



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England VA Primary School, Hull	
Address	Grandale, Sutton Park, Hull, HU7 4BL

School vision

'Let your Light shine before others, that they may see your good deeds and glorify your Father in Heaven.'

We want everyone in our school community to shine.
We nurture and grow the unique gifts and talents so that all can flourish and be the best that they can be.
We aim to develop independent and curious learners who live well together with love, forgiveness, trust and endurance.

School strengths

- A nurturing and supportive school community reinforces the strong, well-known and well-established Christian vision and values. Pupils, staff and the wider school community live out this vision.
- Inspirational and dedicated leaders ensure the Christian vision is truly embedded. This vision clearly underpins decision making and policy writing.
- The school's broad and inclusive curriculum provides all pupils with the chance to shine. This approach offers variety and means everyone can personally and academically flourish.
- Collective worship is based on a newly refreshed and carefully sequenced approach. Pupils value the opportunity to gather as one community for worship each day.
- The new religious education (RE) curriculum has a high profile in school and is well led. It has been designed to ensure that all pupils are exposed to a depth and breadth of learning.

Areas for development

- Embed approaches to assessment in RE to enable pupils' progress to be carefully tracked and built on over time.
- Deepen understanding of Christianity as a living faith so pupils are confident to articulate and use this knowledge when responding to 'big questions'.
- Enhance the range of opportunities for pupils to engage in social action projects. This is to provide opportunities to be change makers in the local, national and global community.

Inspection findings

St Andrew's Church of England VA Primary School is a nurturing and supportive place to be. The school and its community live out a strong, well-known and well-established theologically rooted Christian vision. Pupils, staff and the wider community recognise 'Let your light shine' as intrinsic to the school's identity. There is a calm, purposeful atmosphere with clear expectations for everyone. Pupils talk about wider opportunities that they have access to by being part of this school community. They say that they enjoy school. Older pupils know how the school vision helps them to

model good behaviour both in and out of school.

Leaders are clear about how the vision has helped them make some challenging decisions around curriculum remodelling and prioritisation. They identified that change was needed and this supports staff to deliver a wide educational offer helping pupils to thrive. Pupils now have access to a range of opportunities that enable their 'light to truly shine'. Members of the governing body are regular visitors to the school and are highly committed to its journey of improvement. Governors monitor how well the curriculum is supporting children to know more and how this is underpinned by the vision. True to the vision, values of love and forgiveness are seen in relationships with the vulnerable and disadvantaged. The shared vision across the school enables links with other schools which provide collaborative professional development for staff. In order for staff to 'shine their light' they work with others as a way to improve practice within school. This means they are caring, approachable and willing to listen. Knowledgeable, well-trained staff, support pupils with special educational needs and/or disabilities (SEND) to make progress. The support for pupils with SEND is a strength of the school. Confidence and trust in the school leads to strong parental engagement and cements the cornerstones of the vision.

Collective worship is at the heart of the school and is given high status. Adults and pupils enjoy this special time together. Pupils are given opportunities to be part of this special communal time together. Worship leaders take pride in their responsibilities to lead worship once a week and to evaluate it at other times. They recognise the life skills that this opportunity is giving them. Worship is planned well and is now building on a new structure that provides sequential development of Christian values each half term. Pupils play an active part in delivering worship through their roles within the worship group. They are involved in planning, creating, and leading worship. This includes writing and reading their own prayers which promotes their spiritual development. Pupils respond positively in collective worship through the carefully considered themes that enhance their experience. Involvement from the church has historically been strong and the school is actively seeking to rebuild this involvement. Governors are effectively monitoring the school and supporting improvements in order to meet its responsibilities as a church school.

The school understand the importance of wellbeing and good mental health for staff and pupils. Relationships are underpinned by Christian love and care. As a result of the compassion and respect shown to staff, they feel listened to and empowered in their roles. Staff value the encouragement they receive from leaders, and this inspires them to 'let their light shine'. For example, early career teachers are supported to develop their skills and be the best they can be. Improvements made are done in a collaborative and inclusive manner. The school staff work as a cohesive team, offering help and encouragement to one another. Working in an environment of dignity and equity, staff are positive role models to the pupils. This enables staff and pupils to live well together. Where there are disagreements, pupils know how to restore relationships with the support from adults around them. Decisions and policies are underpinned by this caring approach and solidified through the well-established vision. Pastoral support is offered to families giving children the best possible chances. Any behavioural issues and persistent absence are being challenged with a clear, planned approach. Opportunities to reflect on all aspects of learning and behaviour are part of life at St Andrew's. Pupils particularly enjoy reflection stations set up in their classrooms and in communal areas. They take pride in their personal contributions to these areas.

A culture of concern for wider issues is being developed at St. Andrew's. A group of global ambassadors have been recently established. This group have been created to give pupils opportunities to express their voice on wider issues. However, pupils are only just beginning to use their voices to champion ideas of injustice and social action. A growing understanding of how social action can bring about positive change in the world is emerging through this group. They are rightly proud of a recent litter pick in the local community and list many activities that they are going to do

in the future. They enjoy sharing their work with the wider school and know they have an important role to play developing this aspect of school life.

The leadership of RE is effective. The RE curriculum is well balanced, enabling pupils to learn about a range of religions and worldviews. Pupils are keen to share their understanding and opinions. Staff are provided with a range of professional development to support them in the effective delivery of this subject. Monitoring of lessons by the subject lead and governors shows learning is effective. The RE lead works closely with the local diocese and adults attend a range of training opportunities through this strong partnership. This supports teachers in developing their subject knowledge so that RE is accurately taught.

Pupils enjoy RE and see it as an important part of their learning. They explain how it enables them to understand the importance of religious beliefs. Pupils talk with increasing confidence about how their knowledge in RE is built upon through a progressive and balanced curriculum. As a result, they are starting to make good progress in this subject. Teachers are beginning to develop opportunities for pupils to demonstrate and check their prior learning and understanding. This is embedding across the school. Books demonstrate the pride that pupils take in their learning and show that they think deeply about big questions. Pupils can discuss similarities and differences linking RE to their own experiences and views. This is enabling pupils to have a deeper understanding of a range of worldviews and faiths. However, the ways in which discussion reflects pupils' understanding of Christianity as a worldwide faith through their understanding of core religious concepts is not fully established. The school is committed to developing RE so that it continues to meet the needs of all learners. Staff are supported to share good practice, bringing greater consistency to lessons.

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

Information			
Inspection date	7 March 2024	URN	118051
VC/VA/Academy	Voluntary aided	Pupils on roll	553
Diocese	York		
MAT/Federation			
Headteacher	Fay Cairns		
Chair	Jordan Storr		
Inspector	Abigail Clay	No.	2204