

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School & Nursery, Much Hadham	
Address	Tower Hill, Much Hadham, SG10 6DL
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
<p>Jesus said, 'I am the good shepherd ... I came so that everyone would have life, and have it fully.' John 10:10</p> <p>Our Christian vision is inspired by Jesus' promise that everyone will live 'Life in All its Fullness', through diverse and rich opportunities offered at our school. Just as St Andrew was encouraged by Jesus to 'Come and see', our children bear witness to God's world, in their work and play.</p>
Key findings
<ul style="list-style-type: none"> • The school's vision is embedded, well known and understood by pupils and staff. Leaders use it to evaluate their actions, which enables adults and pupils to flourish. • Leaders provide many opportunities for pupils to explore their spirituality in age appropriate ways. Pupils enjoy these activities but not all are able to fully express these in terms of spiritual experiences. • Pupils enjoy being change makers. They feel a sense of pride when they believe they have made a difference. However, they are not yet independent courageous advocates for social justice because most activities are adult led. • Collective worship is valued by pupils, staff and parents. It is carefully planned and all pupils are enabled to take part. • The school's Religious Education (RE) curriculum prepares pupils for life in a diverse society. However their learning is not always secure and inconsistent feedback means some pupils do not know how well they are achieving.
Areas for development
<ul style="list-style-type: none"> • Consolidate feedback to pupils so they consistently know how well they are achieving in RE. • Facilitate pupils to be courageous advocates for change beyond fund raising so that they take ownership of social action projects. • Enable pupils to recognise and readily express their responses to spiritual experiences.



Inspection findings

St Andrew's is a school which has its Christian vision at the core. It is well known and is the school's point of reference in the 'best of times and the worst of times'. It is a school where everyone is welcomed and valued exactly as they are. Leaders work with relentless passion to ensure everyone flourishes and use the school's vision to evaluate every decision. Parents talk of the way the school 'wraps them up'. They describe how former pupils go on to thrive and build on the firm foundation begun at St Andrew's. Pupils enjoy a wide range of opportunities offered by the school. They appreciate that these enable them to experience life in all its fullness. Staff also flourish due to well planned professional development. The school has a strong track record in developing and growing staff. Leaders, including governors, actively look for and nurture talent and rejoice at each individual's flourishing.

The school provides a carefully structured curriculum and leaders are aspirational for pupils to succeed through its delivery. Pupils are keen to learn and enjoy being challenged. Those with special educational needs or disabilities (SEND) are skilfully supported, enabling them to achieve. Every effort is made to remove barriers to learning. This includes finding ways to support pupils' emotional needs in order for them to flourish. Leaders carefully consider ways in which learning can be shared and linked across the school. For example, a recent 'Take One Book' project led to a school wide celebration of everyone being uniquely and wonderfully made by God.

Relationships at all levels are extremely positive. Pupils have a strong sense of right and wrong. They want everyone to have a positive experience of school and to succeed. Pupils are able to disagree peaceably and know when to request help from adults. When issues do arise, they are dealt with kindly, with decisions firmly grounded in the school's vision. Consequently, pupils' behaviour in classes and around school is excellent. Older pupils talk proudly of being role models for the younger ones. Leaders work hard to ensure all members of the community see themselves reflected in the school's work. For example, literature available to pupils include many stories depicting different cultures. The curriculum has been reviewed so that difference and diversity is represented and celebrated. Leaders relentlessly look for opportunities to promote a range of cultures in all aspects of the school's life. Pupils enjoy learning about diversity and are enthusiastic about their No Outsiders work. They talk about this as 'learning for life'.


Staff work hard to promote character development for all their pupils. Through fundraising for various charities, they feel a sense of pride in knowing they have made a positive difference. Year 5 pupils undertake the Archbishops' Youth Leader Award, resulting in community action projects within the village. Pupils understand the importance of caring for the environment. They are aware of national and global issues. However, not all pupils view themselves as independent agents for change. The majority of activities are adult led.

Collective worship is highly regarded by pupils, staff and governors. Parents appreciate opportunities to join their children and staff for worship, especially as a way to reconnect after the pandemic. Staff value the time to reflect and pupils enjoy having the whole school community together. Worship themes are planned by the headteacher so that they form meaningful links and build over time. The incumbent also regularly leads worship. Daily worship is fully inclusive. Simple signs and actions are used to enable all to participate. Values such as thankfulness are at the heart of the school's worship life. Pupils talk about how these link to the teachings of Jesus and enable them to be the best person they can be. Leaders' careful evaluation of worship has led to changes requested by pupils. For example, singing is now a highlight of St Andrew's worship. Pupils sing joyfully and with understanding. The use of prayer is invitational. All are invited to join in with a range of prayers, including



The Lord's Prayer and those written by pupils. Older pupils have regular opportunities to lead worship using published materials, as well as the weekly celebration worship. Younger pupils look forward to their turn to lead collective worship. The whole school attends the parish church for the main Christian festivals, ensuring all pupils experience the Anglican tradition. Pupils are also provided with many other opportunities to explore their spirituality in age appropriate ways. This includes using the very popular spiritual garden, where they share prayers and experience moments of stillness. Pupils recognise the term 'spirituality' but are not yet confident to articulate what it means to them.

RE is a curriculum priority. It is carefully planned and resourced across the school. Judicious use is made of published resources which supports teachers' subject knowledge and promotes the use of creative learning tasks. These are carefully scaffolded so pupils are able to engage in each lesson. Pupils learn about world faiths and can link these to the school's chosen values. For example, they could identify honesty as a value which is common to all faiths and other world views. Pupils look forward to their RE lesson each week and enjoy recording their learning. They are fascinated to explore different world faiths. Pupils are supported to access learning in their own way. The youngest pupils talk confidently about God and enjoy Bible stories. Leaders' intentions for RE curriculum end points are clear. Teachers have clear guidance so they know the standards pupils are expected to achieve. Pupils are confident to share their thoughts. They view their RE lessons as a safe space to explore and develop their own beliefs and compare them to others.

	The effectiveness of RE is		Good	
	<p>RE is prioritised by leaders and governors. It is carefully planned, taught by class teachers and monitored by leaders. As a result, it meets the Church of England Statement of Entitlement. Learning activities are supported by carefully chosen resources. Pupils are challenged to think about and compare world religions. However not all learning is convincingly committed to long term memory. Inconsistent feedback means some pupils are unclear on how well they are achieving in RE.</p>			
Information				
School	St Andrew's Church of England Primary School & Nursery, Much Hadham	Inspection date	22 May 2023	
URN	117444	VC/VA/Academy	Voluntary aided	
Diocese/District	St Albans	Pupils on roll	215	
Headteacher	Caroline Dimond			
Chair of Governors	Lindsay Steel			
Inspector	Victoria Burgess	No.	2139	