

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Barrow United Reformed Church Primary School

Vision

‘Rooted in God’s love, everyone growing together to be the best that we can be.’ Ephesians 3: 17

Our vision, inspired by Ephesians 3: 14-19, focuses on being rooted in God’s love and growing together as a school family and community. Just as the scripture prays for strength through the Spirit and understanding the vastness of Christ’s love, we aim to create an environment where faith shapes our lives and actions. By fostering our school values, we encourage every individual to reach their fullest potential by following the ‘Barrow Way.’

Barrow United Reformed Church Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Leaders, including governors, adults and pupils, have a deep understanding of the purpose of the school’s highly relevant Christian vision. They ensure that it infuses their policies, initiatives and daily actions and interactions. Consequently, Barrow school reflects its unique position within the United Reformed Church (URC) and enables individuals to be the best that they can be.
- Carefully considered programmes of planned learning and an expansive array of extra-curricular activities nurture and excite pupils. They support their academic, social, emotional and spiritual needs and encourage pupils to reach their God-given potential and flourish. This is especially true for pupils with special educational needs and/or disabilities (SEND), or who are vulnerable or disadvantaged, even temporarily.
- Collective worship is at the heart of each school day. Without compulsion, it binds the community together in song, prayer and opportunities for reflection. In this way it seeks to include everyone and inspires and nurtures adults and pupils in their spiritual growth and wellbeing.
- Securely rooted in the vision’s intention of ‘everyone growing together,’ strong and affirming relationships bring a tangible warmth to this growing community. Expressed as doing things the Barrow Way, respect and kindness embrace adults and pupils equally. There is an advanced understanding of justice and the rights of the individual that enhances harmony within the school and beyond.
- Carefully planned and coordinated religious education (RE), ignites pupils’ curiosity and makes them excited to learn about worldviews and world religions. Pupils understand that Christianity is a diverse and global faith and that Christian denominations share core beliefs but may worship differently.

Development Points

- Develop greater partnership working within, and beyond, the school’s current communities and networks. This is so that the school’s highly effective Christian vision, rooted in God’s love, can have extended impact.



Inspection Findings

The highly relevant Christian vision inspires leaders, including governors and pupils. It effectively reflects the school's unique foundation within the URC. Leaders act with integrity to ensure that the vision underpins their decisions and actions and is threaded through planning. They know its impact because they employ robust monitoring and evaluation strategies. Barrow is an outward facing school with its people at its heart. It has a strong presence in the North Western Synod, the diocese and the local community. Leaders successfully engage in partnerships and networks with churches and agencies to support the growth and wellbeing of the community. However, there is scope to extend this in order to share the school's considerable vision-inspired expertise even more widely.

The vision of enabling each individual to be 'the best that we can be' is central to learning at Barrow. Tailored support maximises success and engagement for pupils with SEND or those who may be vulnerable or disadvantaged. Subject leaders use the vision as the foundation to plan formal learning. They consciously create opportunities for pupils to be inquisitive and reflective. Integral to planning is the school's understanding of spiritual development. The language of 'ows, wows and nows' efficiently encourages pupils to be amazed by, and reflect upon, their world. Outdoor learning extends the scope of pupils' spiritual growth by offering them chances to observe, investigate and tend to the natural environment. The impact of the vision encourages the expansive and diverse range of additional activities available to pupils. Many of these emerge from pupils' requests and are an example of the respectful way adults react to pupils' opinions. The extra-curricular programme responds to pupils' interests, builds their confidence and demonstrates how adults make school an exciting place to be.

