

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Andrews' Endowed Church of England Voluntary Aided Primary School

92 London Road, Holybourne, Alton, Hampshire GU34 4EL

Current SIAMS inspection grade	Outstanding
Diocese	Winchester
Previous SIAMS inspection grade	Outstanding
Local authority	Hampshire
Date of inspection	30 November 2017
Date of last inspection	20 November 2012
Type of school and unique reference number	Primary VA 116360
Headteacher	Maria Lloyd
Inspector's name and number	Sally Jenkins 913

School context

Andrews' Endowed Church of England Primary School is a one form entry school with approximately 200 pupils on roll. The headteacher has been in post for 10 years and the other senior staff are well established. The original school house, which dates from 1719, is still used; however, the building has been substantially extended and refurbished. The number of pupils with learning needs and/or disabilities is below the national average as is the number entitled to receive pupil premium funding. Pupils' attendance is above national average.

The distinctiveness and effectiveness of Andrews' Endowed CE VA Primary School as a Church of England school are outstanding

- The school's leadership is highly effective in promoting a Christian community that enables all pupils to have a secure understanding of Christian values and how these influence their lives.
- Behaviour is exemplary and pupils show the utmost respect and consideration for others.
- Partnerships with parents and the local community are of the highest standard and mutually supportive.

Areas to improve

- Deepen the understanding of spirituality across the school community, providing learners with greater opportunities to engage in high quality experiences that further develop their personal spirituality.
- Increase pupils' involvement in planning and leading acts of collective worship.
- Strengthen the links between the school's Christian values, the impact they have on the spiritual, moral, social and cultural development of learners and the whole school curriculum.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The inclusive, welcoming atmosphere is apparent from the moment you enter Andrews' Endowed Primary school. The wellbeing of each pupil and their family is central to the school's distinctively Christian ethos. The school's Christian values of Love, Courage and Respect, although in place for less than a year, are already clearly embedded in the daily life of the school. Religious education consistently promotes Christian values, making a significant contribution to the school's Christian distinctiveness. Although the school has always followed Christian values, moving to three main values to reflect the life of the school has focused the school community on projecting God's message, giving focus and purpose to all they do. These values are shown in the caring attitude of pupils and adults supporting each other in all aspects of school life. Parents comment on the pupils referring to these values at home. Parents readily attribute the excellence of the school's commitment to each pupil to its Christian character. They speak enthusiastically about the support and encouragement they and their children receive from school staff and in particular from the headteacher. A recent parent questionnaire was particularly positive about the caring attitude, based on clear Christian values and the inclusive nature of the school. A parent commented that her child, having joined this school from another, highlighted the difference between the two schools by saying that "in the last school I had friends but in this school I have a family." The support given to pupils and families has led to high levels of attendance. The behaviour of pupils is excellent. During breaktime pupils play together and, relating their comments to Christian values, can explain the use of the Buddy Bench and how anyone feeling lonely will be cared for by others. Pupils speak politely and with confidence, displaying consideration for others. There is no doubt that staff value the support of each other and work as a cohesive group for the good of the pupils and their families. One member of staff spoke of religion not being a separate part of life but rather being the central core of the school from which everything else flows. High quality experiences in RE and collective worship support pupils with their own spiritual development. There are many examples of spiritual, moral, social and cultural development throughout the school but these need to be made more explicit as they often happen without being fully acknowledged or valued. Pupils' attainment is above national average. Attainment and progress for individual pupils is carefully tracked and monitored resulting in expected levels of progress being made and in particular for those that are vulnerable. Pupils are able to discuss with confidence their understanding of Christianity as a multi-cultural world faith. They are enthusiastic to learn about other faiths in RE and are aware that Britain has many faiths. Throughout the school pupils showed an understanding of the need to respect other people.

