

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

<b>St Andrew's Church of England Primary School, Uxbridge</b>	
Address	Nursery Waye, Uxbridge, UB8 2BX
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
Growing and Learning Together with God "There is no difference between the one who plants and the one who waters. God will reward each one according to the work each has done." 1 Corinthians 3 v 8
Key findings
<ul style="list-style-type: none"> <li>• St Andrew's recent journey of success is driven by a clear Christian theologically rooted vision for flourishing. Leaders embody Christian values and ensure that pupils and adults grow and learn together within a nurturing environment.</li> <li>• There are plentiful opportunities for the spiritual growth of pupils and adults. However, there is not a consistent understanding and approach to spirituality to enhance this across the curriculum.</li> <li>• The pupils' behaviour is exemplary. The vision and associated values give the school community resilience to cope well with adversity and overcome barriers to learning they encounter. However, opportunities for pupils to engage in social action projects are not fully utilised.</li> <li>• Collective worship is enhanced by strong links with the local church communities. Worship skillfully reflects the vision. Pupils engage with regular evaluations of worship, but opportunities to plan and lead it are limited.</li> <li>• The leadership of religious education (RE) is a strength of the school. All pupils are enabled to flourish in exciting and challenging RE lessons because of good teaching and an effective curriculum.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Establish a consistent understanding and approach to spirituality so that more opportunities for spiritual growth are harnessed throughout the curriculum.</li> <li>• Develop pupils' engagement in social action projects to enhance their advocacy for change locally, nationally, and globally.</li> <li>• Increase opportunities for pupils to plan and lead collective worship so that they grow spiritually through active engagement.</li> </ul>

## Inspection findings

Dedicated leaders have developed and implemented an inclusive and deeply Christian vision. The school community is united behind the vision. Whilst distinctly Christian, the vision is embraced by all members of the community. This secures a deep sense of belonging. Leaders at all levels have established clear systems to monitor its impact and ensure the school's original foundation is maintained. This is most evident across the comprehensive work of the devoted worship and RE leader. The headteacher exemplifies Christian values. She acts as a strong role model to staff, pupils, and families. A nurtured sense of teamwork has grown in recent years across the whole school community. This bonds the increasingly diverse community together. All share the interpretation of the chosen Bible quote, 1 Corinthians 3:8, in the way they grow and learn together. At St Andrew's there is no difference between the one who plants the seed and the one who waters them. As a result, the school lives out the Christian vision in relationships and partnerships with all key stakeholders well. Vulnerable pupils are skillfully supported and included in all aspects of school life. Everyone is enabled to grow and learn together.

School leaders wisely and sensitively apply the vision to ensure that the curriculum meets the learning needs of all learners. Recent developments to the wider curriculum are grown from the vision. This gives a shared sense of purpose and clarity to action plans at all levels. Teachers and local clergy skillfully weave rich opportunities for spiritual cultivation. This is of considerable benefit to pupils and adults. However, a clear and shared understanding of spirituality is not in place for staff. Consequently, there are missed opportunities for teachers to plan for spiritual development across the curriculum.

At the heart of St Andrew's recent success is the value of resilience, which permeates all aspects of the school. Governors systematically ensure that deeply Christian values drive school improvement. All leaders ensure that pupils and staff have harnessed coping mechanisms when times are difficult. The staff's unending efforts to enhance the character and moral development of all pupils give them aspiration and hope. During the pandemic, this was most evident. The whole school community was well supported. Throughout the curriculum, there are opportunities for pupils to learn about the exploitation of the natural world. The school raises funds for several charities. Pupils do not have long-lasting opportunities to be advocates for change in their local, national, and global communities. Whilst pupils have a keen sense of justice, they are not engaged in social action projects to support this.

