



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

<b>St Andrew's Church of England Infant School, Coventry</b>	
Address	Church Lane, Eastern Green, Coventry, CV5 7BX
<b>School vision</b>	
<p>Driven by the teaching of St Paul to, 'Do everything in love' (1 Corinthians 16:14) Our vision is to be a church school which recognises and celebrates the uniqueness of each person, enables children to be confident of their place in society, and establishes in them a sense of responsibility through which they recognise the positive impact their love in action can have on others. We encourage all within our school community to demonstrate this through commitment to our core values of respect, responsibility and peace.</p>	
<b>School strengths</b>	
<ul style="list-style-type: none"> <li>• The Christian vision, deeply rooted in scripture, empowers this highly effective Church school. It binds the community in purpose. It drives and guides all aspects of school life. Deeply embedded, it provides a place where to be loved is encountered. This enriches the lives of pupils and adults who are enabled to flourish. Leaders at all levels ensure the vision and associated Christian values underpin nurturing experiences.</li> <li>• Loving relationships are noticeable strengths of the school community. The words of St Paul to, 'do everything in love', are at its heart. As a result, all are treated with respect, compassion and supported in both good and challenging times.</li> <li>• The curriculum is broad, stimulating and inclusive. Targeted provision for pupils with complex individual needs enables them to learn, participate and thrive.</li> <li>• The strong vision has shaped the religious education (RE) curriculum. It is well-planned, relevant and purposeful. The leadership team ensure that the subject is highly valued. Consequently, pupils flourish in RE.</li> <li>• Collective worship is fundamental to the spiritual life of the school. It incorporates opportunities for reflection on the school's Christian vision and values. It provides experiences which are accessible to all ages so that they grow spiritually.</li> </ul>	
<b>Areas for development</b>	
<ul style="list-style-type: none"> <li>• Promote and establish a deeper understanding of spirituality among staff. This will enable them to explore and articulate its impact on themselves and pupils.</li> <li>• Embed the work of the governing body so that it effectively monitors and evaluates the impact of the RE curriculum on pupils.</li> </ul>	
<b>Inspection findings</b>	
<p>Through a deeply considered and well-embedded vision, a sense of love permeates St Andrew's. All are welcomed in the belief that everyone should receive 'love in action' through their Christian values of responsibility, respect and peace. Committed leaders ensure that the Christian vision is lived out in decision making and everyday practice. Considerable support is given by the school for</p>	



the benefit of those it serves. Work with pupils who need extra help to access learning is exemplary. The school's deeply embedded vision is widely understood. Exceptionally harmonious and respectful relationships enable the St Andrew's community to flourish. The aspirational vision, seamlessly woven through all aspects of school life, drives the school's work. It underpins the positive relationships and nurturing environment, which permeate throughout the school community. Consequently, there is a deep rooted culture of compassion. The Christian values of responsibility, respect and peace are the means by which the vision is lived out. It guides leaders' actions and decisions. Governors are knowledgeable about most aspects of the school. Their understanding concerning the impact of the RE curriculum is limited as it relies on reports from others.

Staff are enthusiastic about living out the school's vision. They speak with love about the pupils they serve. Generous with their time and commitment, these cohesive relationships exemplify the vision. As a result, a harmonious culture of learning is created in which pupils flourish.

Leaders create a highly effective environment where the school family are treated well. Parents, staff and pupils speak of the importance of being part of a nurturing community, which fosters a powerful sense of togetherness. Caring relationships and high standards of behaviour illustrate this. Parents praise the school for making their children feel safe and secure. Staff and pupils benefit from leaders prioritising their wellbeing. Quality counselling is available for staff. Consideration of workload and support when facing personal challenges, means all staff feel cared for and valued. Aspiration and professional development are actively encouraged. Mental health and wellbeing of all pupils and their families are given a high priority. Parents recognise that staff frequently go 'above and beyond' to listen and understand their family issues. Consequently, staff build on pupils' self-esteem so that they are encouraged to fulfil their potential.

The curriculum echoes the vision. Pupils experience a 'learning launch' at the start of a new topic. This, together with frequently re-visited learning, ensures that any disadvantage is overcome and pupils have the same introductory experience. Opportunities for spiritual development are planned within each subject. While pupils flourish spiritually, their understanding of the words to describe their spiritual experiences are not fully understood. Some adults are less confident in articulating their own spirituality.

Positive behaviour practice, using a restorative approach of forgiveness and reconciliation, is highly effective. It ensures pupils live and learn in harmony. As a result, incidences of poor behaviour are rare. This is borne out by the school receiving an international award for upholding peace and reconciliation practice.

Pupils' understanding of injustice is growing. They learn about deforestation, slavery and damage to God's world. They are beginning to understand that not all children enjoy the same sort of childhood experiences as they do. Pupils are encouraged to 'step into their shoes'. They were indignant to learn that many children do not have books at home and are unable to read. In response, highly motivated pupils made a significant donation to the Book Project. Isolated community members enjoy the delivery of Harvest hampers by pupils. Taking responsibility and caring for God's world is a strong theme in the curriculum and worship. Reception pupils designed and displayed 'keep the park tidy' posters. Year 1 are litter pickers, tree and wild flower planters and bug hotel builders. Pupils are learning to recognise injustice, take responsibility and become change makers.

Well-planned and evaluated, collective worship is typically varied, engaging and invitational. Pupils are immersed in a spiritual experience. They are given time to sit quietly and think or join in prayer.

Worship addresses the needs of infant pupils and inspires enquiring minds. They are keen to act on what they have heard. Their worries are addressed in worship. Prayers were written in response to hearing about the floods and war. The school vision and values are illustrated by scripture, such as the creation story. Delighted pupils pointed out God’s creations in nature whilst at play, such as a single seed and mint growing. Worship leaders confidently help younger pupils with words of welcome and sending at the close. Newly chosen hymns are sung with heartfelt joy. Staff sensitively support those pupils who need gentle reassurance.

Opportunities for prayer and reflection make a significant contribution to pupils’ spiritual flourishing. Outdoor spaces such as sensory, wooded or garden areas are frequently used for quiet thinking. A prayer walk, led by the vicar, was valued by pupil and adult participants. During a shared service, a themed garden trail helped pupils at school and church members, explore their understanding and connection with Easter. A well- attended monthly Communion service is held before school for staff and families. Consequently, several pupils have expressed a desire to be baptised. The vicar offers prayerful support to staff, which offers them reassurance.

Curriculum planning for RE is highly effective and well-led. Staff build on their subject knowledge and practice. Stimulating opportunities are created for pupils to reflect on their own and other religious viewpoints. They learn about different world faiths, particularly those practised within the school. Pupils talk enthusiastically and proudly about their RE learning. They know that Christianity is a worldwide faith, naming countries such as Australia, India and Nigeria. Confidently they share that Hanukkah is a Jewish celebration, Sikhs' place of worship is a temple and Hindus use incense as part of their prayer. Pupils say it helps them to understand each other, show respect and learn together. Therefore, pupils including the most vulnerable and those with additional needs, flourish in RE.

Through active Christian love, the community of St Andrew’s work together to the benefit of all. The school is well-placed to continue to grow and develop as a Christian community.

The inspection findings indicate that St Andrew’s Church of England Voluntary Controlled Infant School is living up to its foundation as a Church school.

Information			
Inspection date	18 April 2024	URN	103703
VC/VA/Academy	Voluntary controlled	Pupils on roll	169
Diocese	Coventry		
MAT/Federation			
Headteacher	Allison Underhill		
Chair	Alan Tillman		
Inspector	Sally Kaminski-Gaze	No.	2238