



A Christian presence in every community

Barton Church of England (VA) Primary School

SIAMS Self- Evaluation

Date of last SIAMS Inspection June 2017

URN: 873 3301



School Context

Barton, meaning 'barley enclosure' has existed as a village since before Anglo-Saxon times. Fittingly, the first mention of a school in 1602, was organised by the village vicar, though it was not until the founding of the 'National Society for Promoting Religious Education in Accordance with the Principles of the Church of England' in 1811, that the first purpose-built school building, financed by the Church and local landowners, was opened on Saturday July 23rd 1842. In accordance with our school Trust Deed of 1872, we are committed to providing inclusive education for all in our community. Barton School today remains a Christian foundation, and its approach to the education that it provides for its pupils is based on the beliefs and values exemplified in the life and teaching of Jesus Christ. The school's ethos is formally described in the Instrument of Governance (2006) as follows:

"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experiences it offers to all its pupils."

Our School's Theologically Rooted Christian Vision:

Matthew 7:12 'Do to others, whatever you would like them to do to you'

Our vision is taken from Matthew 7:12 "Do to others whatever you would have them 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.

We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further. Our Christian ethos and school values focus on developing the children's moral, spiritual, social and cultural understanding. These are woven, like a golden thread, into every aspect of school life.

Who are we?

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. Currently, in 2024 - 2025 we have 121 pupils on roll, our 'maximum pupil number' standing at 120. Due to our close proximity to an internationally renowned teaching hospital and university, we have a significant number of families joining us mid-year. Currently, we have a five-class structure of mostly mixed year groups, ranging from EYFS to Year 6. We have f/t headteacher (also SENDCo), p/t senior teacher and 5 f/t teachers. The majority of our pupils progress to the local secondary school, Comberton Village College with some pupils transferring to private schools in Cambridge or St Bede's Inter-Church School in Cambridge. Barton CofE (VA) Primary School is in an area of lower-than-average social deprivation. SEND is 9% (11 pupils), EHCP 2.5% (3 pupils), EAL 24% (29 pupils) – nearly all speak fluent English, Pupil Premium 6.6% (8 pupils). Our pupils are from a variety of ethnic backgrounds, and this adds a rich cultural diversity to our school community. Our religious profile is increasingly diverse: 50% Christian (CofE, Catholic, other denomination), 8% other faiths, 42% no religion/unspecified.

Governors are very active in the school and continue to review the status of our maintained church school. They are seeking guidance from the LA and the Diocese on the best way forward with academisation, whilst ensuring we retain our distinctive identity as a church school. The school is fully integrated into the local community, where local people and families both benefit and serve one another. Links with the local churches are strong, with clergy involved in the school, currently clergy from Barton and Grantchester churches are not on our Governing Body. The CB23 network of 14 schools (both church and non-church) support one another in training, networking, subject leadership, moderation, governors, school admin staff etc.

The head leads Collective Worship and carefully plans weekly worship using our vision and values. Planning is shared with staff, clergy and other visitors. Pupils are involved in leading worship.

Monday – whole school, head leads with value or theme of the week

Tuesday – whole school, choral worship – head leads

Wednesday – clergy led at St Peters, parents invited. "Welcome Wednesday" once a month when we welcome parents into the classrooms

Thursday – class-based Collective Worship based on the value or theme of the week

Friday – whole school celebration Collective Worship – parents invited.

Religious and Worldviews Education (RWE) is led by our experienced and knowledgeable senior teacher, who has undergone training, both previous and recent, from the Diocese. Understanding Christianity is used for the Christian faith and the Emmanuel Project for other religions. A spiral curriculum has recently been introduced to enhance recall of information and build on knowledge. RWE is taught by class teachers, supported by the RWE lead. Pupils have individual RWE books plus class floor books to record their learning. Regular moderation and adaptation to the curriculum is being made. Enrichment days and visits to local places of faith enhance RWE. It is clear that the new spiral curriculum, with the big questions, is having a positive impact on pupils' learning.

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

Our school vision and values are shared widely on documents such as staff appraisals, Yearly Operational Plan and Three-Year Strategic plan, on our website, in displays in public areas and on our lobby interactive board so that all visitors are in no doubt about the nature of our priorities and ethos. Our class-based reward system reflects our values in a practical and child-friendly way. Collective Worship explores key Christian values and ensures that our pupils have opportunities to familiarise themselves with our school vision. As a result, all members of our school community understand and work within our Christian ethos, vision and values. Our values are clearly scripture based and in line with the Church of England 'Vision for Education', and whilst we acknowledge that they could equally be found in secular-maintained schools, they embrace everyone whether they have a religious or non-religious worldview.

