

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Andrews' Endowed Church of England Primary School

Vision

'High Aspirations, Moral Strength, Spiritual Depth.'

Our Christian values of love, courage and respect underpin all that we do. We chose these three Christian values through discussion with staff, parents, governors and children. We believe that these core values provide us with a firm foundation for living, loving and learning together at our school. Our values are displayed around our school and referred to regularly in our learning discussions, in collective worship, on the playground and whenever we are resolving any difficulties we might face.

Andrews' Endowed 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.

Notable Strengths

- Leaders have a clear understanding of the Christian vision, as expressed through the core values. The vision firmly underpins and guides many aspects of the school's work.
- The Christian vision and values are the anchor for the school's curriculum. The rich and carefully planned opportunities enable pupils to thrive in their learning.
- Collective worship is well-planned and provides strong opportunities for pupils and adults to grow spiritually and flourish.
- The school's vision and values are at the heart of the school's ambition for pupils and adults. Through love, pupils and adults serve one another, showing a high level of respect and kindness.
- Religious education (RE) is led extremely effectively. Subject leadership has ensured that the curriculum builds pupils' knowledge of religions and worldviews systematically.

Development Points

- Expand pupils' understanding of spirituality and the way that this is planned through the curriculum. This is so that pupils understand and express their spiritual thinking and growth.



Inspection findings

Vision and Leadership

Andrews' Endowed Primary School's deeply embedded Christian vision is expressed through the core values of love, courage, and respect. These provide a clear framework that guides leaders in their policy and decision making. In turn, this directs and underpins the provision delivered by the wider staff team. Leaders embed the vision into different aspects of school life such as the curriculum, worship and relationships. Consequently, it strongly influences both learning and the school's warm and inclusive culture. They use a broad range of strategies to ensure that the vision and values have impact. They encourage belonging by ensuring that people feel valued as made in the image of God, promoting dignity and mutual respect. Leaders, including governors know that the vision and values are enabling people to flourish. Leaders identify and celebrate when pupils and adults live out the vision and values. This is enhanced when relationships are marked by increasing levels of respect. Leaders, through a firm commitment to the vision and values, have created a safe and encouraging environment. Pupils and adults grow, regularly trying something new and usually succeeding. As a result, pupils flourish and staff thrive professionally.

Vision and Curriculum

Leaders have thoughtfully designed and shaped the curriculum to consistently reflect and express the school's vision and values. As a result, pupils benefit from rich opportunities for both learning and personal growth. A strong emphasis is placed on inclusion, with tailored support for pupils who are vulnerable and/or disadvantaged. The curriculum is enhanced through effective use of the school grounds and local environment, offering meaningful and practical learning experiences. Learning often begins with thought provoking questions that encourage pupils to think deeply, explore ideas and make connections. These questions are closely linked to personal social and health education, and RE. This strengthens pupils' understanding of themselves, others and the wider world. A range of exciting educational visits and visitors further support pupils' learning of the planned curriculum, bringing learning to life and deepening their engagement. For example, Year 6 visited a local forest to reflect on the beauty of the natural world while using skills such as mathematical measuring. These experiences are carefully chosen to align with the school's vision, promoting pupils' personal development well. Throughout, there is a clear focus on nurturing confidence and broadening their understanding of the world. This is effective in helping to ensure that pupils are well-equipped to thrive both within school and beyond. The school is developing and growing pupils' understanding of spirituality. However, it is not fully embedded within the curriculum, limiting its impact.

Worship and Spirituality

Collective worship is carefully planned to enhance pupils and adults' experience and the school's vision and values. Leaders have designed worship to be celebrated in different ways so that it is welcoming, accessible and understood. For example, 'thoughtful Thursdays' provide an opportunity for pupils to engage worshipfully in their smaller class groups. This blends class-specific issues into a time of prayer and praise. 'Spiritual sparkle' books capture the key messages that pupils gain from these times together. Pupils and staff respond to worship thoughtfully, their responses confirming the significant impact that it has on supporting their spiritual growth. The planning by school and church leaders, from the parish church, ensures that worship follows the liturgical calendar. As a result of this close collaboration, the Christian life of the school and pupils' experiences are meaningful. Pupils, parents and staff value how the church and clergy are an integral part of their experience of school. Pupils and adults flourish spiritually through worship that is a central part of the school's day.

Vision and School Culture

The values of love and respect permeate across the school. This is because pupils have a secure grasp of what they mean and how they might be acted out. This creates a culture of mutual regard, resulting in a culture in which pupils and adults feel welcomed, cared for and flourish. Pupils show friendship and support for those who



join the school, enabling them to flourish. The vision is modelled and upheld by the leadership team. This serves as a clear template for both staff and pupils, to which they rise successfully. Leaders and governors consider staff wellbeing as very important. There is a well-considered programme of support for the staff team. This strong provision, coupled with professional training opportunities, helps them to feel valued and supported to carry out their respective roles effectively. For example, training in neurodiversity has ensured that they understand the way in which different pupils learn. This enables staff to feel confident and be effective in supporting pupils during lessons.

Vision, Justice and Responsibility

The school has a strong and active culture of justice and responsibility. This helps pupils and adults to share a combined sense of duty and accountability. The vision and values support and encourage the school community to live this out. Through the value of courage, people are united in making sure that the school is a fair place to be. Pupils act appropriately and sensibly when they see something they consider to be wrong. The curriculum provides pupils with opportunities to explore real-world issues and themes such as environmental sustainability with local and global relevance. This deepens their understanding of justice and helps them to make ethical choices. Pupils develop a strong understanding of responsibility through being leaders. They hold positions such as worship leaders and others sit on the Church school council that includes other schools. These roles provide opportunities for pupils to act responsibly and lead others. Pupils also show responsibility when recognising what they can do when others may need help.

Religious Education

The leadership of RE prioritises the subject within the school's curriculum timetable. Leadership is well equipped and supported to lead the subject extremely well. As a result, pupils' learning about worldviews and religions, including Christianity, is meaningful and sequenced in a way that makes sense. This means that the curriculum can steadily and securely build pupils' knowledge. Subject leadership supports teachers to consider carefully how to make lessons and learning effective for different groups of pupils. This includes how to ensure that the learning for pupils is challenging and makes pupils think hard.

The teaching of RE is effective, impacting positively on pupils' learning. There is diligent use of practical and active tasks. This ensures a clear understanding before starting the recorded or written element of the lesson. Staff also use a range of resources to deepen their knowledge and illustrate the RE curriculum. Leaders, together with staff, know how well pupils are achieving. This ensures that pupils make good progress as they move through the curriculum. Teachers provide regular opportunities for pupils to consider what they have been taught before. This helps pupils to remember important knowledge and enables staff to identify misconceptions. The staff challenge pupils' thinking well. Teachers assess pupils' understanding of religions through questions that focus tightly on the knowledge that pupils have been taught. This provides staff with a strong understanding of the impact of the curriculum and their teaching.

Information

Address	92 London Road, Holybourne, Alton, Hampshire, GU34 4EL		
Date	10 October 2025	URN	116360
Type of school	Voluntary aided	No. of pupils	197
Diocese	Winchester		
Headteacher	Gemma Gundry		
Chair of Governors	Ailsa Jacob		
Inspector	Richard Blackmore		