pupils develop a deep understanding of Christianity alongside other world religions and world views in an environment of trust, respect and empathy.
- We provide opportunities to learn about the beliefs, values and traditions of individual believers, communities, societies and cultures to reflect our belief in the importance of equality and inclusion.
- Teachers understand that, whilst faith groups share certain characteristics, belief systems and practises are determined by cultural, political, social and geographical factors and reflect this in their use of language of degree: *some* Muslims, *many* Sikhs, *several* denominations of Christianity.
- Inclusivity of all our children is uppermost in our planning of activities and learning, reflecting the Church of England's vision for education to promote 'wisdom, knowledge and skills for the common good of the whole community'.
- Our spiral curriculum based upon units of study in Understanding Christianity, enables us to return to key strands such as Creation, Incarnation and Salvation, revisiting important concepts and deepening understanding of the Big Story and build upon previous learning.
- Unit content is assessed before and after it is taught, based on pupil understanding of key vocabulary and teachers track progress across the school with knowledge of PT 1 and 2 at its core, ensuring that amendments can be made to planning and delivery to plug the gaps, where necessary.

In these ways, we ensure that the quality of our religious and worldviews education prepares our children emotionally to formulate their own identity, to develop positive relationships within their communities, to appreciate the diverse range of cultures, and consider the bigger questions associated with being human.



**Barton CofE (VA) Primary School's Theologically Rooted Christian Vision:  
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