Value: Love *1 Corinthians 13:4-7 'Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.'*

Value: Integrity *Titus 2:7 'And you yourself must be an example to them by doing good works of every kind. Let everything you do reflect the integrity and seriousness of your teaching about everything. Set an example of good works yourself, with integrity and dignity in your teaching.'*

Value: Respect *Matthew 7:12 'So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.'*

Value: Justice *Micah 6: 9 'What does the Lord require of you? To do justice, love mercy and to walk humbly with your God.'*

Value: Thankfulness *Psalms 28:7 'The LORD is my strength and my shield; my heart trusts in him, and he helps me. My heart leaps for joy, and with my song I praise him.'*

Value: Determination *Joshua 1:9 'Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.'*

Our scripture-based school vision is the foundation for all our decision making. Our vision has been developed in conjunction with all stakeholders over the course of several years, regularly reviewed by staff, governors and pupil voice, taking into account parent views (via questionnaires and face to face meetings).

School leaders evaluate the Yearly Operational Plan and Three-year Strategic Plan with staff through the lens of the Church of England's Vision for Education document and our Christian vision, "to do to others whatever you would have them do to you". This is the basis for our priorities and has resulted in rapid improvements in the quality of curriculum, teaching, learning and pupil behaviour:

- Priority 1a, Leadership and Management, to ensure that the well-being of staff members with subject responsibility is safeguarded and protected. We provide regular 1-1 surgery time with a qualified mental health counsellor.
- Priority 3, Personal Development, Behaviour and Welfare, in keeping with the Bible's teaching that we are all made in the image of God (Genesis 1:27) and therefore equal, we have ensured that all staff have completed STEPS training so that the well-being and safety of all staff and pupils is prioritised, including the vulnerable and disadvantaged.

- Priority 5, improvement in outcomes: Early Years, our phonics data has improved greatly, Year 6 SATS results 2024 were in line with national expectations.
- A spiral curriculum in RWE has been introduced and is positively impacting learning, for example raising awareness of big questions and spirituality
- Diocese training on provision and monitoring of Collective Worship has resulted in greater cohesion and pupil and staff engagement
- We have increased the number of Courageous Advocacy projects, such as our climate change and fair-trade initiatives
- Governors' budget decisions are made according to our vision, for example, the introduction of a fifth class that has positively impacted the teaching and learning for all children
- Foundation governors take an active interest in our SEND and disadvantaged pupils, initiating meetings and holding us to account as necessary, as well as promoting environmental awareness and global citizenship.
- Ofsted (2020) agreed that *'Governors play their full role in ensuring that the school provides a good quality of education and care. They know what is going well and what needs to be better'*.

We have shone a torchlight on our six core values, as a staff, a governing body and through our School Council, to identify ways in which pupils, appropriate to their age, can demonstrate them. Each value, love, respect, integrity, justice, determination and thankfulness, was explored on our 'Values Day', where pupils learned from Christian heroes of the past who exemplified these values, for example, Mother Teresa. Our 'Living our Barton Values' initiative was launched by School Council members in Collective Worship, ensuring that all adults and pupils have a clear understanding and practical examples for how to live out our vision every day.



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

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.

We believe that it is very important to provide all children with a range of opportunities to help them develop spiritually. We understand that spiritual development may not be synonymous with Religious and Worldviews Education and Collective Worship and can be explored through many different curriculum areas. We focus on the idea of 4 aspects of spirituality: self, others, world and beauty and beyond, united under the Christian value of 'Love', which is at the heart of our values cross. See our Spirituality Policy for examples of how spirituality is addressed across the curriculum.

We plan opportunities to consider 'big questions' about life, using the concept of windows to help us consider the wider world, mirrors to reflect on our inner world and doors to encapsulate our intention to be active and courageous in the changes we make to our words and actions. For example, during our recent RWE Enrichment Day, all classes considered their responsibility for the natural world and their place within it.

We believe children's spirituality is like a delicate flower that all too often struggles to survive. It needs the special tender loving care that we, as educators, are in a position to offer. It might not be for us to see the fruits of our labours, but that is the nature of life-long learning and education. We must value children's spirituality for where it is now, as we share their world. We must also look to the future, for unless the roots are strong, there will be nothing for those who take over the responsibility from us to go on nurturing them. This reflects the Parable of the Sower.

