Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School

Vision

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.
Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard, and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.
We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice. St Andrew's Church of England 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

- The Christian vision underpinned by the parable of the mustard seed, permeates all aspects of school life. Each individual's uniqueness is celebrated and nurtured.
- Positive relationships are at the heart of the school and wellbeing is prioritised. The exceptionally strong culture of trust and care enables pupils, staff and families to flourish.
- The school's committed culture of justice and responsibility ensures pupils understand their place in the world and how they make an impact on others.
- Collective worship is a deeply valued part of each day. It provides meaningful moments of spiritual development and reflection.
- The vision inspires a curriculum where pupils have a range of opportunities to develop their gifts and talents enabling them to reach their full potential.

Development Points

- Embed the new religious education curriculum (RE) and ensure all staff have the skills to teach it. This is so that pupils continue to develop a deep understanding of the religions they study.

Inspection Findings

St Andrew's is a happy and welcoming school. The Christian vision, inspired by the parable of the mustard seed, shapes all aspects of school life. The uniqueness of everyone is nurtured to enable them to grow and be the best they can be in the eyes of God. The vision gives all staff and pupils a sense of true belonging. Pupils' understanding of the vision and values is deep and thoughtful. This empowers them to take care of each other and the world they live in. Regular monitoring of the impact of the vision, enables governors and trustees to understand the school's strengths as well as challenge.

Just as the mustard seed grows from something small, the school's curriculum has no limits, offering aspiration and enrichment. Through active involvement in their learning, pupils embrace the opportunities to grow and flourish. The vision and values are explicitly crafted into the planning and delivery of the curriculum. This enables pupils to be confident and resilient learners. A breadth of extra-curricular activities and experiences are planned to broaden pupils' horizons. These include sports clubs, singing club and book club. Local visits and life-changing experiences such as visiting the House of Commons enhance pupils' personal growth and development. Questioning is used creatively to develop curiosity. Pupils are given time to think, reflect and make sense of the world they live in, enabling them to develop spiritually. Effective provision is in place for pupils with special educational needs/and or disabilities (SEND). As a result of bespoke provision they thrive and grow. Pupils are enabled to flourish because of the additional support they receive from group intervention such as the 'Lightening squad'.

Driven by the vision there is a solid sense of belonging. Relationships in school are exceptionally strong and are valued by school leaders and governors. Staff wellbeing and workload are a priority, they appreciate that they are listened to and heard. This supports them both professionally and personally. The priority on high quality training ensures they are equipped to carry out their roles. The dedicated pastoral team has established a range of successful strategies to support mental health and wellbeing. Pupils are encouraged to be reflective, resourceful and resilient in all aspects of life. Through exceptional nurturing they are enabled to succeed at their own levels and make the most of their 'God given talents.' Spiritual development is clearly understood and is threaded through the curriculum. As a result, pupils reflect on their actions and words which positively impacts on their behaviour. Effective training ensures staff identify and address barriers to succeeding. This is achieved through a range of pastoral support programs such as emotional literacy support (ELSA). Parents speak highly of the school, rightly valuing the strong relationships and support provided to families. One parent described the school as an extension of their family, providing pupils with a toolbox of strategies to prepare them for the future.

Pupils have countless opportunities to explore justice and responsibility, taking on leadership roles with enthusiasm and honour. Pupils thrive from taking on challenge and the opportunity to problem solve. As a result of suggestions from school ambassadors, friendship benches have been installed in the playground to combat loneliness. Pupil mental health champions lead 'Cheerful Tuesdays' and 'Thoughtful Thursdays.' By being a listening ear and delivering activities at playtimes they help their peers live well together and live out the school value of respect. Pupils consistently meet the high expectations of staff. The 'Seven Knights Award' encourages pupils to live by the school values, fostering academic, emotional and spiritual growth. Guided by the vision, pupils are inspired to help others through small acts of kindness. One pupil wanted to bring cheer to the residents of a local nursing home. As a result, pupils worked together to deliver flowers to each resident to make them smile. Pupils recognise their voice can drive change and challenge injustice. They actively engage with the local community, such as identifying areas in the local area to improve. One example involved pupils meeting the parish council about the lack of

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disabled access to the local park. As a result of their actions, improvements were implemented. At the end of Year 6, pupils create their own oath to reflect their personal desires and goals, influenced by work with Lincolnshire Police. They recognise that police officers only recite their oath once, at the start of their careers, and feel this is wrong. After sharing their thoughts, the pupils were invited to London to propose the oath was reviewed annually by MPs. Thus giving pupils an understanding of how they can impact change nationally.

A sense of community is strengthened through collective worship. Through the vision and values, worship engages the whole school community on a journey of discovery. They explore the teachings of Jesus and the loving nature of God. Strong partnerships with the local clergy, inspires thoughtfully planned worship. Planned moments of stillness allow pupils and adults to consider their thoughts in response to key messages, thus aiding spiritual development. The Guides in Faith Team led by older pupils, confidently plan and lead worship for the younger pupils. They explore Bible stories or share aspects from the news, consequently this helps them nurture the faith of others. Pupils understand that three candles are lit to signify God as Father, Son, and Holy Spirit. Opportunities to deepen an understanding of stories and individual responses are valued by staff and pupils. One pupil describes Bible stories as a guide on how to live our lives. For example, 'the story of Noah reminds us God's love remains even in hard times'. Reflective areas across the school and within the grounds allow pupils to have time to reflect on their inner self and spiritual being. Pupils relish sharing their prayers and enjoy bringing their holding crosses to worship, spreading hope and kindness throughout the school.

The RE curriculum is carefully planned and sequenced to allow exploration of a range of religions and world views. Thus, effectively meeting the needs of the pupils. In response to changes in the RE syllabus, leaders have identified the need to implement a new school curriculum in order to further deepen an understanding of different faiths. Through strong links with the diocese, the RE lead receives current and relevant training which is then shared with all staff. Engaging learning experiences encourage pupils to explore deeper questions. Pupils reflect on the opportunity to think bigger, specifically exploring religious teachings and links with science. Such as debating theories on creation. RE provides a safe space for pupils to reflect on their own beliefs and those of others. One pupil expressed RE as 'an opportunity to open our minds to different worlds'. Quality learning opportunities beyond the classroom provide valuable first-hand experiences. Visits and visitors from faith communities deepen pupil's understanding of diversity. Therefore, developing empathy and respect for others and supporting pupils to navigate the interconnected world we live in.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	King Edward Cresent, Woodhall Spa, Lincolnshire, LN10 6RQ.		
Date	11 February 2025	URN	138487
Type of school	Academy	No. of pupils	290
Diocese	Lincoln		
MAT/Federation			
Headteacher	John Whalley		
Chair of Governors	John Powe		
Inspector	Julia Marshall		