

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

### St Andrew's Church of England Primary School

#### Vision

**“TOGETHER IN GOD’S LOVE. WE LEARN, INSPIRE AND GROW.”**

“Love the Lord your God... love your neighbour as yourself.”

Matthew 22:36-40

Through this vision we enable children to be at the centre of our local church and wider community, we teach each other, we inspire a love of God and a love of self and we grow into well rounded, joyous individuals.

St Andrew's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- Driven by the Christian vision and associated values of the school, leaders have established a culture of compassion and care. Adults and pupils are nurtured as individuals and consequently behave generously towards others. This results in a community of people that embrace a responsibility to love their neighbour well.
- The worship life of the school has a wide-reaching impact. Partnerships with the local church reciprocally enrich a shared spiritual journey of worship. The inclusive and invitational nature of worship ensures adults and pupils flourish spiritually and explore faith.
- A carefully crafted curriculum is effective at meeting the needs of learners. It is especially inclusive of those who may be considered vulnerable. Opportunities for spiritual understanding are intentionally planned, subsequently, this enriches academic learning.
- Staff professional and personal development ensure a highly motivated and skilled workforce who flourish. This is enriched by its partnerships within Liverpool Diocesan Schools Trust. As a result, staff are ambitious for their pupils, who in turn find joy in leadership responsibilities.
- Religious Education (RE) holds a high profile in this school. Pupils enjoy the creative approaches to learning and relish the encounters with world faiths, including Christianity, that are offered.

#### Development Points

- Embed recent changes to the monitoring and evaluation of religious education by governors. This is so that leaders at all levels will be able to identify more effectively how the school is meeting the requirements for RE in a Church school.
- Increase opportunities to study world faiths, including Christianity in a global context, and non-religious worldviews. This is to extend pupils' knowledge and understanding of the diverse ways in which faith is expressed around the world.



## Inspection Findings

In considering what is key in the Bible passage from Matthew, leaders at St Andrew's recognise treating others well is paramount. The call to love both God and each other shapes the vision and culture of this school. This conviction guides leadership decisions on spending and curriculum choices. The Christian vision ensures an equity of welcome here, irrespective of background. This, in turn, creates a community that makes a difference. Parents identify that the ethos created by the vision and associated values emerges quickly in conversation with their child. Examples of loving your neighbour, persevering or giving value certificates to family demonstrate the impact this is having. Togetherness extends across trust partnerships. Involvement in the trust's distinctiveness committee allows other schools to benefit from this vision.

Leaders are ambitious for pupils. The UNIQUE curriculum model is planned with careful adaptations to ensure accessibility for pupils at all stages of learning. Strategies to maintain good attendance are effective, they allow pupils to engage in learning. Governors know the school well. Along with school leaders, they make decisions that secure academic flourishing. Curriculum design encourages children to value diversity and difference. A wide variety of reading materials and displays reflects this commitment. Learning about key figures from all walks of life inspires pupils. Time with an athlete from Team GB, offers a perspective which encourages pupils to perceive no limits to achievement. A programme of visits, visitors, and creative activity enrich the learning experience. Moments of reflection are built into lessons. Thinking of actions taken by people studied, allows pupils time to consider their own moral code and character. Consequently, respect is a treasured value for pupils and adults. St Andrew's has introduced the idea of, 'windows, mirrors and doors'. This approach to discussing spirituality offers pupils time to look out on the world through the window. They look into themselves (mirror) and step through the door to take action for others. This is effective in providing a shared language for pupils and adults to articulate a growing spirituality within learning.

The daily act of worship enables spiritual flourishing for adults and pupils. It offers a time of stillness for pupils to make meaning from life experiences and learning. The inclusive approach ensures those pupils with additional needs find equal joy and confidence in participating. A recognisable pattern and rhythm to each act gives confidence to adults and pupils to lead. This also ensures that each worship is rooted in the Anglican faith and traditions. As 'picture news pioneers' pupils enjoy feeling, 'like you're being responsible for this school' as they lead worship in class. Opportunities for reflection continue throughout the day. Pupils from all year groups, form a wow group and take responsibility for these spaces in classrooms. With pride, a pupil commented; 'People like saying prayers using my idea.' Planning for variety within worship includes a close partnership with St Andrew's Church. Both pupils and clergy benefit from the togetherness of class-based worship. Parents feel a sense of belonging too, as the school invites them to join worship at church. Some identify the impact this has had on their own understanding of faith. Growing attendance at family worship and church parade exemplify this. These times are embraced equally by the church congregation. Shared opportunities to participate and lead worship across the trust create a wider spiritual community.

There is a strong commitment to developing leadership at St Andrew's. Continued professional development of staff ensures best practice at school. Consequently, a readiness exists to extend the impact of the school vision, sharing practice across the trust and wider. School leaders are mindful of the wellbeing of staff in decisions. Pupils fully embrace multiple chances to shape areas of school life. Opportunities are offered that celebrate individual strengths of pupils and adults, giving a voice to each person. For example, pupils comment they can speak in front



of a big crowd, which prepares them for the future. Current research informs spending choices with a belief that what helps one, helps all. No distinction is made, all are entitled to learn and grow together in this culture of inclusivity. Working closely with parents, school is tireless in finding innovative ways to reduce possible barriers to learning. Equally, the school policy for behaviour focuses on relationships. It ensures an empathetic response to personal challenges and actions, affording dignity for all. As a result, pupils, parents and staff testify to flourishing, even in difficult times.

Pupils and adults at St Andrew's have a strong belief they can make a difference. The school does not shy away from dealing with injustices, locally and globally, in learning. Consequently, by looking at the 'ows' of life, pupils recognise a responsibility to act. Initiatives such as the super kind award inspire a sense of agency amongst pupils. This is reflected in their designs for class reflection spaces. One area includes a tent to reflect or offer prayer for those who are homeless at Christmas. Parents recognise that pupil ownership of such actions is empowering. It inspires character growth as they see the impact of what they do. Pupils view St Andrew's Church as integral to their understanding of community. A reciprocal responsibility towards one another is reflected in the hospitality they share. Church hosts a new families' breakfast for Early Years Foundation Stage class. Invitations for the congregation to join school activities are seen by pupils as a way to reduce loneliness. A deep love and care is shared. Active partnerships overseas contribute to pupils' global perspective of loving your neighbour.

Religious education is well led and is meeting Church school expectations. Recent revisions to the progressive and creative curriculum ensure increased opportunities to study a range of world faiths, including Christianity. Encounters are planned to enrich pupils' learning and visits to places of worship are a highlight. However, the curriculum offers limited opportunity for understanding the diversity within or the global nature of world faiths. Equally, too little time is planned for the study of non-religious world views in any depth. Whilst regular monitoring takes place, leaders have not established clearly defined opportunities for analysing this. Lack of analysis hinders their effectiveness to offer appropriate challenge for development in line with the expectations for Church schools. The introduction of the school's approach to spirituality is a strength in RE. Opportunities are provided to reflect on what has resonated most, using the shared language of spirituality. Pupils contemplate the relevance of learning and say it makes them think differently. They consider how it might shape who they are as a person and their response to the world around.

## Information

Address	Deyes Lane, Maghull, Liverpool, L31 6DE		
Date	6 December 2024	URN	145453
Type of school	Academy	No. of pupils	209
Diocese	Liverpool		
MAT	Liverpool Diocesan Schools Trust		
Headteacher	Simon Jones		
Chair of Governors	Helen O’Keeffe		
Chief Executive Officer	Laurie Kwissa		
Inspector	Jen Mcilveen		