



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Andrew's C.E. Aided Primary School

Belfast Street
Hove
BN3 3YT

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Chichester

Local authority: Brighton and Hove

Dates of inspection: 8 & 9 October 2015

Date of last inspection: 3 December 2009

School's unique reference number: 114556

Headteacher: Trevor Cristin

Inspector's name and number: Richard Dyer 513

School context

St Andrew's Aided Primary School is a large, popular school in the centre of Hove serving the local community. Its pupils come from a range of socio-economic backgrounds and cultures. The headteacher and deputy have been in post since before the previous inspection. Since September 2015 the school has been undergoing a period of expansion which, when complete, will result in the school population increasing from its original 436 to 654 pupils.

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

- The school's Christian values are known and understood by all stakeholders. They are securely embedded in all aspects of the school and impact positively on the school's provision and outcomes for the pupils.
- The collective worship plays a highly significant role in the life of the school and in promoting the school's Christian values and ethos.
- The school has strong, successful and effective partnerships with parents, the local church and the wider community.

Areas to improve

- Use the significant enlargement of the school as an opportunity to review and reaffirm the school's values with the expanding school family in order for them to understand and embrace these values.
- In Religious education (RE), embed the school's new assessment procedures and develop further the provision of AT2 in order to improve the school's RE effectiveness.

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

St Andrew's is a friendly, caring school where the distinctive Christian characteristics of the school's four core values are firmly embedded into the life of the school and contribute strongly to the children's well-being and overall learning. They are clearly expressed visually through displays in the public areas and 'reflective' areas in the classrooms. They are well known and articulated in a Christian way by all members of the school community. Parents talk passionately about the school's Christian ethos, how strongly 'care' is promoted through love and how the children 'learn about God's love and apply this in their daily lives'. Children talk enthusiastically about the values and their meaning with mature understanding. For example, a child described the value joy as 'beyond extreme happiness - it's not just happiness in ourselves but seeing it in other people'. The values are successfully promoted through acts of worship, social, moral, spiritual and cultural (SMSC) development, RE and the wider curriculum. They are seen in the care and support between older and younger pupils in the various 'buddying' arrangements, and in wider community charitable projects. RE promotes the school's Christian values and characteristics effectively. Children can clearly articulate stories from the Bible, the life of Jesus and the Christian message as well as showing an understanding and respect for cultural diversity. The impact of the values is evident in the high quality of relationships between members of the school community. Teachers clearly model the school's values in their interaction with the children and each other and pupils display exemplary behaviour and a caring ethos. The impact can also be seen in the high level of quality provision of care provided by the school for vulnerable children. The school's quality provision based on its Christian values impacts positively on pupil achievement. All children are made to feel they can achieve and parents recognise this and comment that 'Children do well because they know they are cared for and loved.'

The impact of collective worship on the school community is outstanding

Worship is central to the promotion of the school's Christian values and ethos. One child described it as the most important school value 'because all the others come out of it'. Staff willingly attend and participate because they too appreciate its value; one commented that 'This school makes me feel loved and I would feel disconnected from this loving school family if I didn't attend.' Worship is thoroughly planned to be inspirational and meaningful to the children, and includes Anglican festivals which take place in the local church. The key elements of worship are used very effectively to create an appropriate atmosphere. Worship frequently includes Biblical material and children understand, and can articulate, the central position of Jesus in the Christian faith. As one child emphatically stated, 'Jesus died to set us free'. Some children can also articulate an age-appropriate understanding of the Trinity, which is imaginatively explained in worship. The worship is led by various members of the school community including staff, pupils and the local clergy who use a variety of media and resources to make worship engaging and relevant to all. Singing is joyous and exhilarating. Prayer and reflection, led by children as well as adults, forms a meaningful part of the worship which extends into the reflective areas in classrooms, where pupils read and write prayers independently. The importance of prayer is reflected in the motto 'Learning Together and Praying Together' displayed around the school. There are securely embedded systems for the monitoring and evaluation of collective worship by staff, governors and pupils. This has led to greater pupil involvement in the planning and delivery of worship; the development of the reflective areas; and the development of prayer, including plans for creating a dedicated prayer space in the new building as part of a community link project. The highly committed and enthusiastic co-ordinator is extremely effective in promoting and developing worship. Parents welcome opportunities for joining worship in church which they clearly appreciate and describe as 'a moving experience'.

The effectiveness of the religious education is good

RE contributes significantly to the Christian character of the school. The teaching of RE is good across the year groups. Teachers use a variety of teaching strategies to cater for the different learning needs of the children including use of video, drama, paired and group discussions as well as practical and written activities. There is a lively pace to the lessons and the work is appropriately differentiated. Children are engaged with their learning, enjoy RE lessons and are able to articulate what they have learned including stories from the Bible, the life of Jesus and his central position in the Christian faith, and other faiths. Standards and pupil attainment in RE are in line with national expectations. RE often develops into larger school projects that link with the wider local and international community. For example, a 'How does being a Christian affect your actions?' project resulted in fund raising for, and links with, a local homeless charity and a school community in Cambodia. In lesson planning and content there is an appropriate balance between the two required strands of the curriculum (AT1 – Learning about RE, and AT2 - Learning from RE). AT2 has been a focus for development since the previous inspection and is now more embedded in the curriculum. However, it needs further development in order to focus on the religious, rather than PSHE, aspects. Assessment of RE has also been a development area since the previous inspection. Assessment strategies have been adopted and revised in line with changes to the National Curriculum and a new assessment scheme introduced in September 2015. However assessment is not yet sufficiently embedded to have an effective impact on learning and attainment. The new RE subject leader has a positive and enthusiastic outlook in driving forward the development of RE. Effective monitoring and evaluation by the school leadership has accurately identified the development needs of RE.

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

All levels of the school leadership consistently and confidently articulate the school's Christian vision and values and its positive impact is seen in the exemplary pupil behaviour, high achievement, and the high quality of pastoral provision. There are well developed monitoring and evaluation strategies in place, including opportunities for pupil and parent feedback. The leadership use these to identify accurately the effectiveness of the school's provision and performance, and development priorities. The governors' ethos committee is very pro-active in its involvement with the school, including monitoring and evaluation. Consequently the governors know the school well and both support and challenge the headteacher. The school promotes opportunities for staff to prepare for future leadership in church schools which staff take advantage of willingly. There are strong links with the schools in the local deanery for training and support, and the headteacher and chair of the ethos committee attend Diocesan conferences and briefings. There are also strong links with the local church and community as well as links with schools in Ghana and Cambodia. Strong relationships exist with the parents who speak very highly about the school and its provision and describe how the school lives its motto that 'Children are at the heart of all we do'. For example, parents who have experienced challenging behaviour from their children talk about how the strong Christian ethos 'turned the lives of the children and the family around'. The school more than meets its statutory requirements for RE and Worship.

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