We evidence our commitment to working with integrity in everything we do by constantly reviewing and improving our curriculum in response to the changing needs of each cohort. We ensure that the objectives for the National Curriculum are met in creative and innovative ways. For example, in 2023 Spring ii, a whole school, courageous advocacy project focused on environmental issues such as deforestation and the rainforest, linking to our literacy, geography, science and PE curriculum, culminating in an end of term celebration to which older people from the village were invited, alongside other dignitaries from the Church and community. We adapt to the yearly changes in class numbers and profile, seeing these challenges as opportunities to enhance our provision and as part of our duty to strive towards providing the very best to all of our children each year. Ofsted (2020) commented that *'leaders have changed the curriculum. It reflects the school's values and it matches the ambition of the national curriculum. Leaders have forged strong partnerships within the local community.'* Teachers work hard to link lessons to the children's interests and reorganise topics and lessons in order to accommodate them. They use pedagogically sound practice with reference to recent research such as that in EFF guidance documents, Ofsted subject reports and support from county subject advisors in English and Maths. We ensure that all staff have an input into the training they require and prioritise regular opportunities for all staff to refresh their subject and pedagogical knowledge throughout the year. For example, all classroom staff have completed 6 hours of reading training so that our new reading scheme can be understood by all and fully implemented in school.

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. This year, we addressed the Government's initiative for improving the provision of girls' football and now have a flourishing girls' football team that has been invited to play at Cambridge United and Norwich Football Stadium.

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. These are used as reference in our planning and to help us to identify for parents, during consultations, what their child needs to succeed. We have developed an equally rigorous assessment regime that ensures regular content and formative assessment within each unit of learning, alongside effective, planned summative assessments at the end of each half term. As a result of our flexible planning and regular monitoring, our children make good progress across the curriculum.

Teachers use assessment information to identify vulnerable pupils and to plan tutoring and intervention activities to plug gaps. Time and resources are prioritised for all children in need, especially SEND. For example, year 2 handwriting issues, which have affected their English data, have been addressed through regular, small group HLTA support. We have reorganised timetables this year to increase the amount of small group, focused phonics, reading, spelling and handwriting teaching and learning for EYFS and KS1. Similarly, an activity to support speaking, listening and social engagement was

implemented for a group of LKS2 pupils to support their interactions. Moderation of children's work with other schools in order to make sure our evaluations are robust and standardised, in conjunction with our tracking system, enables us to identify what we need to do to enable children to catch up.

Our Headteacher is also our SENDCo. Through the preparation of our Pupil Premium Strategy Statement by our SENDCo, staff and governors are made aware of the challenges and intended outcomes of our individual vulnerable children each year. For example, we have enhanced these pupils' cultural capital through providing funding for residential stays and trips. The SENDCo meets regularly with class teachers to discuss the specific needs of SEND children, supporting teachers to amend their provision in accordance with their best interests. We demonstrate the values of respect, love and justice e.g. by providing one of our EHCP children in Year 1 with a quiet space to work, one to one with a TA, creating a bespoke curriculum and timetable where appropriate, even though space and human resources are limited in our small school.

We provide enrichment activities above and beyond the provision required in the core and foundation curriculum. At least one educational trip and one visitor each term is organised for each year group linked to our themes and topics. Recent visits include to the Cambridge Theatre, London (Matilda), Lyceum Theatre (Lion King), O₂ (Young Voices), Cambridge Arts Theatre (pantomime), numerous sporting competitions and outdoor activities, residentials at Grafham Water and West Runton, West Road Concert Hall, Sedgwick Museum and Fitzwilliam Museum. As part of our RWE curriculum the whole school visited Ely Cathedral and the associated stained glass window museum. Our two-year rolling RWE programme includes physical tours of a variety of places of worship. As part of our SMSC provision, we organise trips to our chosen charity East Anglian Children's Hospice (EACH), Jimmy's Night Shelter and our local Food Bank, Cambridge Sustainable Food.

Recent visitors include author and illustrator Catherine Barr, author Pippa Goodhart, African Drumming (Education Workshop), HistoryoffthePage, musician and composer Douglas Coombs, Cambridge Science Centre, Donarbon Recycling Outreach, Viking boat building and theatre groups.

All our staff and volunteers contribute to the rich and varied opportunities we provide for emotional, social and academic growth and fulfilment before, during and after the school day. From inter-year group, House Team activities, cross-generational events, fundraising and learning days dedicated to RWE, sport and the arts, Barton is driven by an aspiration to provide an environment in which children are excited by their learning, feel valued by those around them and are able to discover and develop their own unique gifts within a happy, welcoming and safe environment. Within our curriculum we seek to provide space in which our worldviews can be explored. Our on-site breakfast and after school club (Stepping Stones) supports families to give their children a nurturing start and finish to their school day. We provide a range of other enriching opportunities for our children, namely, boxercise, recorder lessons, tutoring and booster classes in the morning; singing, instrumental music, dance, martial arts, football, gymnastics, multisport and netball after school.