The impact of collective worship on the school community is outstanding

The impact of collective worship on the school community is outstanding. Pupils and adults enter worship in an exemplary way with a strong sense of the school meeting together for an important time in the day. Pupils are able to express their enjoyment and understanding of the themes covered within worship. A parent suggested that she is developing her own learning about God, Christianity and other religions through the conversations her child has at home, sharing what has been learnt in school. Pupils articulate clearly their own thoughts about God and what they have learnt in worship. In one class there were clear links to that morning's collective worship and the use of the colour purple during advent. The Bible and the life of Jesus are central to collective worship. Pupils are familiar with a variety of Bible stories and can use this knowledge to show a link with their own lives and with the school's Christian values. They are taught about the seasons of the Church year and Christian festivals. All pupils play an active role in worship through times of reflection, discussion and the responses they are encouraged to make. Many are keen to speak to the whole group but for others the opportunity to share their thoughts with a friend or to have quiet time for reflection is hugely important. Impressively, pupils are able to volunteer to say a spontaneous prayer that is related to the worship theme or for something they are keen to remember. This prayer is said from the heart. Pupils do not have a part in the planning or leading of collective worship although there are some opportunities for them to be part of the delivery of some acts of worship. To help in worship is regarded as an important task by the older pupils and they are keen to have the opportunity. Pupils have an understanding of the Trinity at an age appropriate level. Some of their understanding comes from worship, where books and visual resources are used to support their growing awareness. During RE lessons there are also opportunities to deepen this understanding. Some Key Stage 2 pupils were keen to explain that the Holy Spirit is there to guide us through life. Throughout the day there are opportunities for the children to pray. Prayer and reflection form part of collective worship as well as opportunities for individual prayer being provided. Each class has a worship area which can be easily accessed by the pupils. Pupils were keen to show their spiritual garden outside where they are able to sit during drier weather and benches around the playground where they can sit when they need to be quiet and want to say silent prayers. Pupils were eager to share that God is always with us and he will hear the prayers they say within their head. Pupils show an understanding that not all people will want to say a prayer but there was respect shown for this view. The headteacher, other senior staff and representatives from the local parish usually lead collective worship although during the school year other people are invited into school to lead them. Since the last inspection, governors and senior staff have been more proactive in monitoring and evaluating collective worship.

This has led to improvements in the delivery and relevance of worship during the last few years.

The effectiveness of the religious education is outstanding

Standards of religious education are consistently high across all groups and at least in line with other subjects in the core curriculum. The school follows the Living Difference curriculum and have begun to integrate the new Understanding Christianity resource, into their subject plans. RE teaching is generally blocked which helps to maximise impact and allows pupils the opportunity to engage fully and follow more complex ideas. RE makes a significant contribution to pupils understanding of Christian values and of the world in which they live. They are given opportunities to use their knowledge and skills when exploring challenging questions in depth. This could be seen in reflection sheets and poetry recently completed by older pupils. Pupils are confident to talk about their thoughts and understanding of Christianity but are also articulate in discussing other world faiths. From across the school pupils have an appreciation that all faiths should be respected and people should have the right to practice their beliefs or to have no belief. The RE leader had just joined the school at the time of the last inspection and has worked tirelessly to ensure there is a clear assessment process in place and that RE is taught to a high standard in all classes. She has had a very positive impact on RE and teachers are keen to praise her for the support she gives them and the quality of her own knowledge. Effective monitoring, assessment analysis and regular staff meetings ensures high quality RE is maintained within the school. Pupils speak with enthusiasm about RE lessons and questions they have explored. The use of creative activities, visitors and a wide range of resources give them a range of ways to engage with religious concepts. RE books and work from across the school are of a high standard.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher provides strong and effective leadership based on her passion to provide a high quality, distinctively Christian education for all pupils at Andrews' Endowed Primary School. All groups voice their praise for her dedication and her love and respect for all those associated with the school. The headteacher, along with the senior leadership team and the governors, are clear in their commitment to place Christian ethos and values at the heart of the school. The school's three Christian values are relatively new, however, there is a clear sense that the school has grown in strength and focus from their inclusion. Their meaning can be clearly articulated by all as can the impact they are having on the lives of the pupils and the adults and the wider school community. Governors, led by an experienced and highly dedicated Chair, play a proactive part in the life of the school. They are regularly in school, visible at all school events and attend relevant training. Governors hold leaders to account for the school's effectiveness as a church school. There are close links with the local church and the pupils attend services there throughout the year. The commitment to work together is evident. A new venture will be to move the Sunday service from the church to the school hall. All leaders, through rigorous self-evaluation, understand the school, its vision, values and standards of achievement of pupils and work together, appropriately challenging each other to develop all aspects of the school. Effective leadership and regular evaluations ensure collective worship and RE impact on pupils' Christian development. This is not a school that believes in having reached its best but rather one that strives to ensure they are the best they can be by looking forward, listening and working together to improve. There are a number of pupil groups who consider school improvement. The pupils' church council meet regularly with church councils from other local church schools to consider issues which are relevant to them all. The governors in particular are effective in preparing for future leadership within their body and the leadership team as a whole are beginning to understand the need to plan ways to encourage future leadership across church schools. There is strong staff professional development in religious education and an understanding of future development of the Christian character of this church school. Through the continual work of the school leaders, the whole school curriculum is informed by the school's Christian vision. The pupils' spiritual, moral, social and cultural development is regarded as important and many activities are used to support this. However, there is no shared understanding of SMSC in place throughout the school and staff and governors are therefore not able to fully account for the ways in which SMSC activities are impacting on the lives of pupils. Parents trust the school and recognise that it has the best interests of their children at heart. The school meets the statutory requirements for RE and collective worship.

SIAMS report November 2017 Andrews' Endowed CE VA Primary School, Alton GU34 4EL