

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Methodist Primary School			
Address	Prescott Street, Worsley, Manchester M28 0ZA		
Date of inspection	12 March 2020	Status of school	Voluntary controlled primary
Methodist District	Bolton and Rochdale	URN	105938

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Excellent

School context

St Andrew's is a Methodist primary school with 249 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is also above national averages. A new deputy headteacher has been in post since January 2020. The head teacher supports other schools as a regional leader of education.

The school's Christian vision

'Striving together for excellence, together as one with God.' This is rooted in the school's summary of 1 Corinthians 12. 'Truly, God put the parts in the body as He wanted them. He made a place for each one of them. And so there are many parts, but only one body. All of you together are the body of Christ.'

Key findings

- Together, the whole school community share a clear Christian vision for the school. This vision, and associated values, underpin the whole life of the school. St Andrew's is a highly inclusive, compassionate and caring community, coming together as the 'body of Christ'. As a consequence every child is valued and nurtured as the person God created them to be, and the school's excellent practice is shared widely.
- The whole staff team care deeply about the pupils and are highly innovative in their inclusive practice. Through this pupils have many opportunities to express their feelings, take initiative and develop as leaders.
- The Christian vision and values give pupils confidence to challenge injustice locally and globally. This impacts strongly on their social, emotional and spiritual development. They think deeply, ask 'big questions', and regularly put the needs of others before themselves.
- Collective worship, springing from the Christian vision, is highly valued by the whole school community as the heartbeat of the school. It is developed and enriched by exceptional opportunities for pupil leadership. Collective worship significantly influences the lives of both pupils and staff, enabling them to flourish.
- Religious education (RE) at St Andrew's is inspiring, challenging and engaging. A consistent enquiry-based approach empowers pupils to explore their own and others' convictions with deep understanding. The study of Christianity, however, is not planned systematically or sequentially across the school.

Areas for development

- Embed the use of the Understanding Christianity resource to teach Christianity systematically and sequentially across the school. This is so that pupils have a clear and consistent understanding of the Bible as a whole and its relevance to Christians today.
- Develop more formal opportunities for governors to monitor the effectiveness of RE regularly, to build on governors' excellent understanding of school effectiveness as a whole.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

At St Andrew's, the distinctively Christian vision of, 'striving together for excellence, together as one with God', impacts profoundly on the life and work of the whole school community. Important decisions are shaped and driven by this vision of high expectation, collaboration and care. Consequently, St Andrew's is highly inclusive and meets pupils' needs exceptionally well, with tangible care and compassion. The school is characterised by exceptionally strong support and nurture for pupils and families. A parent said, 'This is a nurturing school. They look at the bigger picture of each child because they really care.' Governors care passionately about the school and place each pupil and the Christian vision at the centre. Annual governor development days are effective in equipping governors to support and challenge the school with rigor. Governors have strong oversight and are highly involved in the process of self-evaluation, which is accurate and astute. Opportunities for governors to evaluate the impact of RE and spiritual development, however, are informal and incidental. Consequently this is not secured by being integrated into the school's self-evaluation cycle. The head teacher proactively promotes mutually supportive partnerships with other schools, the Methodist circuit and district and at national level. Therefore, the school has strengthened provision, is rooted in the Methodist community and takes innovative opportunities to share quality practice with others. Strategically planned professional development, including excellent induction of the new deputy head teacher, is given high priority. Through this staff and governors are given every opportunity to flourish both personally and professionally. Staff feel well supported and work together towards a shared purpose.

The curriculum at St Andrew's caters exceptionally well for the needs of each individual. All pupils, including the most vulnerable, are well supported with their needs met effectively. Consequently, pupils achieve to the best of their ability and have strong attitudes to learning. Parents report that their children are highly engaged because 'staff really care and build up children as individuals.' This commitment to do the best for each pupil is understood by everyone as a natural outworking of the Christian vision. A strong, shared understanding of spiritual development inspires a culture where pupils think exceptionally deeply. Opportunities for spiritual development across the curriculum support pupil's understanding of ways of relating to themselves, others, the wider world and God. Staff regularly address questions and opportunities that arise spontaneously across the curriculum.

The school's vision of working together as the body of Christ has widened pupils' perspectives to consider the needs of others beyond their own locality. Within this context of 'watching over one another in love', St Andrew's have received the Sustainable Development award for their commitment to global learning. A social justice focus includes work on refugees, endangered animals, plastic pollution and support of partner schools in Gambia and Kenya. This has impacted positively on pupils' spiritual and cultural development. Led by the pupil rights group, children regularly engage in social action, including meeting needs which they themselves have identified. Pupils are articulate advocates of change and are passionate about challenging injustice and inequality.

Relationships within and beyond school are firmly rooted in the Christian vision, with everyone given the support, encouragement and opportunity needed to thrive. Innovative and varied opportunities for pupils to take on responsibility and have their voice heard flow naturally from this vision. The school's vision has resulted in the bold financial decision to appoint a family support worker. She works alongside the head teacher to give exceptionally strong, compassionate support to those in the most challenging circumstances. Parents report that school is 'very good at sorting out challenging issues'. This includes support for parents because, 'when things are hard, the headteacher is always there for a brew.' Forgiveness and reconciliation are reinforced across the curriculum. Pupils care for and respect each other and behave exceptionally well.

St Andrew's is highly inclusive and welcomes all with dignity and respect. A consistent emphasis on equality has included work towards the rainbow flag and celebrations of Black History Month. This is driven by the Christian vision and the Methodist principle 'for all, for all'. A culture of love and acceptance ensures that all pupils, regardless of background, disability, gender, identity, religion or sexual orientation, feel accepted as the person God made them to be. As a pupil said, 'Our values help us accept each other for who we are and we're together as one with God. We treat everyone equally because we want to fight for what is right'. Pupils feel listened to and their viewpoints are treated with respect.

Collective worship is highly valued at St Andrew's, with a tangible sense of community and belonging. Pupils, staff and parents talk with enthusiasm about worship because of the impact it has on their lives. Collective worship is inclusive yet invitational. Everyone's involvement is welcomed, but without compulsion. Worship is planned around the school values, including justice and equality, and strongly supports pupil's biblical understanding and spiritual development. The worship committee take a considerable lead in the development of collective worship. Pupils take on a wide range of roles in planning, leading and evaluating worship daily. Pupils 'sing the faith' with meaning and passion as an expression of their worship. As a staff member noted, 'Family worship means so much to everyone because church and school work together as a family.' Collective worship in church is well attended by parents, who feel welcomed and valued. Opportunities for prayer and reflection are prominent and deeply embedded across the life of the school.

Pupils are inspired, challenged and engaged by RE. A creative, enquiry-based approach empowers pupils to explore confidently their own and others' convictions with a deep level of understanding. Quality questioning supports them in thinking deeply about their own identity and beliefs about God. Opportunities to explore diversity within both Christianity and other faiths has given pupils a clear understanding of Christianity as a world-wide faith. This was an area for development from the previous inspection and is now a strength. Through the study of several religions, pupils have an informed and respectful understanding of a range of beliefs. They are equipped to form and express their own views and beliefs in a safe, reflective and non-judgemental environment. As noted by a parent, 'Children here are not insular, they are aware and accepting of other faiths'. However, pupils' understanding of the Bible as a whole and its relevance to Christians today is inconsistent across the school. Understanding Christianity has recently been introduced and is already beginning to impact on pupils' theological understanding. Staff clearly value and enjoy teaching RE, which is exceptionally well led.

Headteacher	Anne Barker
Inspector's name and number	John Clapham 775