Personal successes, academic, practical and outside of school, are celebrated each week in our Friday Collective Worship. In addition, we celebrate pupils' achievements through our reward cards and Golden and Subject Certificates, including one dedicated to RWE. Pupils' confidence and self-respect is built

through a wide range of activities such as public speaking, young leaders, end of year performances, Barton's Got Talent, project homework and dance and sporting competitions and CB23 schools' careers convention.

Teachers, leaders and pupils provide a tripartite means of evaluating the curriculum we provide. For example, recently our older children were invited to express their thoughts and feelings about RWE and Collective Worship, making some actionable suggestions for how it could be improved. Visitors frequently remark upon the children's accomplishments, confidence and behaviour.

We have an outstanding reputation for the care of our SEND and vulnerable children, successfully applying for 5 new ECHPs, amending our provision to include pupils for whom previous experiences of school have been particularly challenging, altering timetables with creativity with individual needs at the heart of our decision making. For example, we arranged for weekly Forest School, horse riding (RDA), small group swimming experiences, drama and play therapy and STEM expert tutoring from Anglia Ruskin University for some of our ECHP pupils.

Pupil premium money is targeted to provide extra opportunities such as music lessons and residential. Staff continue to work closely with external agencies to support vulnerable children, engaging with court orders, social services' advice and admissions team's guidance to facilitate the most appropriate support for them as well as offering guidance and direction through our family worker, or providing signposts for parents. Our staff respond quickly to needs, making referrals to outside agencies promptly, encouraging parents to come into school to talk through their concerns.

Our SMSC policy supports our Christian ethos. For example, through our Collective Worship, we have explored the concepts of democracy, liberty and tolerance, which are aligned to our school values of gratitude, compassion and responsibility. We have engaged each year in the Bishop's Lent Challenge. The children were challenged to demonstrate our values in small, daily acts of kindness and respect, for example, leaving an encouraging note for someone to enable them to grow and flourish. This ultimately led to our 'Living Barton Values' initiative. Furthermore, our Young Leaders, who participated in the Archbishop of York's NYLG (National Young Leaders Group) planned and delivered an intergenerational reading event in order to combat the loneliness they perceived to be an issue in the wider community. This event was hugely successful, resulting in more volunteers coming in to support our learning in school.

We invited parents into school for workshops focused on our reading and phonics programmes so that they are kept up to date with the methods and strategies their children are learning. This includes evening 'bedtime' reading sessions to encourage reading for pleasure.

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', (elydiocese.org/education/schools/collective) and is "wholly or mainly of a broadly Christian character." Themes are based on our vision and values. We respond, as appropriate to national, local and school needs, such as Queen's Jubilee, coronation of King Charles and 'Black Lives Matter' as well as following the liturgical cycle.

Half termly themes and values are delivered through a beginning-of-the-week, whole school launch, followed by more intimate classroom assemblies, Church-based weekly gatherings led by our head teacher and local church representatives and end of week family celebrations. 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 linked to their rural heritage in Barton.

Our daily act of collective worship, aims to give pupils and school staff the opportunity to:

- Express praise and thanksgiving to God (**2 Chronicles 5:13**)
- Foster respect, celebrate differences, learn from each other and deepen spiritual awareness
- Reflect on the character of God and on the teachings of Jesus (**1 John 4:8**)
- Affirm Christian values and attitudes (**Matthew 5:3-12**)
- Share each other's joys, successes, challenges and times of sadness
- Celebrate our Christian heritage and special times in the Christian calendar (**Luke 22:19-21**)
- Include opportunities for those of a religious or non-religious worldview to ponder the bigger questions of human existence and to consider their own beliefs and priorities in a Christian context.

During Collective Worship we link Bible stories and Jesus' teachings to our lives and experiences. We also look at the world around us, current affairs and draw upon the lives of inspirational and courageous people. A pattern is followed for worship each day: the altar cloth is laid out, a prayerful call and response is echoed, the candle is lit to create a thoughtful atmosphere, a theme is explored, moments of quiet reflection/prayer take place and a song is sung. At the end of worship, pupils reflect upon our strapline: Believe, Nurture, Grow, Flourish Together and say the school prayer of blessing. We ask 'big questions' in a rhetorical way, to consider during prayer time, thus creating an inclusive and invitational approach. Pupils are actively involved through words, action and song, with a wide variety of stimuli: interactive, visual, oral and shared experiences wherever possible. We are mindful that 42% of our pupils do not have a religious worldview and this is taken into account during worship. We make sure that there are regular opportunities for parents and children's families to join us. Themes for each half term are shared with families through the school bulletin and on the school website. Pupils and families are familiar with and invited to weekly church worship. We have strong links with the local parish and the Baptist church in the village and other Christian organisations: Church schools of Cambridge (CSOC) and GenR8. Pupils have a wide experience of the Christian faith as a result.

