

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Voluntary Aided Primary School	Grandale Sutton Park Hull HU7 4BL
Current SIAMS inspection grade	Outstanding
Diocese/Methodist District	York
Previous SIAMS inspection grade:	Good
Local authority	Kingston Upon Hull
Date of inspection	30 September 2016
Date of last inspection	March 2012
School's unique reference number	118051
Headteacher	Graham Huckstep
Inspector's name and number	LizzieMcWhirter244

School context

St Andrew's is a larger than average primary school with 645 pupils on roll. The majority of these pupils are from a White British background. The proportion of pupils who have special educational needs is well below average. There is a low percentage of EAL pupils compared with other local schools. This school offers a well-established model of distributive leadership with subject teams in place. There is a relatively new religious education [RE] team. The vicar has been in post for six months.

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

- This strong Christian family serves all the children and their families, inspiring high aspirations for all.
- Excellent relationships at all levels, based on the Christian values of forgiveness, love, trust and endurance enable everyone to have the confidence to succeed.
- In this secure environment, all children make good progress and achieve well.
- The dedicated headteacher, staff and governors work together as a team to enable the children to make a positive difference to society.

Areas to improve

- Ensure consistency in RE teaching and learning throughout the school, enabling children to enquire and grow in their understanding of key Christian concepts, such as trinity, incarnation and salvation.
- Ensure that governors and staff at all levels are given the skills to effectively identify and act upon areas of improvement in RE and collective worship so that the distinctive Christian character of the school is enhanced and extended.
- Enable pupils to meet people of other faiths more frequently to nurture their understanding of diverse communities.

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

A genuine sense of belonging to a supportive Christian family with a focus on involvement and partnership is enjoyed by the whole community. Consequently, St Andrew's effectively supports pupils' learning and personal development as well as the families whom it serves. The school attributes this to its strong Christian ethos with its quality system of distributed leadership of working in teams which has enabled the school to sustain its distinctiveness over many years. As a result, attendance is very good as children want to be engaged in a loving, safe and secure environment where 'learning is cool' and strength of character following Jesus' example is upheld. Excellent relationships and behaviour based on the Christian values of love and trust enables all to succeed. Progress over time is very good for all groups of pupils, with a five year trend which is outstanding. Attainment is 25% above the national average with Key Stage 2 progress significantly above average. This is because St Andrew's encourages each child through love and endurance to pay attention to detail. It takes a gold medal approach to children's learning so every child can attain the very highest results. Some pupils aspire to be teachers because of the good role models they encounter here. All this takes place within a supportive Christian framework where children are challenged to learn and parental support is positively encouraged. Half termly pupil progress meetings track vulnerable children. Importantly, parents are supported in helping their children learn. One hallmark of St Andrew's is the various enterprise projects which encourage creativity, determination and working together in teams. This includes charity fundraising which supports pupils' global awareness and can have a focus on super hero days and times to dazzle and shine. RE makes a good contribution to the school's Christian character and to pupils' understanding about what it means to live in a community, whilst valuing those that are different from their own. Respect is key in this learning community which prides itself on being a bully-free zone, as perceived by parents and others. Pupils were supported in their growing understanding about being part of the Diocesan family and the worldwide Christian church when the Archbishop of York visited the school on his recent pilgrimage.

The impact of collective worship on the school community is outstanding

Engaging and inspiring collective worship which whole-heartedly involves children and adults alike is an intrinsic and significant part of daily life at St Andrew's. It communicates to all St Andrew's strong Christian character, with its constant and consistent emphasis on biblical teaching. Pupils can relate biblical material and Christian teaching to their daily lives and the school's core values of forgiveness, love, trust and endurance. Children and staff plan, lead and evaluate worship. A good example includes Year 6's recent worship on a maths focus day, linking to the Book of Numbers- Check it Out! This had a strong focus on 'the Jewish people trying to find their new homeland' as well as The Parable of the Talents. This also inspired an enterprise project with pupils planning their own summer trips. Parents and staff join in so willingly with worship, resulting in worship enlightening everyone's day and making a real impact on families. The remembrance garden encourages personal spiritual reflection, with water and music instilling calm as everyone enters school. Pupils speak of the importance of prayer in worship, and at other times of the school day. The majority of St Andrew's pupils pray aloud, using their own class prayer books to support their personal faith journeys. Pupils value praying in 'calm places, which might be by a roadside or in church the house of God'. Pupils are growing in their understanding of the Holy Trinity. They speak of 'God is a person who Christians believe invented the world. Jesus is God's Son who went through an awful lot to tell people about God. That's why he went on the cross. When Jesus died, he left the spirit. My favourite part of the story is about the Holy Spirit'. The vicar has been in post for six months and is a welcome and regular visitor to school.

The effectiveness of the religious education is good

Pupils say they enjoy RE and 'learning about other religions and how other religions worship'. They can relate the Christian story well. They show good knowledge of St Andrew, to whom their school and church are dedicated. However, they are less secure in their knowledge of Ascension-tide and Pentecost. Teaching and learning in RE is good. Year 2 pupils can reflect on Christian art and the symbolism of the cross whilst Year 6 pupils can discuss the meaning of life with reference to song lyrics. They engage with the words, saying, 'without purpose there is no hope and you have to have hope to have meaning in life'. They make links to their Christian value of endurance,

citing the importance of never giving up and they reflect that, 'God is always by my side'. They are challenged to achieve at bronze, silver or gold levels and celebrate new learning with the rest of the class on post it notes. The RE team is relatively new, but have regular pupil progress meetings to monitor and evaluate RE, carry out book scrutinies and track assessment. Achievement in RE is good for all pupils, including those who are vulnerable and disadvantaged. However, the school acknowledges the need for consistency in the teaching and learning in RE throughout both key stages, They identify this would enable children to enquire and grow in their understanding of key Christian concepts, such as trinity, incarnation and salvation. Pupils say they would like to meet more people of faith more frequently and visit places of worship other than St Andrew's Church. The school correctly identifies this as an area for development to enrich pupils' spiritual and cultural understanding.

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

St Andrew's dedicated staff and governors see themselves as servants to the community. The headteacher's ultimate aim is 'to support the community in whatever way through the spirit of Christianity'. As a consequence of building up a culture respectful of all beliefs, many children come back to the family of St Andrew's. They say, 'without St Andrew's I would not be where I am'. Governors are committed to the wellbeing of all pupils and staff, recognising this to be an important aspect of the school's distinctive Christian character. This embraces academic standards as well as the future leadership of church schools. Governors monitor RE and worship which have their own section on the school development plan. This demonstrates their high profile and ensures both worship and RE meet statutory requirements. The school's leaders and managers rightly identify that governors and staff at all levels need to be given the skills to effectively identify and act upon areas for improvement in RE and collective worship. This ensures that the distinctive Christian character of the school is enhanced and extended. In addition, governors challenge progress and ensure the school's chosen four values permeate all school life. They take a strategic viewpoint in that the school's Christian ethos is reviewed monthly with a working party of governors, staff and pupils They discuss Christian issues, such as prayer which underpins their work at St Andrew's.

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