



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### St Andrew's CE Primary School

Nursery Way  
Uxbridge  
UB8 2BX

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: London**

Local authority: Hillingdon

Date of inspection: 9 March 2016

Date of last inspection: March 2011

School's unique reference number: 102438

Headteacher: Kirstin Sutherland

Inspector's name and number: Roz Kimani 838

### School context

St. Andrew's Church of England Primary School is a one form entry school, with a nursery situated near to the centre of Uxbridge. The proportion of pupil's eligible for pupil premium funding is below national average. The proportion of disabled pupils and those with special educational needs is in line with the national average. A large number of families regularly attend the local churches of St Andrew's and St Margaret's. A new headteacher was appointed in September 2015 following the retirement of the previous headteacher who had led the school for a number of years. In the recent Ofsted the school was judged Good.

### The distinctiveness and effectiveness of St Andrew's CE as a Church of England school are good

- The strong relationships with the local parish churches ensure that the spiritual development of the children and school community is at the forefront of collective worship.
- The parish clergy and governors are actively involved in the daily life of the school which means children, staff and parents feel exceptionally well supported.
- All leaders consistently and confidently articulate a vision rooted in distinctively Christian values, which has a positive impact on pupils' achievement, development and wellbeing.

### Areas to improve

- Ensure that subject leaders keep up to date with current developments in Religious Education (RE) through professional development, resulting in expanding subject expertise across the staff.
- Ensure that learning activities in Religious Education (RE) provide fully for the range of

needs of the learners in order to extend and support children's learning.

- Extend self evaluation to include all groups of the school community to ensure they have a clear focus on meeting the needs of all learners, leading to targeted improvements.

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

The school has a distinctive Christian vision that has recently been revised prior to the appointment of the new headteacher. The school has recently introduced specific Christian values, each reflecting the school community. These are beginning to underpin and impact on the day to day life of the school. For example, children describe koinonia as 'friendship and being part of a community'. They are also making links between Christian values and the life of Jesus. Adults in school model Christian values in their daily lives and recognise the impact this has on their teaching and pupils' learning. Children recognise Christian values in their own actions as well as the actions of others, for example some children made a cake to give to the food shelter as part of the reflection on the value of service. The love and Christian care for each child comes across through everything that the school does. There is a clear focus in developing the whole child and this is reflected in the high standards of behaviour, positive attitudes to learning and strong academic achievement. Children enjoy coming to school and this is shown through high attendance figures. Parents explain that the school is 'very much a community' and all the members of the school reflect this sense of belonging. Attainment and expected progress are at or above national average. Religious Education (RE) plays a clear role in developing pupils' Christian character. Pupils are given opportunities to develop their understanding of the Christian values in RE and lessons give them time to reflect. The children enjoy learning about different religions. In discussion, the children talked about the other faiths in their school and how it was important to learn about what their friends believe.

### **The impact of collective worship on the school community is outstanding**

Collective worship is at the heart of the school. It permeates through the whole school. It is delivered with great enthusiasm and engages the whole school community. Children and parents talk about the Eucharist at St Andrew's and St Margaret's church as being very much part of the school's life. All staff are offered Eucharist at the beginning of each academic year, giving the community a sense of belonging, a time for reflection and spiritual development. Collective worship in the school is led by a number of leaders from the local parish and members of staff. The children articulate the Bible stories they have learnt from assemblies and relate them to situations they experience in their own lives. Clear planning, preparation and close co-operation with the clergy ensure that worship enables the pupils to develop a strong understanding of Anglican tradition and practice. The liturgical calendar is followed alongside the Christian values. Children are clear about the importance of Jesus Christ and develop an age-appropriate understanding of the Christian concept of God as Father, Son and Holy Spirit. As a result, worship makes a very positive contribution to the spiritual development of the whole community. Pupils understand the value of personal prayer and reflection and are encouraged to pray on aspects of their own lives and wider world issues. The children often sing their school prayer during collective worship. The focus on the school prayer is central to the children's sense of belonging to the school community. The whole school community values the regular visits to the parish churches and considers this as a natural extension of the school. These links, and the strong involvement of the clergy supports children to develop a clear personal spirituality. Detailed evaluation of the worship allows the continual reflection on ways to develop and enhance collective worship.

### **The effectiveness of the religious education is good**

The standards of attainment in RE are strong. A significant number of pupils achieve at a high level and this represents good progress from their different starting points. The standards in

RE compare very favourably with achievement in other core subjects, which is above the national average. Pupils acquire a good understanding of Christianity and have a knowledge and understanding of other world religions. Teaching is of a good quality. Teachers have high expectations of the level of engagement in their learning. Children are encouraged to articulate their views and opinions, which add value to the lessons and enable them to make links with previous learning. For example, one Key Stage 2 pupil suggested that the Last Supper was similar to the feeding of the five thousand as Jesus shared bread. Children enjoy RE, explaining 'I like RE because we make things'. Investment in resources since the previous inspection has allowed teachers to explore using different techniques including 'hot seating' and using Godly Play. The religious education curriculum is planned using the Diocesan Scheme 'Every Child Matters to God', however subject leaders need to ensure that recent updates to the curriculum are explored to improve teaching and learning opportunities. The teaching of Christianity predominates, however, children learn from and about other religions to extend their understanding of a multi-faith community. Learning in RE supports pupils' moral and spiritual development well because pupils talk about how they can apply the learning to their own lives and experiences. Following on from the previous inspection, assessment and tracking procedures are in place ensuring that leaders are able to monitor attainment and progress. The RE leaders report to governors and are given time to lead their subject to improve teaching and learning. Leaders now need to provide more direction to the teaching staff to ensure that the teaching is consistently pitched appropriately in order to challenge the more able children and effectively support others in their learning. Whole staff moderation of work has led to a more secure knowledge of the expected attainment and progression through the school. Religious education makes a good contribution to the promotion of the Christian ethos. A good example of this is that the staff effectively use the opportunities that arise in RE lessons for pupils to extend their learning by exploring moral and social issues, often linked to the school's Christian values.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher, supported by governors and an enthusiastic staff team, has a clear vision for the school based on distinctive Christian values. This effectively ensures that the school adheres to its Christian mission. It is shared by all members of the school community, including parents who speak warmly of the difference it makes to their children's lives. The headteacher and staff set an extremely good example for the pupils so that they understand what it means to be a Christian and to be part of a Christian family. Governors have a clear understanding of the school's leadership needs so that the recent change in headteacher has been smooth, without disruption. Governors and the parish clergy are a strong presence in the school and contribute fully to the Christian life of the school. This contributes to the shared vision for the school. The school have developed good links within the local community including planned visits to place of worship from different faiths, which supports the learning and understanding of the children as part of a local and global community. Many members of the school community have some voice in self-evaluation, however this does not have a broad enough base to be completely representative of all groups in the school community. Opportunities have not yet been developed for a regular and tightly-focused system of self-evaluation and review. Key issues for improvement from the previous inspection have been addressed and are now being built upon. Arrangements for worship and RE meet statutory requirements.

SIAMS report March 2016 St Andrew's CE Primary School Uxbridge UB8 2BX