Prayer is an important part of our school during Collective Worship and as a grace before lunch. We have reflective areas in the hall (provided by the local church), thought provoking questions in the entrance hall, displays in classrooms, and reflections on the school website. Our Collective Worship provision is described on the school website, including the statutory requirement to offer parents the right to withdraw.

Our School Prayer

We also express the prayer through sign language in recognition of children within our school with a hearing impairment.

Dear Lord Jesus,

We shall have this day only once.

Before it is gone, let us be true to our Barton Bs: be safe, be respectful, be learners.

Help us do all the good we can, so that each day at Barton is a good day. Amen

At the end of Collective Worship, we encourage pupils to reflect on what has been said and apply the principles to their daily life and say the blessing:

May God the Father watch over us

May God the Son walk with us

May God the Holy Spirit work through us

Until we meet again. Amen

As we continue our day, may we believe, nurture, grow and flourish together.

During the year, there are additional planned worship experiences such as the Rogation walk, Remembrance Day, Forest church, Christingle, Inspire Day. Foundation Governors, parents and local clergy help to organise these events. Foundation Governor involvement also includes visiting the school, attending Collective Worship, meetings with relevant staff and the Diocese. To support ongoing evaluation, regular visits are undertaken by all members of the full governing body, who spend time in the classroom with a particular focus for each visit, including discussions with the class teacher and book-looks. Recently, RWE and Collective Worship have been a focus. As a result, governors use first-hand experience and knowledge to inform strategic decisions.

The Diocese plays an important role in the school, through support and training. Training for new foundation governors is provided. We take part in the Bishop's Lent Challenge each year. Governors have met with Diocesan representatives to discuss the spiritual development of the school at the annual SIAMS conference. Foundation Governors have met with the Headteacher to discuss the parish covenant. Foundation Governors have a good understanding of all aspects of Collective Worship and are able to offer advice and guidance related to it. Collective Worship is monitored by means of regular Foundation Governor, SLT peers, and pupil voice observations and feedback. Feedback from Foundation Governors confirms that Collective Worship is well planned, engaging, timely and relevant to the needs of the children. We responded to the pupil's request to have Collective Worship buddies and to increase active involvement for all.

Since our last SIAMS inspection, we have ensured that there are opportunities created to reflect and act on the feedback collected from the monitoring and evaluation of Collective Worship, so that there is continuous improvement. We have achieved this by: pupils being actively involved in the planning and delivering of Collective Worship e.g., EACH, strapline, signing, table dressing, candle lighting, greeting, buddy system, tech support, Fairtrade/food waste Collective Worship, leaders have supported younger children to learn sign language, choir leading Collective Worship, improved engagement and increased the opportunities for more intimate sharing of thoughts and feelings connected to the main themes, increased opportunities for phases to worship together. Adults in school report that changes to the format and content of Collective Worship has had a positive impact on their wellbeing. They recognise it as a valuable opportunity for the whole community to gather together in a shared purpose and to reflect upon important issues of spirituality connected to self, others, world and beyond. See adult/governor Collective Worship voice and monitoring evidence.

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

Our safeguarding culture policies and practices continue to be updated and disseminated regularly with our Christian ethos and the teachings of Jesus as guiding principles in order to ensure that we all treat each other with respect and kindness. Ofsted (2020) corroborates this view, saying *'the arrangements for safeguarding are effective. Staff are well trained and know the tell-tale signs that indicate that a pupil may be at risk'*. Our most recent County Audit (Sept 22) noted that *'staff believe that their school 'shouted' safeguarding. From the moment visitors arrive and encounter gates sign in procedures, ID checks it is evident that safeguarding is taken seriously.'* Governor reports post-visit include a safeguarding question and confirm that there are no issues within school as well as termly safeguarding visits to monitor pupil and staff voice, the most recent being July 24. The chair of governors monitored pupil voice and found that the children were familiar with safety procedures for fire, evacuation and so on and that they *'feel safe in school since they always have adults around to help them'*. Parent feedback via questionnaire also indicates that the wider community believes us to have children's safety as a top priority, with 95.4% of parents reporting their child feels safe in school. Each school year begins with an INSET day of child protection training so that we all remain vigilant to the needs and wellbeing of all the children in school.

We have revised our Behaviour and Physical Intervention Policy (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. As a result, the whole community understands how best to treat each other under stressful circumstances, who to turn to when overwhelmed and what strategies are most effective and least damaging to every one's wellbeing whilst preserving their dignity. All children and adults understand the key values that we teach and expect to be seen in everyday life and in our delight with each other. Our longstanding Barton Bs: Be Safe, Be Respectful, Be Learners, stem from our values and show how pupils and adults are expected to behave and what this looks like.

