

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Barnabas' Church of England VA Primary School, Pimlico	
Address	St Barnabas Street, Pimlico, London, SW1W 8PF
School vision	
<p>Our mission is deeply rooted in our foundational scripture: "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." We encourage every person to step through our doors encountering hope and love. We strive to build relationships based on service to one another and all. We seek to open doors to new learning; to inspire, nurture curiosity and prepare children for their futures. We wholeheartedly pursue a belief in the potential of every child, with dedication to creating an environment where life is experienced in all its fullness.</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders effectively promote a Christian vision which is highly ambitious and enables both pupils and staff to flourish. Leaders are acutely aware of the needs of their school community and as a consequence they are highly responsive. • Support for pupils with special educational needs and disabilities (SEND) is exceptionally strong. School staff know their pupils and families extremely well. Leaders are highly driven in fostering an enriching and nurturing experience for all pupils. • Well-established partnerships with St Barnabas' Church support an inspiring programme of collective worship. Themes underpinned by Christian values are skilfully woven into this programme so that pupils engage deeply. • Pupils and families cherish the school's strong culture of inclusivity. This is a welcoming school where everyone is equally valued. Leaders prioritise staff and pupil wellbeing which means that all are nurtured and well-supported. • Leaders highly value religious education (RE) and give it prominence in the curriculum. Strong leadership of the subject ensures that learning is effectively sequenced to provide pupils with a rich and engaging curriculum. 	
Areas for development	
<ul style="list-style-type: none"> • Build opportunities for adults to develop their own spiritual flourishing so that this fosters a deeper understanding of spirituality. • Develop opportunities for pupils to understand issues of justice so that they understand how they can make meaningful change. 	
Inspection findings	
<p>Leaders articulate with compassion the school's deeply rooted Christian vision. This drives high ambition for all and consequently, pupils and staff flourish. The shell, a symbol of St Barnabas' conveys the Christian values to serve with hope and encouragement to learn and love. This is a symbol especially important to the school. Leaders understand their community exceptionally well and foster a hopeful environment which 'opens doors to learning'. Staff at all levels speak with</p>	

conviction about the vision and recognise the impact that the school has within the community. Experienced governors have supported the shaping of the vision so that it serves the changing context of the school. Leaders describe their school as a ‘village school’ within the heart of Central London.

Guided by the vision, the curriculum at St Barnabas’ is transformational and far-reaching. Leaders are bold in their decision-making and forge beneficial partnerships which enhance the broader curriculum. For instance, pupils access a wide-range of educational experiences which include Lords Cricket, the Royal Festival Hall and the Wigmore Hall. Parents speak positively of how the school ‘seizes’ opportunities for their children. For example, the school has been granted the use of a ‘garden square’ which greatly enhances access to outdoor learning space. All pupils receive violin lessons and this deeply enriches pupil engagement with music. Latin is taught to all pupils from Year 3 and this positively impacts on pupil literacy. An impressive range of extra-curricular opportunities include choir, drama and football which enhances this broad curriculum. Opportunities for pupils to develop spiritually are embedded throughout. For example, pupils have worked collaboratively with a local artist to explore what is meant by self-identity. Similarly, in geography pupils explore the importance of journeys relating this to their own lives. Pupils are proud of the annual celebration of International Day where they share their personal heritage. Staff know the needs of their pupils extremely well and they are highly skilled at supporting pupils with special educational needs. Carefully targeted interventions support both pupils and families. Staff are quick to respond to changing needs of the school community.

St Barnabas’ Church is physically adjoined to the school and this close proximity reflects the deeply rooted partnership. Leaders and clergy work together to plan an inspiring programme of worship which is both inclusive and invitational. Weekly themes align with the Church calendar and build a culture of reflection so that pupils can develop spiritually. For instance, through learning about St Barnabas’ life pupils explore their own personal journey. Godly play is used as an approach to support pupils in understanding biblical stories and this means that worship is inclusive to all. Joyful singing enhances the lives of pupils spiritually and music is embraced as a way to explore worship themes. Prayer is a prominent feature of worship and designated spaces in classrooms allow for personal prayer. Points of reflection are gathered from pupils to deeply enhance how pupils explore big questions. Leaders foster a shared understanding of how pupils can be supported to grow spiritually. This includes developing opportunities to support staff understanding of their own spirituality.

A strong culture of respect and inclusivity is at the heart of the school’s vision. Pupils joining the school are presented with a shell to celebrate and symbolise joining this ‘school family’. Pupils speak of the importance of kindness and the behaviour policy guided by the vision promotes good relationships. Parents highly value the ‘open door policy’ and innovative partnerships broaden the support available for families. For instance, the charity MIND and a creative arts therapist provide in-house support for pupils and families. Pupils build a series of resilience and coping strategies through the use of the ‘zones of regulation’ technique, worry boxes and learning in personal, social, health education (PSHE). Staff speak of being well-supported through a wide range of professional development opportunities. Governors see the wellbeing of staff and pupils as a high priority and this is reflected through policy and decisions at all levels. This is seen through the appointment of two designated link governors responsible for wellbeing. These strong relationships are further supported through the partnership with the church. For instance, families are invited to attend community teas in the church and clergy offer pastoral support to school staff.

The school fosters a rich curriculum which enables pupils to explore big ethical questions. This means that pupils have begun to consider global issues of injustice. For instance, pupils learning about deforestation wrote letters to the royal family expressing a need for change. House captains

lead aspects of charity work through projects such as the Glass Door homeless charity. The school behaviour policy creates a strong culture of care and respect for others. Pupils think about what it means to be responsible for their own wellbeing. For example, pupils learn about personal safety and celebrate world mental health day. The elected pupil parliament meet regularly with school leaders to instigate change. For instance, pupils have been keen to develop the school playground to include basketball nets. Pupils are less clear about global injustice and how they can help redress them.

Leaders highly value RE and it is given prominence on the curriculum. All RE lessons are taught at the start of the week so that learning can be revisited. The well-organised and sequential curriculum enables learners to build on knowledge. Cross-curricular links have been developed which further embed RE in the core of the curriculum. For instance, in Year 6 pupils explore artwork to facilitate deeper discussions about the life of Jesus. Topics are revisited with an opportunity for deeper engagement and the development of key skills. Learning is enhanced through the disciplines of theology, philosophy and social sciences. Through the ethos committee and strong governance, RE provision is monitored and quality assured. Opportunities to develop religious literacy are woven throughout the RE curriculum. Leaders support teachers well through professional development and this means that staff are confident teaching RE. Strong links with the diocese and engagement with training and RE networks support this fully. This means that progress in RE is strong. Leaders have established routines to monitor the quality of RE and assessment is embedded throughout. This includes the moderation of pupil's RE work with other local Church of England primary schools.

The inspection findings indicate that St Barnabas' C of E Primary School is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	30 November 2023	URN	101126
VC/VA/Academy	Voluntary aided	Pupils on roll	147
Diocese	London		
MAT/Federation			
Executive Headteacher and Head of School	Sarah Maltese and Lauren Castle		
Chair	Kate McCarthy		
Inspector	Rachel Croft	No.	2126