

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

St Andrew’s Church of England VA Primary School, Bebington  
 Townfield Lane, Bebington, Wirral, CH63 7NL

## Christian vision

With God at the heart of our school community, we aim to encourage each other, through showing the Fruit of the Spirit, to learn and grow in our knowledge of God and the world. This will enable us to walk in His light and live a life which pleases the Lord.

‘Live a life worthy of the Lord and please him in every way; bearing fruit in every good work, growing in the knowledge of God.’  
 Colossians 1:10

## School strengths

- Well-understood by leaders and deeply rooted in its community, St Andrew’s inclusive Christian vision sits at the heart of school life. The virtues of the fruits of the Spirit drive all school priorities and decisions. As a result, all people in school learn and grow exceptionally well.
- Inspired by the vision of living a life following the teachings of Jesus, leaders actively create a school culture of inclusion and equity. Pupils and adults are valued for who they are. Everyone has a voice in this generous and encouraging Church school, enabling all to grow and ‘bear good fruit’.
- Inspired by God at the heart of their community, partnerships are exceptionally strong and mutually beneficial. Close working with local churches and families deeply enriches Church school life, nourishing collective worship and the wider curriculum.
- The Christian vision of living a life honouring Jesus’ teachings underpins a fruitful school culture of justice and responsibility to others. Local and global issues are courageously explored, empowering pupils to make ethical choices and challenge injustice.
- In religious education (RE), a carefully considered and flexible approach to assessment ensures that teaching is adapted to meet the needs of all pupils. As a result, pupils learn well in lessons.

## Areas for development

- Develop a shared understanding of spirituality in school. Use this to deliver a range of rich and relevant experiences that nurture pupils' spiritual development across the curriculum.
- Plan more opportunities that engage all pupils with spontaneous prayer and reflection beyond collective worship, in order to deepen spirituality across the school.
- Ensure that the RE curriculum is structured so that pupils retain knowledge and understanding of world religions and worldviews over time.

## Inspection findings

St Andrew's is a welcoming and inclusive Church school. With God at its heart, it lives out a deeply embedded Christian vision with purpose and energy. Committed leaders fully understand the changing needs of the local community, ensuring that the vision remains accessible and relevant. Pupils and adults actively live out the fruits of the Spirit to better themselves and encourage others. Through celebrating and rewarding acts of kindness and generosity, the school environment imaginatively promotes the vision of upholding Jesus' teachings. Leaders put the school's vision at the heart of self-evaluation and action planning. They prioritise consultation, involving all in reviewing its impact. As a result, school priorities flow naturally from the vision, keeping it alive and purposeful. Insightful and dedicated governors understand their strategic role well, leading to fruitful school development.

The vision of learning and growing in the knowledge of God and the world inspires a carefully crafted curriculum. Tailored to a community proud of its heritage, whilst generously embracing change, leaders prioritise inclusion. Collaborative curriculum reviews, involving all staff and pupils, ensure that the vision remains effective. For example, on listening to pupils' views, leaders adapted reading books to embrace more diversity. Equality of opportunity extends to the wider life of the school. Leaders target resources to ensure that all pupils can access extra-curricular activities, which include playing a musical instrument. Inspired by the vision of God at the heart of the school community, partnerships are exceptionally strong and mutually beneficial. An active group of 'Vision Volunteers' makes a significant contribution to school life. A wide cross-section of community members enthusiastically supports the curriculum and wider life of school. Through running the library, accompanying school trips and other activities, volunteers tangibly enrich school life. As a result of the vibrant and engaging curriculum, pupils love coming to school and attendance is high. Committed teachers and support staff ensure that vulnerable pupils' needs are met. Within this proactive culture of learning and encouragement, pupils thrive. The vision of living a fruitful life drives a curriculum infused with big questions. Leaders plan many opportunities for pupils to explore their heritage and the wider world. For example, pupils thoughtfully reflect on slavery linked to local history, prompting searching questions about modern-day slavery. Aspects of spirituality are generally explored in lessons as they arise, strengthening pupils' awareness of their place in the world. However, a whole-school and shared understanding of spirituality is at its early stages. This means that experiences are not explicitly planned across the curriculum.