Be Safe

We listen carefully to instructions

We are calm and orderly

We take care of our school

We consider our impact on others

We are in the right place at the right time

Be Respectful

We are kind, we are polite, we are honest

We treat others as we would like to be treated

We show compassion and empathy

We recognise and celebrate individuality and difference

We value teamwork

Be Learners

We listen, we enquire, we think

We let others learn

We persevere and are not afraid of making mistakes
We actively challenge ourselves and ask for help if we need it
We come to school ready to learn

We have liaised with LA to provide alternative provision for those children on a reduced timetable. As a result, we have had no exclusions since our last Ofsted, in spite of the challenges some of our SEND pupils have presented.

TAs have flourished and their wellbeing has improved as a result of regular and purposeful training. Opportunities for a 'TA Surgery' and TA briefings to share information and voice worries continues regularly. Support staff have had training in the needs of AET, dyslexia and ADHD children, training to 'Help Children who Worry', Sensory Circuits, SALT support and Social Stories and Lego Therapy. Further curriculum-based training from specialists (Maths and English Advisors and School Improvement Advisors) to up-skill our staff and keep them abreast of new methods and pedagogy has also been arranged. As a result of these measures, support staff feel empowered, knowledgeable, important to the school's vision and confident to cope calmly and respectfully in challenging situations. They have been introduced to the Health Assured Policy, through which mental health support can be accessed.

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'. When issues arise, we use restorative conversations, referring to our Barton Bs and our school values, so that staff can respond sensitively to children's wellbeing issues. The Headteacher has an open-door policy so that if a second opinion or further advice is needed, all staff and pupils know where they can get it. We have appointed a Mental Health Ambassador to support pupil wellbeing. We appointed a lead member of staff to develop links with Centre 33 to support any young carers to cope with their responsibilities. We have also established 'Time to Talk', a lunchtime opportunity for pupils who wish to share their concerns or worries in a safe environment with an adult. We place great emphasis on the training and delivery of our Cambridgeshire PSHE programme, signing up for and implementing the 'Healthy Friendships Programme', the Life Bus and RSE, believing that quality first teaching about these topics make a significant impact on the children's capacity to think through and discuss what concerns them most. All classes have the opportunity to visit the reflection area so that it remains an active resource in their minds and encourages visits for private reflections at other times if they wish. We have opted to produce school lunches in-house, meaning we can respond to dietary needs and food quality to meet the children's physical wellbeing more effectively. We engage with one-off events such as Anti-Bullying Week and Odd Sock Day to promote a sense of inclusion, diversity and belonging. We make it clear to all pupils that comments based on the way a person looks are unacceptable, referring to our Barton Bs and our school vision. Our pupil equality policy was updated to reflect Luke, 14:15-24, that everyone should be 'welcomed to the table'. We believe that it is an essential part of our distinctive Christian ethos to ensure that we provide equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

The centrality of love, integrity and respect for others is fundamental to our Christian vision and as a result teaching staff are offered regular opportunities to engage in professional wellbeing discussions with an adult mental health first aid tutor. We are mindful that our teaching staff are our most precious resource and the means by which we can provide the best education for our pupils and make their wellbeing a priority. They have all been made aware of the Health Assured programme, supported by the local authority. In half yearly and end of year appraisals, time is allocated for wellbeing conversations. A

staff wellbeing questionnaire is completed each year alongside an opportunity to speak to the Chair and Vice Chair of the governing body or the link governor, if preferred. Less experienced staff are offered regular SLT support with their classroom practice in and out of class and a programme of peer observations has been started. Time out of class is provided to meet subject lead responsibilities and social events are arranged regularly to foster good relationships and reduce feelings of isolation. We are quick to notice if staff are struggling, for example with report writing, and offer emotional and practical support one-to-one. We facilitate opportunities to attend term time events, where possible, and allow PPA to be taken at home, if needs be. Each staff meeting commences with an opportunity to share worries and the Headteacher has a clear open-door policy throughout the week if the need arises. We have signed up for the NHS Staff Wellbeing and Mental Health Support Team Initiative package to provide therapeutic evidence-based interventions for mild to moderate anxiety and low mood.

We value our volunteers from the community. Time is spent sharing our Volunteer Induction Booklet, so that we can emphasise their responsibility in terms of child protection and safeguarding, their own behaviour and way to help pupils most effectively.

We encourage parents in our community, particularly those of vulnerable and SEND children, to communicate regularly with us and we are generous with our time 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. We share resources to support learning at home via the website. We organise parent consultations 3 times a year and are available for discussion on an ad hoc basis whenever the need arises. "Welcome Wednesdays" provides another monthly occasion when parents can share in their children's school experience. Parents are invited into 'Cosy Club' in EYFS class twice a week as a means of supporting the teaching of reading, especially for those who are struggling readers or do not engage well at home. The impact of these actions is evidenced in the enthusiastic support shown for our fundraising efforts, the large numbers of parents who are involved in FOBS, donations to our Amazon Wishlist and the number of parent helpers who support us on a weekly basis in class and on school trips.

