

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Andrew's Church of England Voluntary Aided Primary School			
Address	Church Road, Laverstock, Salisbury, Wiltshire, SP1 1QX		
Date of inspection	23 May 2019	Status of school	VA Primary
Diocese	Salisbury	URN	126405

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

St Andrew's, Laverstock, is a primary school with 212 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school has established strong links with the local church and other schools.

The school's Christian vision

'Do Everything In Love' (1 Corinthians 16 v14)

'Our vision is to be a great school which has high expectations and where we all achieve great things, individually and together, within a nurturing Christian ethos through our core values of love, honesty and respect.'

Key findings

- The vision is fundamental to the life and direction of the school and is understood by all. It has shaped this exceptionally warm, caring community, transforming pupils' relationships and their respect for others.
- The school is recognised as a beacon of excellence by other local schools for the quality of teaching and learning in religious education (RE), the innovative development of future leaders and their flagship work on 'Food For Life Partnerships.'
- There is a rich tangible culture of aspiration across the school which inspires pupils' attitudes to learning so they can be the best they can be.
- Worship is the heartbeat of the school, with the pupils' worship team at the centre of this. They have real ownership of worship which challenges and shapes pupils' lives and choices.

Areas for development

- Extend links with global communities to deepen pupils' understanding of these, enabling them to take a leading role in these partnerships.
- Ensure monitoring and evaluations undertaken by stakeholders cover all aspects of the work of being a church school, fully involving pupils.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's vision is excellently displayed as a boat on an ocean next to a volcano. This enables all to understand its meaning and importance. Pupils have a real ownership of the narrative underpinning the display and give a meaning to each aspect. Pupils use the phrase, 'do everything in love' in daily situations. Leaders articulate a deep understanding of biblical principles underpinning the vision. The school's mission is to show examples of God's love to others as each is made in the image of God. God wants each to be the best they can be, which the school helps them to achieve. The vision reflects the local context with life being busy, yet with the need for pupils to recognise the difference made by doing things in love. The diocese uses St. Andrew's pictorial vision as a model of excellence. An impressive staff team works extremely well together, valuing one another's talents and sharing this vision. They see their role as modelling the vision in daily relationships. The vision has a transformational impact on pupils' relationships and attitudes to one another. Excellent relationships are made across the school where everyone is treated with an exceptionally high degree of respect. This is consistently attributed to the vision. An impressive example is the way buddies work with younger partners helping them to respond to questions posed in worship. Pupils are fully aware of the importance of forgiveness and how to make amends. They talk about being the best they can be, which means being part of a caring community. The vision is excellently reflected in the outstanding welcome given to pupils with high levels of special educational needs and to refugees.

The vision is fundamental to creating a rich tangible culture of aspiration. Pupils know that doing everything in love includes loving learning or showing love as being part of the community. They make rich links to the bubbling volcanoes in the vision picture and say they should always be 'bubbling' in learning. Staff weave the language of learning behaviours, such as resilience, into daily learning. Pupils understand their importance and explain where they make a difference. Rich interactive displays throughout the school strengthen this inspiring culture of learning. The vision and aspirational culture have transformed pupils' attitudes enabling them to have strategies to overcome barriers and be the best they can be. Leaders have made bold decisions to create an exciting curriculum with numerous experiences to develop a range of talents. Pupils learn to play musical instruments; some are funded by the school. Art exhibitions and joint theatrical performances enrich this. Pupils are inspired by these opportunities and have high levels of self-esteem. Attainment at the end of Key Stage 2 is in line with national expectations and rising. In Key Stage 1 attainment is at least good and often better. Progress made by vulnerable pupils is good, reflecting the strong provision to meet their diverse needs.

The school is recognised as a beacon of excellence in several areas by local schools, the diocese and beyond. RE subject leaders from local schools come every term to develop their practice in RE. The quality of teaching and learning is exemplary where philosophy for children has innovatively been woven into learning experiences, enabling pupils to respond to big questions. The quality of these discussions is impressive with pupils drawing on previous knowledge and using higher order thinking skills. Written work in RE is outstanding. The subject leader has been recognised by the diocese for her outstanding practice. As part of the vision governors release the headteacher to share her extensive expertise of leadership across the county. As a local leader of education for the Teaching Alliance hub she has enabled two members of staff to become specialist leaders in education. They have subsequently delivered the Outstanding Teachers' Programme. On behalf of the Local Authority she mentors new headteachers providing innovative solutions to issues. The school benefits hugely with many staff developing excellent practice and moving on to headship roles in church schools. The school's record here is impressive. The school is a flagship for the 'Food for Life Partnership' enabling other schools to work towards achieving this award. A pupil nutrition group plans menus, challenges waste in the light of deprivation and seeks to reduce the carbon footprint of food transport. Pupils' discussions in this area show an understanding way beyond their age expectations. This contributes to them becoming independent advocates for change, challenging companies to reduce the use of plastic in real situations with notable success.

Leaders have used spirituality to shape the curriculum, providing rich opportunities which promote reflection. They are confident to challenge one another positively and value differences of opinion. Work on Fairtrade enables pupils to consider global communities, disadvantage and deprivation inspiring them to respond. Previous high-quality global partnerships, however, could not be maintained. Leaders make astute ongoing evaluations leading to significant improvements. Each year governors agree an exceptionally detailed plan for monitoring, involving conferencing with pupils. This has led to maintaining the pastoral provision due to the impact which pupils say this has for them.

Collective worship is the heartbeat of the school providing rich interactive experiences which deepen pupils' understanding of the vision. The pupils' worship team is central to this. An innovative and progressive plan identifies which aspects of worship pupils from Year 1 onwards should begin to lead. By Year 5 pupils have had regular

experiences and plan and lead worship impressively. This team plans the worship for each half term selecting themes relevant to pupils and matched to biblical stories. They conference with peers in evaluating worship which recognised that their understanding of the Trinitarian nature of God was limited. Consequently, a module was created enabling pupils to discuss this using different images. Pupils give a range of examples where worship has transformed their relationships and decisions. Annual prayer days extend pupils' understanding of different ways they can share ideas with God. Pupils are confident to respond spontaneously in prayer at the end of worship. They explain where prayer has supported them, such as when they were anxious or angry. Worship is invitational and allows pupils of no faith to contribute with integrity. Pupils contribute to Eucharistic services in church, confidently explaining its significance for Christians.



The effectiveness of RE is Excellent

The subject leader is passionate about RE, constantly trialling new initiatives to continue to raise the already high-quality of teaching and learning. Pupils are thoroughly engaged in learning and inspired to respond to issues raised. Approaches are innovative and interactive allowing pupils to show their understanding in imaginative ways, where they excel. Pupils talk in depth showing an understanding of theological and philosophical concepts significantly beyond expectations for their age. Attitudes to RE have been transformed with pupils fully aware of the importance and relevance of the subject to daily life. High quality interactive RE days bring themes to life, deepening pupils' understanding. These days are eagerly anticipated. These approaches enable vulnerable pupils to make at least good progress and frequently better. Standards are at least in-line with local expectations and very often above. Assessment is rigorous, involving pupils in their own evaluations allowing them to take ownership in this area.

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