Inspired by walking in the light of the Lord, collective worship is joyous, reflective and invitational. Leaders creatively plan a variety of worship experiences, embracing a breadth of Church traditions. Adults and pupils value coming together to sing, respond, reflect and pray. Lighting candles and saying the school's Bible verse with actions brings the school's vision alive. A remarkably thriving partnership with local churches, one of which is based in school, richly enhances worship. Diverse in style, local clergy collaboratively plan and lead worship weekly, broadening pupils' experiences. Families value regular opportunities to share worship in school and church, enriching adults' and pupils' spirituality. Pupils value how collective worship helps them to understand the relevance of Jesus' teachings to their lives. For example, a collective worship on new beginnings prompted pupils to accept feelings of uncertainty. 'It made me think it's okay to be worried. I think Jesus is by my side,' said one pupil. As well as adults, trained pupil volunteers plan and lead worship, deepening pupil engagement. Pupils regularly evaluate worship. Their feedback prompts improvements, keeping worship relevant and creative. Reflection areas around school encourage pupils to offer thoughts and prayers related to worship and the school's vision. These enhance the spiritual development of those who engage. However, wider opportunities that inspire spontaneous prayer and reflection are underdeveloped.

Spurred on by a Christian commitment to extend God's love to all, leaders proactively embrace diversity and equality of opportunity. Parents and carers value the individual support offered to every child. The school is seen as a centre of hospitality within the local community. 'The fruits of the Spirit create a tapestry in this school. Everyone embodies what they stand for,' said one parent. School policies nourish equality and champion mental health awareness. Pupils and adults actively participate in a range of national events, such as Refugee Week and Children's Mental Health Week. St Andrew's holds the School of Sanctuary award in recognition of its welcoming culture. Regular staff consultations prioritise wellbeing and leaders act upon

suggestions. As a result, the staff are a cohesive and aspirational team, personifying the vision of encouragement and growth. Actively modelled by staff, pupils live out the fruits of the Spirit, creating a culture of kindness and generosity. Supported by a school behaviour policy steeped in reconciliation, pupils are quick to forgive. They look out for each other with love and gentleness. Regular opportunities for older pupils to buddy up with their younger peers deepen personal relationships.

Moved by the vision of bringing hope and encouragement to others, adults and pupils courageously explore issues of humanity. Curriculum and collective worship themes motivate all to respond with compassion, taking collective responsibility for those whose voice is not heard. Impactful charity work is at the heart of school life and pupils know how to tackle issues of inequality and injustice. For example, a dynamic local partnership with schools in Uganda inspires pupils to support the education of children affected by poverty. Empowered through highly proactive committees, pupils regularly engage in positive social action. Their activities have a significant impact within the community, such as reducing single use plastics and reusing clothing to reduce landfill.

RE has a high status in school and is well-resourced. New teachers are competently supported by experienced and knowledgeable school leaders. The school actively engages in diocesan training, leading to school improvement. Teachers adapt school assessment frameworks creatively, accurately capturing pupil achievement. As a result, teaching is adapted well to meet the needs of all learners. In-depth monitoring and evaluation confirm that RE teaching is good. Pupils make at least expected progress. Sequenced and coherent teaching enables pupils to develop a comprehensive knowledge and understanding of Christianity. Pupils explore theological concepts in depth, regularly making links with the school's vision. For example, through studying the Bible story of the Prodigal Son, pupils understand how Christians are asked to forgive. A range of world religions and worldviews are effectively explored in lessons. At the time of study, pupils show a good knowledge and understanding. However, curriculum structure does not fully enable pupils to remember what they have learnt about world religions and worldviews long-term. Leaders recognise this and a major revision of the RE curriculum is in its early stages. Supplemented by first-hand experiences during the school's Interfaith Week, pupils have a well-developed appreciation of diversity.

With God at its heart, St Andrew's is a welcoming, nurturing and joyful Church school. Its empowering Christian vision inspires and strengthens the whole school community. Adults and pupils embody its purpose; learning, growing and flourishing generously together.

The inspection findings indicate that St Andrew's Church of England VA Primary School, Bebington is living up to its foundation as a Church school.

### Information

School	St Andrew's Church of England VA Primary School, Bebington				
URN	105077	Pupils on roll	202	VA/VC/Academy	VA
Diocese	Chester				
Multi academy trust	N/A				
Federation	N/A				
Headteacher	Amanda Lamkin				
Chair of governors	Mark Woodger				
Inspector	Sue Mawdsley			No.	930
Date of inspection	14 September 2023				