

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church School

Vision

Learning for Living, 'Life in all its Fullness' John 10:10

Our Christian foundation is at the heart of our school, shaping everything we do and inspiring our community to embrace life with fullness, meaning, and purpose. In line with the words of Jesus from the Gospel of John, "I have come that they may have life, and have it to the full" (John 10:10), we seek to provide an environment where each child can thrive, grow, and flourish—spiritually, emotionally, and intellectually. Our theological underpinning is grounded in a commitment to nurturing the whole child, fostering a sense of belonging, and equipping our children to live with courage, love, hope, and joy in the world.

St Andrew's School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision and associated values drive school policy and practice. Consequently, St Andrew's is an inclusive community where pupils and adults flourish. Leaders prioritise wellbeing for both pupils and adults.
- It is a hallmark of the school that every member of it is encouraged to discover and to develop their strengths. This is one impact of the Christian vision.
- Leaders have developed a wide number of partnerships that support the vision's aspiration of 'fullness of life'. As a result, there is an extensive range of enriching activities.
- Collective worship is vital to the exploration of the vision and values. The impact of collective worship is seen in the spiritual growth of pupils and adults.
- Religious education (RE) is taught engagingly. Pupils learn well and display good skills in debate and discussion.

Development Points

- Make the language of and opportunities for spirituality more explicit. This is to enable pupils and staff to recognise progress in spiritual growth through the school.
- Embed non-religious worldviews into the RE curriculum. This is to extend pupil understanding of the range of significant beliefs in the world.



Inspection Findings

The longstanding Christian vision has both inspired and supported this lively school community. The school confidently prepares pupils to experience 'fullness of life' inside and beyond its walls. The joyous nurturing of pupils and adults is one discernible impact of the vision. Staff are tireless in their commitment to inclusion. This is most evident in how quickly newly arrived pupils and families develop a deep sense of belonging. Courage, love, joy, hope, peace and creativity are the associated values that enable the vision to be lived out practically. Each term focuses on one value in the curriculum and in collective worship. This makes it possible for pupils and staff to talk in detail about the meaning and outworking of the vision. The trust's vision of being 'the best version of yourself' adds a sense of unity to the school's work. Leaders, including governors and trust officers, regularly monitor and evaluate the impact of the vision effectively. Pupil leaders are involved in this and often suggest improvements that are acted upon. For example, pupils wanted to be more intentional in their role as play leaders.

The vision has inspired leaders to adapt the curriculum into an ambitious, wide-ranging one. This serves the needs of the community through its emphasis on cohesion. It also prepares pupils to be able to experience fullness of life through developing important, enduring skills. Staff have high expectations of pupils, who respond by having high expectations of themselves. Barriers to learning, including for pupils with special educational needs and/or disabilities (SEND) and those experiencing disadvantage, are identified quickly. Staff skilfully devise successful strategies to overcome barriers to learning. The taught curriculum is enhanced by enrichment. The city centre is well used to provide many cultural opportunities. Fullness of life is rightly interpreted as giving pupils opportunities to find and develop their talents. Music and performance are examples of enriching activities making a difference for many. Staff benefit from professional development and networking through the trust. This keeps staff up to date and allows them to share their skills. The framework for spiritual development, which includes specific language, helps staff and pupils recognise opportunities for growth within the curriculum. However, it is not fully embedded.

Collective worship contributes much to the spiritual growth of pupils and adults. The inclusive atmosphere helps those attending feel safe and cherished. The vision and termly values are fully investigated through scripture, song, prayer and reflection. Representatives from local churches give their perspective on the values by leading regularly. Pupils and adults respond by readily contributing their thoughts and insights. Pupils confidently lead worship. Their values-based challenge at the end of worship, in understandable language, inspires their peers. With help from governors linked to the local church, pupil leaders write an impactful prayer for each term. This, again, helps their peers and adults to explore the value meaningfully. Designing a pictorial termly wrapping for each class's value candle, assists those who learn best visually with their understanding. Regularly updated reflection spaces around the school help pupils to be calm and think meaningfully. Further opportunities for spiritual growth are offered under the walnut tree, through forest school and in church. Pupils treasure these moments to explore feelings and devise prayers for those in difficult circumstances.

The vision and the values inspire pupils and adults to show mutual respect. There is a commitment to joint flourishing. The behaviour expectations are straightforward and give rise to a prevailing sense of calmness. 'Leaf rewards' recognise the living out of values alongside academic effort. They motivate pupils to see how both are necessary to attaining fullness of life. Pupil designed values reward postcards help pupils recognise their centrality to school life. An emphasis on restorative processes, modelled effectively by staff, enable pupils to learn rapidly from their mistakes. Concern for wellbeing for both pupils and staff is at the heart of St Andrew's. The school uses



approaches that help pupils to recognise and to regulate stress. This enhances their wellbeing. The trust sets wellbeing as high profile by giving support and listening to pupils and adults. Consequently, they feel nurtured and valued.

Pupils flourish by exercising much responsibility, seeing their role as essential to school development. Recent teaching on diversity, for example through class texts, has helped pupils to understand the needs of their community. Ambitious pupils are keen to extend school projects such as celebrating a range of festivals with parents and the local community. This partnership work enables the voice of the community to be heard. Pupils also respond to community needs by acting as 'young interpreters'. This is done through kindness but also with a growing sense of justice. Consequently, pupils are increasing their understanding of justice and injustice. They quote Jesus' teaching on restoring a lost sheep as an example of their motivation for the latter. The 'green team' chooses collective worship as the natural vehicle to persuade others to be more environmentally friendly. They understand that there is a global dimension to their concerns. Supporting tree planting in Zimbabwe combines real environmental concern with the practice of hope.

School and trust leaders ensure that RE is well resourced and vibrant. Training from the trust and diocese is effectively shared with teachers. Consequently, staff are confident in their teaching. The RE curriculum is highly appropriate for this diverse school with a good balance of Christianity and religious worldviews. The carefully shaped curriculum covers the major world religions, big questions and the impact of faith. There is not an intentional focus on non-religious worldviews. As a result, pupils are limited in their knowledge of the range of beliefs in society. The enriching programme of visits and visitors, including the local community, assists pupils to experience and learn about the global nature and diversity of religion. Pupils and staff explore important topics in a sensitive, enquiring manner.

Pupils find their RE to be stimulating. They recognise they are acquiring new knowledge, and they value chances to share their own experiences and views. Pupils are accomplished at debating and increasingly use philosophical techniques as they grow older. They weigh up well, for instance, different views on whom God loves. Skilful expansion results in deeper understanding. This is complemented by respect and encouragement from other pupils. Individual and class books record learning and insights and offer many examples of effective teaching and learning. Teachers mark work frequently and provide important advice on how to improve. Pupils find this advice relevant and realistic. They implement the suggestions and sustain good progress. Information about RE is evaluated effectively by leaders and governors. This confirms that the teaching and learning in RE are of high quality.

Information

Address	Northampton Street, Bath, BA1 2SN		
Date	12 June 2025	URN	145516
Type of school	Academy. Voluntary Aided Primary.	No. of pupils	242 (including nursery)
Diocese	Bath and Wells		
MAT	Bath and Wells		
Executive Headteacher	Naomi Boyce		
Chair of Governors Chair of Trust	Louise Adams Andrew Warren		
Inspector	Simon Stevens		