Worship encourages, inspires and is integral to the harmony of each school day. It makes a tangible contribution to the spiritual flourishing of the community. Clear routines enable adults and pupils to recognise worship as 'special.' Through music, Bible stories, conversation and times of silence, worship offers something for everyone. Pupils recognise the importance of prayer and enjoy engaging with different ways of praying. Adults and pupils choose how to respond to the weekly worship themes. Worship deepens the understanding of the school's vision and values, encouraging individuals to see the difference God makes to peoples' lives. Thoughtfully and thoroughly planned and evaluated, it highlights feasts and festivals of the Christian calendar. Members of both the URC and Anglican church support the spiritual life of the school. This extends pupils and adults' knowledge, understanding and experience of diverse Christian worship and spirituality. Local clergy enable the school community to celebrate the Eucharist and share in experiential journeys through Advent, Christmas, Lent and Easter. Classroom prayer stations and reflection nooks throughout the school encourage pupils to contemplate and react to the messages of worship. Well-cared for and used, they inspire individuals to see time with God as a strategy for living.

Love, kindness, respect, trust, honesty, forgiveness and peace provide the foundation of the school's culture of calm and joy. Known as the Barrow Way, this shapes the strong, affirming relationships that exist at all levels. Leaders recognise their responsibility for the wellbeing and good mental health of adults and pupils as mirroring God's love for humanity. This influences decisions, actions and interactions. Effective communication and initiatives ensure that adults receive professional and personal nurture and encouragement. This includes the pastoral support that governors, the diocese and local URC ministers provide. Therefore, adults flourish and are able to identify and address the needs of those they serve. Support for pupils with SEND or who are vulnerable, even temporarily, is bespoke and embraces the whole family. Parents appreciate the impact of the school upon the overall wellbeing of their families and the readiness of school leaders to listen and respond. Pupils are eager for



each school day. This is because the relationships they experience, and care and concern that they receive, make them feel welcome, safe and nurtured. Pupils appreciate the approach of 'be ready, be safe, be respectful,' as clear guidance for maintaining their calm, purposeful and kind community.

Adults and pupils are compassionate and have a clear and practical appreciation of fairness. This is founded upon the embedded understanding that everyone is equally important to God. The vision is explicit in the respectful and dignifying relationships that exist throughout the community. Adults model, and pupils adopt, desirable behaviour. Consequently, pupils are happy, polite and thoughtful. They recognise the importance of kindness and friendship and take their responsibilities towards others seriously. Pupils look after each other during learning and social times. The school-wide focus on achieving change by discussion and consensus reflects the principles of the URC. Pupils are confident that their opinions matter equally to those of adults because their opinions are sought. This includes through pupil leadership teams, voting and surveys. Pupils can see their suggestions implemented. For example, the grassroots recycling station enabling the exchange of expensive football items. The practical relationships between the school and the local foodbank and Bethany Project in Tanzania demonstrate the school's care beyond its gates. Its approach to charitable support and its presence within the local community tangibly extends the impact of the school's vision. Weekly reward schemes, linked to the school's vision and associated values are accessible to all pupils and staff. In this way, individuals recognise the impact that they make upon each other and the wider community.

RE is at the centre of learning. Using the diocese recommended syllabus, the subject coordinator ensures that learning inspires pupils' curiosity about religious beliefs and worldviews. Learning is well-organised so that pupils can explore themes in greater depth as they mature. The balance between learning about different religions is appropriate and meets the expectations for pupils attending a Church school. When considering Christianity, pupils have the opportunity to gain insight into the diversity within the religion. In particular, their learning enables them to appreciate the defining principles of the URC where they may differ to other denominations. For example, a curiosity cube corridor display, invites pupils to a deeper awareness of how varied Eucharistic celebrations can be. Pupils use religious vocabulary confidently and accurately. They reflect that to do this is to demonstrate their respect for the dignity and rights of individuals. Learning is brought to life by a rich programme of visits and visitors. This provides pupils with accurate, first-hand insights into how religious beliefs impact upon what people think and do. Learning in RE makes a significant contribution to the vision's intention of everyone growing together to be the best that they can be.

Information

Address	Old Row Barrow, Clitheroe, Lancashire. BB7 9AZ		
Date	6 February 2025	URN	119397
Type of school	Voluntary controlled	No. of pupils	194
Diocese	Blackburn		
Headteacher	Nicola McArdle		
Chair of Governors	Paul Adnitt		
Inspector	Fiona Ashton		