



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 Primary School

Grafton Street
Kettering
Northamptonshire
NN16 9DF

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Peterborough

Local authority: N/A

Date of inspection: 26 April 2016

Date of last inspection: October 2010

School's unique reference number: 121978

Headteacher: Ben Arnell

Inspector's name and number: Janet Northing 792

School context

St Andrew's is an above average-sized primary school near the centre of Kettering. It is in an area of high deprivation targeted by the Government Office for Civil Society (OCS) for specialist funding. The proportion of pupils of minority ethnic heritage and those with English as an additional language is above the national average. Pupils known to be eligible for pupil premium funding is also above the national figure. The proportion of pupils with special educational needs is in line with primary schools nationally. The school converted to an academy sponsored by Peterborough Diocese in May 2014.

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

- Distinctively Christian values lie at the heart of the school's communal life and have a profound impact on the lives of children and adults alike.
- Exemplary provision for prayer and reflection impacts positively on pupils' spiritual development supporting their search for meaning and purpose in their lives.
- The prominent place given to collective worship each day inspires all members of the school community to realise their worth before God.

Areas to improve

- Ensure that the school's self-evaluation is robust and accurately identifies aspects of the school's Christian distinctiveness requiring further development.
- Put in place a more systematic cycle of monitoring and evaluation of the school's distinctive Christian character to secure the continuing improvement of the school as a church school.

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

The positive impact of the Christian ethos on this school community is clearly expressed by one of the youngest children. A Year 2 boy proudly proclaimed, 'This as an amazing school, I hope my children come here one day.' Distinctive Christian values permeate every area of school life and have clear biblical links that find their exemplification in the life of Jesus Christ. For example, in conveying their understanding of sacrifice, the value of the month, one child stated that, 'Jesus gave the biggest sacrifice in the world ever.' Each child has a Values Passport that enables a practical link to be made between home and school. Parents are very supportive of this initiative and give many examples of the way it positively contributes to their children's improved behaviour in the home. The impact of the Christian ethos on academic achievement for all learners is showing improvement. This academic year the majority of children, including those that are vulnerable, are making the expected levels of progress in reading, writing and maths. At least half are making above average progress. Attendance is also improving and is now in line with the national average. This is due to the wellbeing support that is in place for children and families in need and the provision of a parent support adviser. The behaviour policy is explicitly linked to the school's Christian values and is effective in supporting children to make good choices regarding their behaviour. The quality of relationships across the school community is directly attributable to the school's Christian values. Parents in particular comment on the way in which their children are safe, happy and cared for. Pupils' spiritual development is enriched through the quality of planned prayer and reflection times during each school day. Religious education (RE), cross-curricular links and the cultural diversity within the school community contribute successfully to a depth and maturity in children's respect for others. Similarly, their understanding of Christianity as a multi-cultural world religion is well developed through diocesan links with a school in Kenya, the RE curriculum and multi-cultural Christianity days.

The impact of collective worship on the school community is outstanding

Collective worship lies at the heart of each school day and primarily focuses on setting the values within their Christian context through biblical teaching. In addition, the Anglican liturgical cycle is followed with Christian festivals routinely celebrated. All staff, including those involved in administration and maintenance of the premises, attend worship regularly. Members of staff articulate the value and impact of worship as time to think and reflect on their lives both in and out of school. Pupils readily talk about their enjoyment of worship, describing it as a peaceful time to think about God. Prayer is a key element within worship and occurs throughout the school day. Children have opportunities to write and share prayers within worship and in a range of other settings. In explaining the purpose of prayer a child said, 'Prayer is connecting with God who sent Jesus, who teaches us and values us.' Three candles are lit at the start of worship, symbolising the Trinitarian nature of God. Children articulate an age-appropriate understanding of God as Father, Son and Holy Spirit. Another regular feature of worship includes a daily Bible reading by one of the children linked to the value of the month. Children are very aware of the importance of Jesus Christ in the Christian faith and link the school values to those displayed in His life. In addition to prayer and reflection within worship, the school provides planned reflection times in classrooms. Occurring daily, these quality experiences enable pupils to display a profound depth of spiritual maturity. This translates into taking some responsibility for others who are less fortunate through a range of local, national and international charitable initiatives. Worship is co-ordinated by the headteacher and deputy, and themes are planned with input from foundation governors and local clergy. A range of leaders including school staff, pupils, clergy from St Andrew's, the local Baptist church and Salvation Army provide a rich and accessible quality to the school community's experience of worship. Pupils have weekly experience of leading and planning worship and are also involved in its evaluation. This contributes significantly to their appreciation of the elements within worship. Monitoring and evaluation by foundation governors supports the positive impact of worship on the school community.

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

The headteacher and deputy lead by example in the way they live out their Christian vision for the school on a daily basis. Integral to this vision is the commitment to the creation of an environment 'where young minds grow and young hearts learn to care.' They are fully supported in this by the governing body. As a consequence, distinctively Christian values have a positive impact on achievement in its fullest sense, helping learners to overcome educational, social and economic disadvantage. Good progress has been made since the last inspection on the areas identified for development. Positive relationships are a feature of school life, with staff speaking of feeling valued not only as a member of staff but also as a person. This extends to the well-established link with St Andrew's Church that contributes significantly to children's understanding and experience of the Anglican church. Parents speak warmly of their inclusion in school life. Their support for the Christian values is well articulated because they see first hand the positive impact they have on the lives of their children. An example of the school's commitment to the local community is evident in the hosting of a weekly Polish School. In turn staff from the Polish School support St Andrew's in running cultural days with clear benefits for learners. In addition, children are involved in the Little Ambassadors Project sponsored initially by OCS, which uses funds to improve local facilities. Continuing professional development for potential future school leaders is strong. Leadership of RE and collective worship is given a high priority with a budget in place to secure the on-going development of RE. Arrangements for RE and collective worship exceed the statutory requirements. School improvement plans include aspects of RE, collective worship and spiritual development. While not formally recorded in minutes, the school's Christian values inform the governor's strategic decision making, particularly in the way they manage the school budget. This is epitomised in their decision to take on the funding of the post of parent support adviser to ensure the continuing provision of pastoral care for families in need. While governors carry out monitoring and evaluation, it currently lacks the focus and rigour necessary to secure the continuing improvement of the school as a church school. In addition the school's self-evaluation has a tendency to describe provision rather than evaluate impact.

SIAMS report April 2016 St Andrew's Church of England Primary School, Kettering NN16 9DF