

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

## St Andrew's Church of England Primary School

### Vision

We believe that there is something wonderful to find in all of God's children and that everyone has the potential to sparkle. Our vision is to nurture and inspire our whole school community using love, respect and trust so that everyone can flourish using their unique and precious gifts and let their light shine to the world.

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

### Strengths

- St Andrew's Church of England Primary has a strong vision that permeates the whole school. This results in a caring, sharing and supportive community.
- Well-planned learning opportunities for religious education (RE) allow pupils to respond with academic, emotional and spiritual depth.
- Relationships across the school community are positive. This results in effective learning experiences that give pupils opportunity to flourish.
- The importance of letting their 'light shine' is not only evident in collective worship but across the whole school. This gives opportunities for teachers and pupils to reflect regularly on their own responsibilities and talents.
- There is a perceptive understanding of the school community's emotional needs. This is further strengthened by a trained emotional literacy support assistant (ELSA). It results in adults and pupils being effectively supported, especially in times of challenge.

### Development Points .

- Develop the school's links to include a wider global perspective to allow the pupils time to explore the wider world and the part the community plays.



## Inspection Findings

St Andrew's ensures that they fulfil their vision. It is shared right across the school via a passion to develop the values of respect, trust, care, courage, perseverance and responsibility. Leaders champion the school's vision and values. This has supported them to successfully navigate times of challenge. The school has the passion and determination to give every child the opportunity to 'sparkle'. It takes steps to monitor not only academic but also emotional progress. Boxall testing, which is a test to find ways of developing the children emotionally, gives the school a starting point to work with emotional needs. It gives the opportunity for pupils to flourish within the school environment. This work is undertaken not only by class teachers but also a well-qualified emotional literacy support assistant (ELSA). Children who need more support, work within the 'lighthouse' space. This is the place where bespoke and tailored work is created for those who need it. The school take children from other schools and have a high number of educational health care plans (EHCP) in place. These children are very well cared for. There are dedicated staff who are aware of their needs and can plan accordingly, assisted by the ELSA. As a result, the children thrive and enjoy their time in school. Parents talk about the school with great warmth. They feel that the Christian values are important, and because of this, each child is nurtured and understood. They feel that this school truly cares about them, their children and the community they serve.

St Andrew's places its vision at the centre of the curriculum and the golden threads (the school values) support planning, across subjects. The regular monitoring of the curriculum allows for targeted support. It ensures that those with varying levels of confidence have the best start possible. The curriculum is broad and includes forest school which is led by trained leaders. All students participate in this activity and there is a strong awareness of the importance of understanding nature and caring for the environment. The surroundings themselves also contribute to the development of wider learning experiences. Both staff and children spend time on dedicated walks in the local hills and the adjacent woodlands which add to the understanding of their place within creation, nature and the environment. Children are engaged with their community and the school has developed caring and positive relationships with the local refugees. Bags of clothing, food and toys are regularly dispatched along with letters and prayers for those who are living in this transition camp. The children are proud of the help they offer and recognize that by being kind to others they feel better about themselves. Flexi school is provided to allow pupils who need time working at home for their personal well-being. It gives pupils an option to integrate into, what for some, is a stressful environment. The aim is always to create a space within school where the children can learn with others. This is done by building confidence so that the pupils find a level where they can return to full-time education. It is well managed, and children are expected to maintain their studies outside of the school environment. Timetables are provided for parents, and they are asked to follow this when the children are working from home. This is very much appreciated by the parents. It is mostly for children who, without it, would not attend any school at all. There has been some success with children spending more and more time in school as their confidence grows. The vision for the school is to allow the pupils to shine. In this area, the school is very successful.

Whole school collective worship is effective, being centred round the vision and its core values. Leaders focus on each of the school values that in turn provide an overarching theme for each half term. It is valued not only by the pupils but also by the staff who attend, leading to children discussing and questioning issues explored during the sessions. The local church supports this inclusive collective worship and is involved in its delivery, resulting in clergy being a welcome part of the school community. The children listen and respond, eager to participate and engage. Collective worship is well led and has a strong Christian ethos that acknowledges and is respectful of a wide variety of faiths. Pupils appreciate the time they share together and enjoy the different approaches the school takes. The impact of



worship is far reaching. It is a time where pupils and adults have space to reflect and put things in perspective. Children in the worship team have just taken part in a diocesan workshop which is aimed at supporting them to feel confident. The school has its own parliament and prime minister elected by their peers. Their brief is to develop the school community and give a greater pupil voice in decision making. They talk confidently about their own personal manifestos and are determined to make a difference in both their own school and their community. This is another opportunity created by the school to fulfill its vision, to let the children shine.

Staff and pupils at St Andrew's are treated well. This is because the vision drives a culture where individuals are seen as being unique. A warm and welcoming atmosphere pervades the school. Relationships at all levels are important in this school. Those with special educational needs and/or disabilities (SEND) are particularly strong. The pupils of St Andrew's are accepting of those who need their help, and the children have a strong sense of care and responsibility towards those who might need it. Staff are positive about their relationship as a cohesive team. They help, care and reach out to each other whenever they are in need. The support and care of staff is obvious and intrinsic to the ethos of the school. Their running group, walking group, and other social activities are well supported and makes a very supportive network for staff.

Leaders ensure that RE has a high profile in the school. They have both long and medium plans in place ensuring that short term planning is created by the teacher who is delivering. This curriculum is enquiry led. A 'big question' is asked, and the pupils respond. This is captured in their books. Responses vary from drawings in the lower years to more expansive and thoughtful ideas in higher years. It is a dedicated subject within the curriculum and delivered weekly. Teaching is enhanced by staff learning from each other. This is done by looking at each other's books and watching each other teach. Alongside this, is a programme of training for all staff. Conversations between the team are supportive and they help each other where they feel unsure. Close links with the diocesan board of education (DBE) also help to monitor and evaluate work in this area. This supports the leadership in developing their distinctive Christian ethos. Regular support is given through the Christian distinctiveness programme. This is where the diocese visit twice yearly to help develop and support the schools distinctive Christian vision. Their role in supporting spirituality across the school has also been important. Recently the pupils have taken part in training to become spiritual ambassadors. This is in the early stages, but the pupils have taken on the responsibility and take it seriously. The headteacher has also pointed out how important it was for them to have the support from the DBE when dealing with trauma. The link with the diocese is strong, supportive and caring.

## Information

Address	Hopton Lane, Nesscliffe, Shrewsbury, Shropshire, SY4 1DB		
Date	1.10.2024	URN	123477
Type of school	VC	No. of pupils	75
Diocese/District	Lichfield		
MAT/Federation	Westcliffe federation		
Headteacher	Mrs S Burgoyne		
Chair of Governors	Mrs E. Whitmore		
Inspector	Sue Hodgetts		