

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School

Address	Church Lane, Cromhall, Wotton-under-Edge, Gloucestershire, GL12 8AL		
Date of inspection	25 June 2019	Status of school	VC Primary
Diocese	Gloucester	URN	109181

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

School context

St Andrew's Church of England Primary School is a primary school with 65 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 in line with national averages. With the exception of the headteacher, there has been an almost complete change of staff since the last inspection.

The school's Christian vision

A church school that grows, learns and achieves together. 'Train up a child in the way he should go, and when he is old he will not depart from it.' (Proverbs 22:6)

Key findings

- St Andrew's Church of England Primary School has a distinctive Christian vision and well-developed set of associated Christian values which inspire leaders in shaping the school. However, because the vision is relatively new it does not underpin all aspects of the school's work.
- As a result of the Christian vision and values, there are strong relationships amongst all members of the school community. This ensures that all pupils are well supported emotionally and academically.
- Pupils develop good understanding of Bible stories through imaginative and engaging collective worship. They can then relate messages from these stories to their lives.
- Religious education (RE) is a strength of the school. As a result of high quality teaching, pupils learn to discuss their own personal beliefs with exceptional thoughtfulness and sensitivity.
- The strong, mutually-supportive partnership between the school and local churches enhances the quality of collective worship and enables all to flourish.

Areas for development

- Continue to develop the school's distinctive Christian vision so that it underpins all aspects of the school's work and self-evaluation.
- Develop a shared understanding of spirituality which can be used to plan pupils' spiritual development across the curriculum and throughout the school.
- Enable pupils to take action on local and global issues which they see as being unjust or unfair.

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

St Andrew's CE Primary School has developed a distinctive Christian vision, built around learning, growing and achieving together. This is rooted in a verse from Proverbs which sees the work begun by the school as providing the foundations for pupils to grow and flourish in the future. The vision provides the inspiration for many of the strategic decisions made by leaders. For example, using resources to support pupils who are emotionally damaged is seen as living out the vision to grow together. As school policies are renewed, they are being rewritten in light of the vision, and many policies have been interpreted in a deeply Christian context. Integral to the vision are five core Christian values which are used to help pupils to make decisions about their behaviour and in forming relationships. These values provide a vocabulary for discussing the successes and challenges of life, and all pupils and adults recognise their importance and relevance. Parents describe how pupils draw on the vision and values at home, with one child even accusing her mother of 'not showing enough courage!' All this demonstrates the excellent progress the school has made since the last inspection when developing Christian values was highlighted as an area for improvement. Work on the school's vision is relatively new, however, and it does not yet underpin all aspects of the school's life and work.

Leadership at St Andrew's is strong. Inspired by the school's vision, the headteacher has improved the quality of teaching and learning so that the majority of pupils make good progress and achieve well. Great importance is placed on vulnerable children, who flourish both academically and emotionally as a result of the staff's watchful openness to their individual needs. Governors monitor the effectiveness of the school as a church school. They set up the ethos committee as a result of self-evaluation which highlighted the need for governors to be more fully involved in this aspect of the school's work. The committee offers the headteacher support and challenge in further improving the school's Christian character. The partnership with the parish church and with Cromhall Chapel is particularly strong. The chapel's pastor regularly leads collective worship and runs an enrichment club which helps pupils to interpret the school's Christian vision and values. Both church and chapel benefit from the involvement of pupils in services and social occasions.

As a result of staff living out the school's vision, pupils say that they feel well-supported in their work and to aspire to do the best they can. Pupils are asked to think about a range of 'big questions' which explore ethical and global issues. Although pupils have strong views on areas such as deforestation, cruelty to animals and plastic use, they do not take action to tackle them or to raise awareness of their implications. The school raises money for a number of charities, but pupils do not choose which ones to support.

In RE, pupils particularly enjoy learning about a variety of faiths, seeing this as important in understanding people who may have beliefs different from their own. The depth of learning in RE means that pupils have a good understanding of the things which unite people as well as what divides them. This work, combined with activities in other subjects, helps pupils to understand and celebrate difference and diversity, with the result that children say there is no bullying in the school. Relationships amongst all members of the community are strong and pupils' behaviour is good. Pupils and adults use the language of their Christian values – respect, truthfulness and forgiveness – to reconcile any differences of opinion.

Through collective worship and RE, pupils develop an exceptional knowledge of passages from the Bible. Each week the pastor chooses a short passage from scripture to enrich understanding of a school value. This is discussed in collective worship and the children are then challenged to memorise it. Older pupils then explore the meaning of these verses in greater depth in the weekly Barnabas Club. In RE, pupils interpret passages such as Jesus saying 'I am the bread of life' and 'I am the good shepherd' through discussion and artwork. The result of this is that children know a broad range of biblical stories well and they can relate these to the school values and their own lives with an unusual depth of understanding. This was evident during the inspection when a Year 3 and 4 class showed good knowledge of the Parable of the Lost Son and its meaning in their RE lesson. Older pupils use this knowledge of Bible stories to plan, lead and evaluate worship for the younger ones, a task they thoroughly enjoy.

Collective worship is rich and varied and benefits from the contribution of both church and chapel. This means that pupils experience different ways of worshipping God. They have an understanding of the Christian belief in

the Trinity and are developing an appreciation of how the Church's year mirrors the life of Jesus. Through effective teaching, older pupils understand the significance of Holy Communion to Christians. The school has created a spiritual garden to enable quiet prayer and reflection, but has recognised that personal prayer is an area which needs further development.

RE is a considerable strength of the school. Pupils are enthusiastic about the subject, because it is presented in a varied and creative way. They particularly value the safe environment in RE in which they feel confident to reflect on their own beliefs. Through these discussions, pupils identify important skills such as patience, trust and not being afraid to speak up, which they see as essential for civilised debate. The high quality curriculum and teaching ensures that children develop a good understanding of Christianity and other world religions. The excellent RE leader makes good and thoughtful use of assessment and feedback, with the result that pupils frequently make even better progress in RE than other subjects. This shows that RE has improved greatly since the last inspection.

St Andrew's is a good Church school which has made excellent progress since its last inspection in creating a distinctive Christian ethos where all can learn, grow and achieve.

Headteacher	Helen Green
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