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

Our school is an integral part of the local community. We encourage a variety of different groups to come into school to share their expertise or to enjoy school events, for example, Barton Lunch Club, Rotary Club and Gardening Club. We are welcomed by the local community to take part in village events such as Apple Day, Church events, carol singing and street parties to mark royal occasions. Our values of compassion, respect, thankfulness and openness guide us in all our interactions with the wider community.

Our Collective Worship themes teach pupils how to seek justice and be responsible citizens. We teach pupils how to look after our school environment responsibly. We have planted a copse of saplings in our school grounds in recognition of our duty to care for the planet (Genesis 1); we have created vegetable beds for our pupils to tend and to contribute to school lunches as a means of appreciating the natural world and improving pupils' knowledge of food provenance and we have thought about those people in our community who lack the resources to feed and support themselves. Children initiated a plan to collect food and distribute it to local food banks. These initiatives have raised the profile of environmental issues in school and have resulted in the pupils being more mindful about what they eat and their own good fortune, displaying our value of thankfulness.

Following Jesus' example, we believe that we are called to speak up for the truth and out against injustice. We therefore equip children with the skills required to be reflective, become informed and be able to make just judgements for themselves based on facts and evidence. For example, through our social enterprise project, we learned about Fairtrade products, the consequences of food waste and organised a sweet treat sale to raise money for EACH. We also collated shoe boxes of basic goods and sent them by ambulance to Ukraine. These initiatives raised the pupils 'understanding of inequality in the world and made them more mindful of the shopping choices that can be made. Some of our children were inspired to take their own actions in support of the homeless and poor, selling homemade lemonade outside their own homes and on the school playground. As part of our courageous advocacy project, we created artistic representations of trees to display publicly at the David Attenborough Building to raise awareness within the community of the consequences of deforestation. This exhibition formed part of a science-focused exploration into ways of preventing global warming. As a community, we are constantly seeking ways to make our school an even more inclusive, democratic community in which everyone has a voice.

We encourage democracy. We have House Captains for the 4 houses responsible for establishing pupil voice on particular issues, Young Leaders Programme identifying examples of social inequality they wish to change and a School Council responsible for deciding upon the next steps for our Courageous Advocacy project and developing our Barton Values initiative. We have a system for uniform exchange/second-hand items for sale. 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. For example, we vet our curriculum for biases in terms of sexism, racism or other stereotyping, ensuring that there are female scientists studied, a girls' football team and opportunities for boys to take part in traditionally feminine pursuits such as sewing and dance. We have adapted our curriculum to reflect the diversity in our community, for example, tapping into our families' Windrush experiences and first-hand knowledge of Jamaica.

We have also taken responsibility for justice in school, the local, national and Global community through the following partnerships: Children in need, MacMillan, EACH, Poppy Appeal, Diabetes UK, Water Aid, World Wildlife Fund – Snow Leopard

Pupils show responsibility towards each other from an early age, for example, in their engagement with 'Living our Barton Values' initiative, our buddy system and through their fundraising efforts each year through a variety of projects.

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 has high status in our school curriculum as a high priority subject. All classes benefit from up to 10% of their learning time dedicated to RWE, in alignment with the Church of England National Statement of Entitlement, the new Locally Agreed Syllabus and the school's Trust Deed. RWE is taught by fully qualified class teachers. We aim to maintain the same high standards of delivery and outcome as for literacy lessons. Our website is fully compliant.

We have liaised closely with the Diocese advisor to prepare a spiral curriculum which prioritises the teaching of Christianity through the use of the 'Understanding Christianity' resource. Forty percent of our RWE curriculum time is given to other world faiths and world views and uses the Emmanuel Project as its starting point. We plan our provision on a two-year rolling programme in response to the changing needs of each cohort and class profile, making sure that each pupil has the opportunity to revisit topics and make progress over time. Our RWE lead has engaged in numerous training sessions to improve our practice, has shared her learning and expertise through CPD in staff meetings and has arranged for specialist Diocesan support to ensure our transition to Understanding Christianity is smooth and the outcomes excellent.

Governors, the Headteacher 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. For example, we recognised the need to improve our exploration of PT 1 in each RWE unit and introduced floor books to capture discussions and the children's learning journey. We plan for at least three full days of RWE enrichment activities each year, including visits to places of worship, prayer and spirituality sessions, FaradayKids science and religion workshops and a Creation Day.

