



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Andrew's Church of England Voluntary Controlled Primary School

Coleman Street
Whitmore Reans
Wolverhampton
WV6 0RH

Previous SIAMS grade: Satisfactory

Current inspection grade: Outstanding

Diocese: Lichfield

Local authority: Wolverhampton

Date of inspection: 17 March 2016

Date of last inspection: February 2011

School's unique reference number: 132806

Headteacher: Lisa Thompson

Inspector's name and number: Lizzie McWhirter 244

School context

St Andrew's is a large primary school where most of its 435 pupils are from ethnic minority groups. 28 different languages are spoken and English is not the first language for the vast majority of pupils. The proportion of disadvantaged pupils who are eligible for pupil premium funding is well above the national average. The school enjoys close working relationships with the clergy from local churches. The headteacher and deputy headteacher both took up their posts since the last inspection.

The distinctiveness and effectiveness of St Andrew's as a Church of England school are outstanding

- This highly diverse community is rooted in the school's Christian ethos and serves all the children and their families in achieving with faith, hope and love.
- The level of pastoral care in this nurturing and inclusive Christian community ensures each individual is accepted and recognised as a child of God.
- Strong leadership and good governance is strengthened by the mutual and substantial partnership between church and school.
- The positive and respectful attitudes of the children within this Christian environment enable them to grow in confidence and achieve well.

Areas to improve

- Enable pupils to become independent worshippers and lead and evaluate collective worship more frequently.
- Enable pupils to grow in their understanding of God as Father, Son and Holy Spirit as part of their worshipping life and supporting their spiritual development.

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

St Andrew's provides a very exciting and inspirational environment, with the sure and certain vision that,

'with faith, hope and love we can achieve greater things'. This school lives out its mission to teach, model and live by Christian values, which make a positive difference to the lives of children. Relationships are excellent because all members of this inclusive community know they are accepted and loved as individuals as part of God's family. All pupils thrive in this Christian culture which the school creates. Consequently, they are proud to belong, feel valued and achieve highly, given their starting points. Attendance has been a continual focus, with many positive encouragements and help to overcome barriers. Good examples include good attendance being rewarded by taking home one of the cuddly dogs named after the patronal saints and the school house system. In addition, there is the Early Bird Scheme, run by the Learning Mentor. Positive behaviour plans help pupils make good progress. In addition, progress is excellent and well above the national average for all groups of pupils. This includes children from a diverse ethnic mix for whom English is not their first language. This is because every child is treated as an individual by staff who genuinely care for them. Children are given hope to succeed. There has been a dramatic improvement in children who have special needs. The school attributes this to more regular school interventions, showing an improving trend year on year. The staff are well supported and they work hard at engaging with parents, running workshops to help them. As a result, the whole school community comes together to celebrate its rich diversity. Excellent examples include European Day when there was a French café and the Christmas Fair, which are well supported by parents. Pupils show great respect for different cultures and communities through religious education [RE] and worship. These make a very good contribution to the Christian character of the school and to pupils' personal development. The Diversity and Inclusion Committee was set up to encourage children to celebrate God in school. Pupils show very good knowledge of Islam, such as being able to name the Twelve Prophets. Learning is reciprocal. The Islamic faith is important for over half of the school's pupils. They say, 'if we show them things we use for worship, they will teach us what they use for worship'. They ask important questions of their fellow pupils, such as 'Do they take their shoes off before going into their holy building?' However, pupils say they would still welcome more visitors from different faiths coming into school as well as meeting people of faith in their places of worship. Pupils can relate the Christian narrative well. However, they are less secure in their knowledge of Ascension-tide and Pentecost.

The impact of collective worship on the school community is good

Collective worship at St Andrew's is integral to daily life. This is because acts of worship involve and engage everyone and are linked to Bible stories, people of faith and the school's values. Themes celebrate the church year and nurture pupils' spiritual development. Very good examples include a focus on saint's days, such as St Patrick, differentiated for lower and upper school. The relationship between the clergy from local churches is strong because of their regular commitment to leading worship in school and church. In addition, staff from different cultures are happy to lead worship. Clergy and staff also lead class worship, enabling pupils to have many experiences of worship in different contexts. Children too, lead worship. For example, Year 5 pupils led worship for Harvest in St Andrew's Church. Parents too, say they enjoy school worship, which they are invited to, in both church and school. Next steps, already identified, include the children leading and evaluating worship more frequently as they develop as independent worshippers. In addition, developing the prayer tree and an outdoor area for peace and reflection with a seated cross are already planned. Pupils' actions result from their learning in worship. Good examples include 'we give food to help people who don't have any food or any money'. For St Andrew's pupils, 'faith is when you believe in God and that God can help you in everything'. They say, 'we care about each other at St Andrew's. When we have faith, hope and love in ourselves, we can achieve better rewards'. Prayer features strongly in the life of this school, which pupils willingly contribute to in writing and reading their prayers. Pupils are growing in their understanding of the Trinitarian nature of God. They explain, 'The Holy Spirit is what Jesus left for us when he was crucified on the cross'. They also refer to the shamrock as 'St Patrick's leaf' with the three leaves representing the trinity. The pupils say they would like to know more about The Holy Trinity. The school acknowledges this is an important part of the pupils' worshipping life.

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

St Andrew's leaders and governors clearly state their Christian vision and values for the school in this richly diverse community. Parents, pupils and staff value the supportive partnership between church and school.

Good community links extend beyond the parish church and include the 'Pray, Bake, Read' scheme with members of St Jude's Church supporting the school in practical ways. RE and worship more than meet statutory requirements and are well led, managed and resourced by the deputy headteacher. As such, both these key areas of school life enjoy a high profile. All areas from the previous inspection have been addressed. Governors look closely at data on standards and progress in pupil learning, reflecting on the ethos of this school and its Anglican heritage. The headteacher and deputy headteacher have worked hard in a relatively short period of time to ensure standards have risen and they and the governors are committed to the wellbeing of pupils and staff. The school is very much on a journey, but good progress has been made in the last few years. Governors plan for, and monitor the development of the school's Christian ethos, ensuring that Christian principles and practice underpin everything. Their robust, regular and rigorous self-evaluation continually and consistently informs the school's academic performance and the excellent spiritual, moral, social and cultural development of pupils. Very good examples include the commitment from the clergy to ensure the centrality of the Christian faith. This means that all children, from their first day in school, are helped to understand that they are all made in the image of God. As a result, St Andrew's pupils experience real love in a context where Christian values are taught. Governors support staff professional development and training, taking this very seriously in preparation for future leadership of church schools. The school values support from the diocese and staff and governors have benefitted from diocesan training. There is a real sense of belonging, identity and involvement with churches, school and community working closely together. Very good examples include Remembrance-tide commemorations as well as support from the chaplain to the local secondary school. Parents testify to the fact that St Andrew's pupils 'love one another and accept everyone's faith and celebrate it as well'. Thus, St Andrew's is a beacon in providing a Christian community where 'they get along within their diverse backgrounds'.

SIAMS report March 2016 St Andrew's CE VC Primary School, Wolverhampton WV6 0RH