

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Babraham Church of England Primary School			
Address	High Street, Babraham, Cambridgeshire. CB22 3AG		
Date of inspection	26 June 2019	Status of school	Academy inspected as VC Primary, Diocese of Ely Multi Academy Trust
Diocese	Diocese of Ely	URN	143440

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Babraham is a primary school with 90 pupils on roll. The majority of pupils are of British heritage. The school has a relatively high level of religious and cultural diversity and many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school joined the Diocese of Ely Multi-Academy Trust (DEMAT) 01 January 2018. The current headteacher has been in post since September 2017.

The school's Christian vision

The fruit of the Spirit are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law. Galatians 5 : 22-23

At Babraham School, we believe that the fruit of the Spirit not only form the foundations for personal and academic growth but also represent success in their own right. We aim for all members of our school community to recognise and commit to these principles, living through our Christian values in all that we do.

Key findings

- Pupils' behaviour and attitudes to all that they do show a living out of the school's Christian vision. This is because the values supporting the vision are consistently promoted and explored in collective worship, religious education (RE) and pupils' spiritual, moral, social and cultural (SMSC) education.
- The well-developed partnership with the local church enables the school to celebrate and build on its Christian foundation and vision and greatly benefits members of the school community
- All members of the school community are valued as individuals and their diverse faiths and cultures are celebrated within the school. Pupils respect diversity and difference.
- The school's vision and ethos have underpinned decisions for its future. Governors are ensuring that its unique Christian character is preserved and enhanced.

- Although pupils take part in fund raising activities in support of both local and national charities, they are not often empowered to champion their own causes or engage in sustained partnerships to challenge injustice in the wider world.

Areas for development

- Develop pupils' engagement with and understanding of global injustice and inequality through mutually beneficial global partnerships so that they can further develop a concern for justice for all.
- Give pupils regular planned opportunities to evaluate collective worship so that they are able to suggest possible developments.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's vision is clearly illustrated in the way pupils and adults treat each other and work together. Leaders and governors see the fruit of the spirit as embracing the cultural and religious diversity within the school community, valuing the individuality of all pupils. They see the vision as firmly rooted in biblical teaching and a Christian way of life. Pupils understand the principles embedded in the vision and relate them to their everyday lives. Practice reflects the vision and policies are being reviewed to ensure that they fully incorporate the vision and values. There is a strong emphasis on the half-termly Christian values to support the vision. They are effectively promoted in collective worship and RE and underpin the positive attitudes and good behaviour in school. There is a recognisable ownership of the values by all stakeholders as they were involved in the process of selecting them. Pupils show a deep understanding of the values, for example compassion. They explain that while it is important to help people, giving too much help can have a negative effect. Recognition and reward systems linked to the current value reinforce its centrality to the life of the school. Promotion of a 'growth mind set' and 'learning to learn' encourage all to be the best they can be. Termly pupil progress meetings ensure that provision for all pupils is closely matched to their needs. As a result, pupils make at least expected progress, with some making more than expected progress.

The vision and values shape behaviour and relationships. There is a strong caring ethos and all members of the diverse school community are treated with respect. One parent commented that the Christian values promoted in school are values common to a variety of religions. Differences are celebrated, with pupils and their families readily sharing information about their own faiths and cultures. Pupils gain an age appropriate understanding of Christianity and other world religions which is well supported by visits to places of worship and to a 'Faith Direct' day. This enriches the curriculum and increases pupils' understanding of difference and diversity. The school recognises the importance of provision for mental health and all staff have received training for early identification and building resilience. The school's mental health champion provides individualised support for identified pupils. Pupils participate in mental health awareness days which give them increased confidence to respond to issues in their own lives. Pupils use the 'worry box' to record their concerns knowing that a member of staff will respond.

The strong partnership with the local church community forms an important part of the school's vision. The local incumbent is a frequent visitor to the school and contributes to pupils' spiritual development through half-termly 'grill the vicar' question and answer sessions. Pupils value putting their personal prayers in the prayer box in school, knowing their prayers will be shared with the church community. They have a good understanding of the purpose of prayer and reflection, strengthened by The GenR8 'Inspire

Prayer Spaces' days in the parish church. Pupils say that the recently introduced prayer corner in school gives them a space to sit, be quiet and reflect when they need to.

Collective worship is a time in the school day when all come together and celebrate the vision. Pupils take an active part in worship which is led by a range of leaders including staff, the headteacher, incumbent and the GenR8 team. Christian festivals and major events are celebrated in the local church. This variety of presentations gives pupils a good understanding of the biblical roots of the school's vision and values as well as local Anglican traditions. Biblical verses related to the half-termly values are said as calls and responses at the beginning and end of worship. Pupils reflect on the teachings of Jesus and these verses and translate them into actions in their everyday lives. The incumbent is supporting the newly formed pupil collective worship team to take more responsibility for designing and leading whole school worship. However, pupils are not yet generally involved in monitoring and evaluating collective worship.

Regular 'seedbed' sessions enable pupils to express and explore their own thoughts on a range of issues linked to the current value. They are an innovative approach to SMSC development, with planning demonstrating a clear understanding of spiritual development. The rich variety of extra-curricular activities, some of which are led by older pupils, support pupils' personal growth in line with the school's vision. The eco group raises awareness of 'green' issues, encouraging pupils to explore 'big questions' and develop an understanding of the exploitation of the natural world. Pupils take part in events to raise money for various charities and are clear in their desire to help others. They see this as an important part of living out the school's vision and values. However, they are not often empowered to champion their own causes or engage in sustained partnerships to challenge injustice in the wider world.

RE has a high priority in the school and plays an important part in reinforcing and extending pupils' practical understanding of the school's vision and values. Pupils discuss challenging questions, giving them a greater insight into their own and others' ideas and beliefs. The RE subject leader has worked with other schools to remodel the curriculum and has led staff inset on the revised curriculum. Start and end of unit assessments inform future planning.

Leaders and governors monitor and evaluate the school as a Church school. RE work is monitored in line with other core subjects. The vision has informed governors' decisions for the school's future. The partnerships established with DEMAT and a local school have enabled governors to secure the future leadership of the school. These partnerships are also enabling middle leaders to develop their knowledge of Church school leadership, equipping them for current and future roles. The school works closely with others to develop and share good practice. Staff and governors attend training which develops their understanding of Church school education and leads to improved provision and outcomes.

Headteacher	David Barrett
Inspector's name and number	Jean Johnson 608