Unit plans are monitored each half term for coverage and content and each class teacher's RWE teaching is observed and discussed in dedicated sessions. Following training sessions on the requirements for our RWE provision, we have ensured that our curriculum meets all the requirements of a VA church school. We regularly scrutinise our RWE books as a team across the school in staff meetings, identifying strengths and areas to work on and have invited the Diocese RWE lead to support our curriculum development and provide CPD to teaching staff. We welcome our new EDRA into school to support our work and respond with openness and gratitude to guidance we are given. Christianity and each of the world religions have dedicated resources and artefacts that are accessible, properly housed and labelled, with photographic and written guides explaining what they are and their significance for believers.

Foundation governors are invited to share in RWE lessons throughout the school and have fed back to the RWE Lead with regards to pupil engagement, pupil voice and learning outcomes. Foundation Governors support our drive towards excellence through joining us regularly in class to share in the children's lessons and book looks focused on frequency of work, coverage of the curriculum, adherence to non-negotiables and creativity.

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

Quality first teaching of RWE is a priority. RWE teaching 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. Teachers understand that, whilst faith groups share certain characteristics, belief systems and practices 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. Each class has planned opportunities to reflect on their learning in broader terms and in keeping with the guidance for PT2

in the form of 'I wonder' challenges. For example, during a unit on the Prophet Muhammad, pupils were asked to consider: 'Why do you think some Muslims choose not to celebrate Muhammad's birthday? What celebrations are most important in your life?'

This year's pupil profile indicates that 50% of our children are growing up in a Christian household, 42% do not specify any religious affiliation and the remaining 8% are adherents to other world faiths. 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 teachers are skilled at providing scaffolding to support our less able children whilst offering extensions and challenges to our high achievers to develop higher order thinking and reasoning skills. For example, texts are amended to simplified, shorter versions with straightforward vocabulary and sentence choices for emergent readers. Opportunities for children to explicitly make links with and comparisons between different religions are created, for example, asking year two children to identify simple similarities and differences between a Christian Bible and the Torah.

Alongside the recent RWE Lead attending Diocesan training, all teachers have benefitted from focused sessions on changes to the new agreed syllabus and their impact on planning, formative and summative assessment strategies and relevant documents from the Church of England.

The emphasis we have placed upon the quality of our RWE provision has challenged stereotypes attached to this subject. Teachers revise previous learning by a variety of means, such as quizzing, to revisit and embed learning. Great effort is made to make lessons practical, engaging and interactive, using video, artefacts, discussion, story, religious text and faith representative visits to enliven lessons and make them relevant and memorable.

In response to the changes to the new agreed syllabus, we have created a spiral curriculum, with support from our Diocese RE advisor, in which Christianity is prioritised at 60% of learning time. It is based upon units of study in Understanding Christianity and enables us to return to key strands such as Creation, Incarnation and Salvation, revisiting important concepts and deepening understanding of the Big Story and building upon previous learning. Time allocated to RWE in each class is equivalent to 8 hours per half term, 48 hours per annum in KS2, 7 hours per half term, 42 hours per annum, KS1 and 45 minutes a week in EYFS, approximately 6 hours per half term and 36 hours per annum. Opportunities to visit places of worship are explicitly planned and shown on our two-year rolling programme. Our curriculum has been developed to take into account split year groups.

RWE pupil books and floor books are scrutinised by all teaching staff collaboratively and development points agreed. We triangulate this with half termly planning monitoring alongside lesson observations carried out by the Headteacher and RWE lead and during our planned Foundation governor monitoring visits.

Teachers track progress across the school with knowledge of PT 1 and 2 at its core. Unit content is assessed before and after it is taught, based on pupil understanding of key vocabulary. For example, at LKS2, Creation Fall, key vocabulary may include: fall, creation, Genesis, Hebrew, tree of the knowledge of good and evil, sin, responsibility, sorrow, temptation, commandments. Pupils may be invited to indicate the words they know and then to tell or write about each one in more detail, making connections between them. Formative assessment occurs after each session in the form of distance marking, each child's learning RAG rated and notes made to indicate next steps for teaching and learning.

In addition, a minimum of three pieces of work or discussion are used as a means of summative assessment per year, normally one or two per term, with a different element of the relevant Progression Target as a focus. For example, in Year 2, 'Creation Digging Deeper, Who made the world?', summative assessment could be made on *PT1 Retell some of the religious and moral stories from the bible and at least one other religious text or special books* and *PT2 Suggest meanings of some religious and moral stories through the retelling of Genesis 1.1 – 2.3*.

Summative assessments are collated in Google Drive so that all teachers have access to all children's data. Final parent reports in the Summer Term indicate the children's end of year progress, effort and attainment in RWE.

