



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Keighley St Andrew's Church of England Primary School and Nursery	
Address	Lustre Street, Keighley, BD21 2ND

School vision
Guided by God, we build a community of learners who flourish and are filled with hope.

School strengths
<ul style="list-style-type: none"> • Everyone is enabled to flourish within the family at St Andrew’s. Leaders have swiftly ensured that the Christian vision and associated values are embedded in the school. Decisions made by leaders are driven by the Christian vision. This ensures the flourishing of all. • Adults and pupils thrive in this deeply inclusive environment. Leaders are dedicated to the nurture and wellbeing of the pupils and adults in their care. There is a spontaneous, yet intentional culture of looking after one another in love • Collective Worship expresses the school’s vision well. Opportunities for prayer and reflection within and beyond collective worship enable pupils to feel calm. Church links and other Christian partnerships make a significant contribution to flourishing. • A deep connectedness binds the school, families and the community together. Relationships at all levels are a testament to the impact of the school’s carefully chosen Christian values. • Pupils are passionate about religious education (RE) and have a deep knowledge of faiths and worldviews. They apply their learning demonstrating an unwavering respect for diversity within and beyond their own community.

Areas for development
<ul style="list-style-type: none"> • Embed formal monitoring practices so that the impact of the vision can be fully evaluated and celebrated. • Provide opportunities for pupils to challenge injustice, enabling them to recognise that they can initiate and bring about change. • Refine assessment strategies in RE to ensure further challenge and progress for pupils.

Inspection findings
<p>St Andrew's is a real source of hope for its staff, pupils and the local community. The vision of life in all its fullness drives the school forward. This is especially true in its service to those who are most vulnerable. Parents and pupils talk movingly about how the school is enabling them to make positive life choices. Expectations of what they can achieve are constantly being raised. The vision and associated values including community, peace, courage and compassion are woven throughout every aspect of the learning family. These, along with the learning powers of resilience and perseverance, are embodied by adults and pupils. The vision is well lived out in how vulnerable pupils are helped to learn and socialise. Skilled adults are champions for all, which ensures that improvements in learning have been transformational for many. Pupils articulate what the vision</p>

means to them. One commented 'that they can do anything with God's love, hope and resilience'. Examples abound of how the school helps them to reach higher. This includes the support they are given in all aspects of school life. Parents value the sense of togetherness they experience, expressing their gratitude for the guidance their children receive. This is a key reason why parents choose St. Andrew's, because 'pupils here are known as individuals'. The inclusive nature of St. Andrew's ensures that all are welcome. Staff and families are immensely grateful for the love, care and compassion they are shown. Strong relationships infuse life at St. Andrew's. Everyone in the school community flourishes, regardless of need or background. This is because each one is 'held in the school's family'.

The executive headteacher, interim headteacher and staff have brought about stability during the last twelve months turbulent times. Strong Christian leadership ensures that everyone is aware of the Christian teaching, that all things are possible with God. Effective practice is rooted in the values and teachings of Jesus. This is evident in the good mental health of pupils and staff. Pupils have daily meditation and use music, yoga and art as calming tools. Staff describe the school family as a 'protective bubble' during difficult times. They feel cared for by leaders who have an 'open door policy'. Staff are signposted to access professional support if needed. This means all staff thrive and the vision enables them to 'have hope'. St Andrew's and Riddlesden St Mary's work effectively in partnership to enhance the flourishing of all.

The diocese knows St Andrew's well and the partnership has strengthened leaders and governors on a journey of improvement. They articulate the vision with clarity and speak passionately about the courageous decisions they have had to make. Decisions to merge classes and reduce staffing being an example. Governors are clear this has been done sensitively and in line with the vision. Governors monitor and evaluate the vision, but do not yet fully measure the impact on flourishing for all.

The learning environment is driven by the vision to direct thoughts upwards, inwards, outwards and to 'go and do likewise'. (Luke 10:25-37). This motivates creative experiences in which every pupil can excel, leading to some 'wow' moments. An early year's pupil when working out a creation task was awed by all God had done. This sense of awe continued as they reflected that they too were part of all that God had made. This school provides 'wow' moments in planned schemes of work. It also gives the freedom for spontaneous moments of wonder, prayer, and questioning.

Teaching and learning focuses on developing life-long skills, reflection and promoting spiritual development. These are embedded meaningfully in worship, RE and school life. Stimulating multisensory spaces support spiritual flourishing. Pupils confidently speak of the importance of prayer and reflection to them. Key stage 2 pupils record their spiritual thoughts and feelings meaningfully in their reflection journals. Younger pupils draw these and place them on the prayer trees.

Collective Worship is valued by all. Varied elements including music, stillness, story, reflection and moments of awe, help pupils to encounter the teachings of Jesus. Pupils from a range of backgrounds share their religious practices and celebrations within Christian worship. This inclusive worship is welcoming, with pupils and staff reporting they feel cherished as precious children of God. Supported by the school's close relationship with the church, 'worship is the pulse of the school'. Weekly exploration through the six values underpins the life of the school during the week. Worship planning, delivery, and evaluation is strong with a rich balance of adult and pupil involvement. Pupils flourish spiritually through the way they plan and deliver imaginative worship in school and church. All pupils deliver a class worship to the whole school each Monday. Monitoring and evaluation are rigorous, involving the whole school community. Parents relish attending worship in both school and church. Worship impacts deeply on the lives of the school community. This is seen in pupils high-quality follow-up in their personal reflections, prayers, and songs. Parents

and staff report how worship positively transforms pupils attitudes to learning and relationships in school and at home.

The vision is lived out by pupils strongly demonstrating the values. Exploring the value of thankfulness led pupils to undertake ‘acts of random kindness day’. This was carried out in school, at home and in the community. Pupils did litter picking, worked at a food bank and helped serve food at a shelter. They talk about inspirational role models who have inspired them to think about unfair treatment of others. Christian generosity is evident in the fundraising actions of the school community. Acts of charity have included families donating to the local food bank. Empowering pupils to take responsibility to make independent ethical choices to challenge inequality is less evident.

RE is a powerful expression of the Christian vision. Learners flourish in RE. The curriculum has high priority, is well planned, rich, engaging and promotes deep thinking and reflection. The school’s wider focus on developing an extensive RE vocabulary, allows pupils to express their views and thinking with confidence. Pupils talk with enthusiasm about RE lessons, reporting them as interesting and challenging. They are noticeably clear about the importance of learning about Christianity and a range of faiths and beliefs. They explain the Holy Trinity in terms of the different characteristics of the separate persons of God. Pupils respond with maturity to the key questions that are embedded throughout the curriculum and compare different religions. For example, year 6 pupils are challenged to consider how faith helps people when life gets hard. They reflect on how this might help them to deal with life’s challenges and reach their own God-given potential. Consequently, pupils develop respect in addition to deepening and broadening their views. They are exceptionally proud of their RE work which is of a high standard. New systems implemented to check the impact of RE as deep and long lasting are not yet fully embedded.

The inspection findings indicate that St Andrew’s is living up to its foundation as a Church school.

Information			
Inspection date	10 October 2023	URN	107339
VC/VA/Academy	Voluntary aided	Pupils on roll	331
Diocese	Leeds		
MAT/Federation			
Interim Executive Head / Interim Head of School	Linda Wright / Mercedes Stephenson		
Chair	Amiri Agbai		
Inspector	Elaine Bowers	No.	960