As pupils and adults grow and learn together, the relationships that are nourished are underpinned by deeply embedded values. Pupils' behaviour is exemplary because expectations are very high. Forgiveness and reconciliation run throughout policies and procedures. St Andrew's is a purposeful and calm learning environment in which everyone can grow. Initiatives to promote good mental health enable all to flourish and live well together. Recently, the diversity of pupils has changed. These differences are celebrated and valued within a nurturing and caring environment. Pupils and adults are confident to express their views and concerns in the safe knowledge that they will be listened to and supported by caring staff. All can flourish because they are treated with dignity and respect, within a culture promoting equity. Carefully considered PSHE and relationships and sex education lessons, ensure pupils learn that they are uniquely made and can build healthy relationships.

Collective worship is a highly valued expression of the school's Christian vision. Pupils and staff benefit from a wide range of Christian worship styles experienced. Singing worship songs is enjoyed by pupils and adults. They sing the school prayer with passion and pride. Leaders plan a detailed programme of worship across the year. This follows the church's




calendar and celebrates major Christian festivals. Systems to evaluate worship engage pupils fully and lead to improvements in provision. Pupils are not actively engaged in planning and leading worship. They have a strong desire to build the role of the 'worship ambassadors' to enhance pupils' engagement in worship.

Partnerships with local church communities are strong and long-lasting. Local clergy supports the school exceptionally well, nourishing the lives of many. Local congregations enhance the worship life of the school in innovative ways. For example, by supporting the running of an annual Bible festival and a weekly prayer club that pupils delight in attending. Jesus' teachings are well understood by pupils. This inspires pupils and adults to live out the vision and values. Acts of worship are rich with opportunities to reflect and pray. Throughout the day, prayer is invitational, and opportunities to say and write prayers are plentiful. Class prayer boxes are well used. Worship often inspires pupils and reinforces the vision and values. Pupils have an age-appropriate understanding of the trinitarian nature of God. Everyone is welcomed to Eucharist services in the church, which is explained sensitively to pupils and adults alike. The school and parish work exceptionally well in partnership for mutual and profound benefits.

Leaders comprehensively promote the vision throughout the ambitious RE curriculum. The reworking and sequencing of the syllabus ensure pupils learn quickly and make rapid progress from their starting points. 'Godly Play' encapsulates Bible stories for pupils and supports learning in lessons. RE holds a prioritised position in the timetable. Training from the diocese supports good teaching, ensuring that it is an impactful subject. Pupils have a significant grasp of Christianity and world religions. They demonstrate this in conversations and high-quality written work. Lessons are exciting and thought-provoking. This gives clarity of vision and supports pupils' exploration of theology, philosophy, and the human social sciences. Theological concepts are well explored. As a result, pupils' conversations about worldviews, faith, and beliefs, are well articulated. Pupils have developed age-appropriate skills of inquiry, critical analysis, and interpretation which they confidently apply within RE lessons. Pupils learn about the global aspect of Christianity. They demonstrate a deeply informed and respectful understanding of a range of religions and worldviews. St Andrew's effectively ensures pupils flourish through the provision of high-quality RE that reflects the Church of England Statement of Entitlement.

Pupils are confident, successful, and independent learners. They are nurtured towards their full potential academically, spiritually, and socially whilst at St Andrew's. Each member of the school community is valued whether they plant the seed or water it. Their contributions are similarly valued by the community.



	The effectiveness of RE is		Good	
	<p>The highly committed and knowledgeable RE subject leader ensures that lessons are of a good standard. The curriculum is engaging and offers challenges for all learners. RE has a high, valued profile. Planning and assessment are effective and ensure pupils make good progress through the school's enquiry-based curriculum. Monitoring by the skilled subject leader identifies the strengths in provision and priorities for development. This leads to accurate plans for development.</p>			
Information				
School	St Andrew's Church of England Primary School, Uxbridge	Inspection date	12 January 2023	
URN	102438	VC/VA/Academy	Voluntary aided	
Diocese/District	London	Pupils on roll	202	
Headteacher	Nicola Dallibar			
Chair of Governors	Andrew Studdert-Kennedy			
Inspector	Toby Long	No.	896	