

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

## St Andrew's Church of England VA Primary School, Weymouth

**Address** Littlemoor Road, Preston, Weymouth, DT3 6AA

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Overall grade** **Good**

**The impact of collective worship** **Good**

**The effectiveness of religious education (RE)** **Good**

### School's vision

Through God's unconditional love and knowing we are loved, we are inspired and motivated to make a difference. Our vision incorporates making a positive difference for good, each other, everyone and in our community. "Let all you do, be done in love" (1 Corinthians 16:14).

### Key findings

- The school's distinctive vision of making a difference is supported by key values. Both are informed by the Christian concepts of love and compassionate action. Pupils and adults flourish due to the collaborative atmosphere and the care for individuals. The key values do not yet have a theological underpinning.
- School leaders are driving rapid improvement so that the school becomes even more inclusive. They show deep compassion and are courageous advocates for their immediate community and beyond.
- Significant partnerships support and enhance the school's vision and values. Local churches enrich school collective worship.
- The vision and collective worship provided much-needed stability and inspiration during the COVID-19 pandemic. The vision and values are not fully utilised, however, in the planning process for collective worship.
- Religious education (RE) provides a rich and diverse curriculum for all learners. Diligent monitoring ensures good progress is made by all. Assessment processes which take into account the wider skills that pupils display in RE are not yet embedded.

### Areas for development

- Root the core values in theology, so that their link with the vision and associated biblical verses is known and understood by all.
- Deepen understanding of the school's vision and values by using them to inform the planning of collective worship.
- Develop pupil assessment in RE so that progress, including in knowledge and skills, is fully recognised.

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

The impact of St Andrew's school vision is seen in the way leaders 'make a difference' to the lives of pupils and adults. The vision is simple and profound and inspires all. It was key to the service to pupils and the wider community that characterised the leaders' approach in the pandemic. 'Let all you do be done in love' (1 Corinthians 16:14) is the motivation underpinning the vision. Human love and compassion are understood to reflect God's love. Staff and pupils make a difference through putting love into action. Some staff could not imagine working in any other school due to the relevance of the vision for them.

Leaders have recently established core values that enhance the vision of the school. The values of kindness, respect, resilience and responsibility have been chosen after a far-reaching and widely appreciated consultation. These are readily practised in the everyday life and strategic direction of the school. The link between the core values, the vision and the Bible verses which underpin them is not yet fully embedded.

St Andrew's school draws strength from and contributes to its positive partnerships with the Diocese of Salisbury Academy Trust (DSAT), its hub of Weymouth schools, the Diocese of Salisbury and the local benefice. Training on distinctive church school issues such as spiritual leadership helps senior staff to reflect on their daily and strategic actions. Curriculum and staff professional development benefit the school, enabling it to make rapid and sustainable progress. Effective monitoring of RE and collective worship is assisted by DSAT training. One result is identifying the need to use the vision and the values to inform the planning process for collective worship.

Leaders are committed, through the implementation of the vision and values, to a curriculum which serves the needs of the whole pupil. This personalised approach benefits the catch-up process after the pandemic. Clear early identification of need impacts positively on the learning of pupils with special educational needs and disability (SEND). Tailored learning is put into action as a result. If some pupils do not find learning easy, staff notice and reward aspects of their personal development to encourage them. The value of cultivating resilience is critical to helping learners persist. Developing a mastery approach is aiding pupils, including the disadvantaged, to make a difference to their learning one step at a time. Good opportunities for spiritual development already exist, for example, in RE, collective worship and the spiritual garden. A review of the curriculum is identifying intentional moments to deepen spirituality.

Character development is encouraged, for instance, by presenting celebration certificates during collective worship. These recognise pupils making a difference through their learning and by demonstrating core values in or out of school. Certificates have been awarded for creating intergenerational artwork on the theme of hope and campaigning about deforestation. Imaginative use of social media reinforces community awareness of the positive actions of pupils. This results in positive dialogue with a wider audience. Pupils are given leadership opportunities, such as through the worship team, and enjoy being involved in strategic decision-making in school.

Courageous advocacy is understood as crucial to make even more of a difference through action. Key figures, such as Rosa Parks, are focused on in class and in collective worship. Consequently, pupils are adept at raising awareness of social justice. They are actively involved in charitable activities, making backpacks for children in Ukraine for example. Significant trouble was taken to think of appropriate messages to include. Leaders imaginatively use visitors and current events to further inspire pupils and staff to action.


St Andrew's values underline its approach to positive behaviour management. Leaders work hard to produce a harmonious community based on mutually respectful relationships. When things go wrong, reflection, forgiveness and reconciliation are at the heart of putting situations right. An aspect of making a difference is that pupils can increasingly see and value another's point of view. Understanding diversity was the focus for World Book Day. Pupils greatly appreciated the opportunity to experience cultural celebrations across the world through the eyes of local people.

Mental health and wellbeing is prioritised as crucial to the flourishing of all. It is very effectively led by a senior leader. They have contributed to the DSAT wellness policy. Leaders take every opportunity to build emotional literacy for all in the community. Pupils feel that staff are deeply invested in them. There is a tangible sense of belonging. The local vicar offers a chaplaincy service to staff. This contributes to adults

thriving in the school as they feel looked after and valued.

Collective worship acts as a focus for the school community. Leaders made it a priority during the pandemic and pupils, staff and parents talk of its importance then and now. It is invitational, inclusive and inspirational. Liturgical words, singing, prayer and reflection are valued and practised parts of each act of worship. Pupils speak of how it creates much needed moments of peace for them. They take candles from the hall to the worship tables in classrooms. This action movingly symbolises the impact of worship continuing through the day. Prayer is seen as connection with God and with the world. Its importance is underlined in the well-attended prayer club. This is sensitively led by a local Christian. Effective planning means that the nearby churches help pupils to encounter the teachings of Jesus by leading and hosting high quality worship.

As a core subject, RE has a high priority. Its diverse curriculum is effectively constructed from a number of sources. It enables pupils to further their understanding of and engagement with a wide range of religions and world views. The subject lead is up to date with the latest thinking in RE. They encourage classroom teachers to improve their skills and knowledge. Pupils asking and answering questions generates much discussion and reflection on beliefs. Impact days afford the chance for an in depth approach to the subject. They provide opportunities to link RE with the school's vision, collective worship and spiritual development. A day on the symbolism of light led to a moving outdoor service with carols for the whole family. Assessment data shows that outcomes in RE are in line with other literacy-based subjects. Although effective in capturing pupil progress, summary assessments do not show pupils' wider understanding and skills in RE.

	<b>The effectiveness of RE is</b>	<b>Good</b>
	<p>The RE leader has devised a rich, engaging RE curriculum with stimulating resources. Pupils, including those with SEND and the more able, respond positively, learn and progress well. Pupils are supported and challenged appropriately. Leaders monitor and regularly discuss how to improve the standards in RE.</p>	

### Contextual information about the school

Date of inspection	26 May 2022	URN	144470
Date of previous inspection	20 November 2015		
School status	Voluntary aided	NOR	316
Name of Multi Academy Trust or Federation	Diocese of Salisbury Academy Trust		
Diocese or Methodist Circuit	Salisbury		
Headteacher	Sam Harris		
Proportion of pupils deemed to be disadvantaged	In Line with National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	The school recently incorporated its pre-school provision into the academy.		
Inspector's name	Simon Stevens	No.	0953