

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Andrew's Church of England Primary School

<b>Address</b>	Nuttall Lane, Ramsbottom, Bury, Lancashire BL0 9JD		
<b>Date of inspection</b>	21 March 2019	<b>Status of school</b>	VC primary
<b>Diocese / Methodist District</b>	Manchester	URN	I05326

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

#### School context

St Andrews is a primary school with 286 pupils on roll. The school has a very low level of religious and cultural diversity and very few 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 broadly in line with national averages. Leadership remains the same since the previous inspection. Numbers on roll are increasing.

#### The school's Christian vision

St Andrew's serves its community by providing high quality education within the context and understanding of shared Christian values. The school promotes an understanding of these values through the experiences it offers its pupils, nurturing and recognising the uniqueness of each member allowing them to 'live life to the full'.

#### Key findings

- The vision of the school is known by all and shapes school policies and the decisions leaders make. This enables all pupils and adults to flourish.
- The school's vision of recognising the uniqueness of each individual has a very positive impact on the whole school community through its work in emotional and mental wellbeing. This results in excellent supportive relationships which are attributed by all to the school's Christian values.
- Pupils articulate the positive choices they make about how they live and behave and link this to the Christian vision and values of their school.
- The school celebrates diversity and difference. There is a warm and welcoming ethos where all are valued as God's children and treated with dignity and respect.
- Collective worship plays a key part in pupils' understanding of the school's Christian values and their relevance in pupils' daily lives.

#### Areas for development

- Further refine and embed the distinctive Christian vision to ensure that all stakeholders fully understand the biblical origins.
- Develop opportunities for pupils and adults to experience prayer in informal contexts, so that it clearly supports pupils' spiritual development and becomes central to the culture of the school.
- Fully implement new methods of recording and assessing pupil outcomes. This will ensure that high expectations in religious education (RE) are maintained and monitored, thus ensuring that all pupils are able to flourish.

## 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

'What is great about St Andrew's is how everyone really focuses on the positives of all individuals and how these are celebrated widely.' This comment from a parent exemplifies St Andrew's nurturing Christian vision and how it sees the unique value of every child. This school is consistently described as welcoming and inclusive. The kindness and friendship shown to all is readily articulated as being an expression of its Christian vision. Thus, the strong focus on developing well rounded and valued individuals is seen as living life in all its fullness. Senior leaders and governors have begun to work on ensuring the vision is rooted in biblical teachings but this is not yet fully understood by all stakeholders. Partnerships with the diocese and clusters of schools support staff well. Governors have attended recent in school training. They are passionate about the work of the school and through regular monitoring visits and meetings, they have a clear idea of school performance and the way in which the vision is being lived out. Areas from the previous inspection have been addressed.

Pupils' academic and personal development are being met within a creative, broad and balanced curriculum. This reflects its Christian vision, recognising each pupil as a unique individual and providing opportunities to live life in all its fullness. Parents confirm that this school is not just focused on results. Rather, the school 'never gives up on a child, all they ask is that they try their best'. Consequently, pupils are championed as superstars and are actively encouraged and supported to use their given talents. One example is how the school is supporting a pupil to follow their gymnastic career as a member of Great Britain's gymnastic team. The whole school community is proud to celebrate the achievement of this individual. It is evident that pupils are making good progress. This is confirmed by parents who say the progress their children make is directly linked to the school's vision which enables them to flourish.

The school takes great pride in its charitable enterprises. Pupils see these as a way of helping others and are beginning to understand how their actions might help address injustice across the world. They are proud to talk about their close association with Georgia's Children of the World and the difference they have helped to make. Locally, pupils explain how their support and fundraising for Dementia Friends has helped them to understand how to accept people for who they are and offer help. Pupils do not have opportunities to initiate and engage in their own social action projects.

Staff actively promote the Christian vision in meeting pupils' needs. The school's Christian vision underpins relationships at all levels and results in good behaviour, with a true spirit of forgiveness and reconciliation. This is a strength of the school. Pupils are given the skills they need to disagree well and to live with contradictory opinions. Therefore, pupils feel safe and well supported. They know who to go to if they need help. Parents and pupils agree unanimously that 'everyone is listened to at St Andrew's'. Mental health, wellbeing and academic attainment are equally valued. Staff morale is extremely high because all feel valued, respected and supported. Consequently, adults flourish spiritually and emotionally, as well as professionally.

The vision and associated values successfully uphold the dignity and value of all, as children of God. St Andrew's is an inclusive, caring school where all are treated with respect and the diversity of God's world is celebrated. 'No one is left out in the cold' and 'everyone is welcome here' are typical comments. Through its inclusion, behaviour and anti-bullying policies, the school effectively prevents and addresses incidents and pupils are encouraged to live well together.

Collective worship is planned around the Christian values of the school, Bible stories and major faith festivals. Effective partnerships with the clergy ensure the school is well supported. The Christian values are understood to be rooted in the biblical teachings of Jesus and seen as making a difference to the life of the school and to individuals. Pupils can explain how these values and Bible stories have influenced them, making a difference to their thinking and actions. Elements of Anglican worship are embedded, such as opening prayers and responses. There are opportunities for silence, prayer and reflection, enabling pupils to appreciate different aspects of Christian worship. Pupils articulate God the Father, Son and Holy Spirit as one, showing an understanding of the Christian belief in the trinitarian nature of God. Pupils' understanding of the Eucharist, however, is under-developed. Extending the role of pupils to plan, and lead worship is developing. Leaders and pupils have regular opportunities to evaluate worship. Staff value the impact worship has on their own spiritual development, saying they value the opportunity for quietness and stillness for their own reflections. Formal prayer is an integral part of worship. Further

opportunities for quiet personal reflection and prayer, inside and outside, would further enhance pupils' spiritual development.

Use of the diocesan RE syllabus enhanced by the *Understanding Christianity* material ensures pupils have a deepening knowledge of the Bible and are demonstrating their ability to critically engage with text. Pupils feel safe to share their ideas knowing these will be valued. The RE lead is guiding staff in a review of how pupil responses are recorded, sharing new ideas and approaches from the local RE hub. Assessment procedures have been revised to enable teachers and leaders to fully and effectively gauge attainment and progress in RE. These systems have yet to be embedded. Non-Christian world faiths are studied with excellent opportunities to visit other places of worship. This promotes the school's Christian vision and values in developing understanding and respect for diversity, difference and living well together. The school's provision meets the Church of England statement of entitlement. Leaders engage with diocesan training and RE hubs to ensure they are fully up to date and to share good practice.

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