



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Keighley St Andrew's Church of England Voluntary Aided Primary School

Lustre Street

Keighley

BD21 2ND

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: West Yorkshire and the Dales**

Local authority: Bradford

Date of inspection: 12 February 2016

Date of last inspection: May 2011

School's unique reference number: 107339

Headteacher: Alison Bateman

Inspector's name and number: Alan Thornsby 137

#### School context

St Andrew's is a large primary school with almost all pupils from a Pakistani Muslim heritage who speak English as an additional language. The proportion of pupils entitled to pupil premium is above average. The number of families experiencing social and economic disadvantage is almost double the national average. A new headteacher and deputy headteacher were appointed in 2015. Recent staffing changes have created a united staff team and positive outcomes to pupil learning and progress.

#### The distinctiveness and effectiveness of Keighley St. Andrew's as a Church of England school are good

- The passion, drive and determination of the headteacher, deputy headteacher and governors create an inclusive and distinctly Christian school serving its community.
- Adults and children understand the Christian values of the school and how these are shared and impact on their daily lives, regardless of faith background.
- The sense of teamwork between staff and governors that results from Christian values in action.

#### Areas to improve

- Provide a greater range of experiences for pupils to plan, deliver and evaluate acts of worship and further develop their spiritual journey.
- Continue to explore opportunities for interfaith dialogue and links with the local mosque.
- Review and develop methods of monitoring and assessing the impact of RE on pupils' learning in all aspects of its delivery.

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

The school has an inclusive and caring Christian ethos based on twelve Christian values. These drive every aspect of the life of the school. The sincere welcome given to visitors is an obvious indicator of the high profile of Christian values in action in the school. All adults and children in school recognise the Christian foundation of the values, understanding these as explicit Christian values with Biblical links. They recognise the significance of St Andrew and the 'values' fish display but are adamant that they are shared and put into action by all faiths. The recently revised behaviour policy ensures that behaviour and attitudes to each other are commendable. It also includes Christian values that inform the rule "*in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.*" This clearly reflects the inclusivity of the school, especially to the followers of other faiths. The values board in each class provides an on-going record for children showing values in action each week. This drives the aspirations of children and the resulting relationships and attitudes to work. The Christian character of the school recognises the needs of each child as 'an individual child of God'. Staff work relentlessly to help each child to make progress. Children arrive in school at very low starting points. They make a good start in Foundation Stage, including disadvantaged pupils. Current tracking shows they are on course to be in line with national figures in 2016 following a dip in 2015. Rigorous tracking and accurate data analysis have identified areas of weakness, and strategies to address these are being implemented. Pupils are confident, respectful and enjoy being in school. They comment 'our teachers are really nice and help us learn so much'. Effective policies and strategies are successfully used to maintain pupil's good attendance. Spiritual, moral, social and cultural (SMSC) development is a strength of the school resulting from the impact of the Christian ethos experienced in cross-curricular links and the range of out of school activities. A range of art projects and displays celebrate Christian values. These also reinforce the distinctive Christian character as well as adding to experiences of reflection for adults and children. Children recognise the importance of religious education (RE) in learning about and respecting other faiths and are able to compare how people practice their belief in God. Pupils have a good awareness of the multicultural nature of world faiths, supported, for example, by a Christian visitor from Pakistan. Children are resolute that 'someone's personality, respect and values and how they treat other people are far more important than their appearance'. They support a range of local, national and global charities. Comments such as 'I hope these old people will be able to have a good Christmas' after singing at an old people's home show respect and compassion for others in their local community.

## **The impact of collective worship on the school community is good**

An inclusive daily act of worship explores Christian values and their links to Bible stories and everyday life. Themes are based on two Christian Values each half term and the church year. For example, the theme of 'Remembrance' is linked to reconciliation and forgiveness. A well-written policy and guidelines underpins worship and its delivery. Pupils experience a range of worship leaders from within the school, local church community and Christian Links in Keighley Schools (CLIKS). Although the local church is currently without a vicar, the school uses it to celebrate Christian festivals. Links with other clergy and churches are effectively used. The newly installed worship table, with carved Christian symbols and the large St. Andrew's fish, reinforce the Christian foundation for worship. Pupils create a quiet and respectful atmosphere for worship because 'worship is a time of quiet and calm'. They recognise the ritual of worship with introductory story and message and time for prayer and reflection. Older pupils are very aware of the difference between 'prayer to God' and reflection that is 'thinking about yourself or another person.' They show their respect for these times with absolute silence. The value of prayer is also recognised by parents who asked the school to pray following events in a school in Pakistan. The weekly 'singing praise' encourages joyful singing in worship. Parents are invited to Friday celebration that recognises Christian values in action. Pupils, nominated by peers or staff, receive values sashes and certificates and inclusion on the Values Tree. Pupils share contributions and prayers and plan and lead some acts of worship. However, the school has identified the need to enhance the spiritual development of pupils through greater involvement in the planning and leading of worship. Pupils have a good knowledge of Christianity, the Bible and life of Jesus and have a growing awareness of the Christian teaching of God the Father, God the Son and the Holy Spirit. Foundation governors and the headteacher are highly effective in using a range of procedures to monitor, evaluate and further the impact of worship.

### **The effectiveness of religious education is good**

RE is recognised by leaders and managers as a key element of the distinctive Christian character of the school. The policy has recently been reviewed and ratified by governors. It provides opportunity to explore Christianity as well as to explore the similarities and differences between faiths. The high profile of RE is currently maintained and led by the knowledgeable headteacher. She is very aware of the current local and national developments in RE. She is also aware of the leadership opportunities this presents to another member of staff. Good practice in RE is discussed in staff meetings. Careful planning, book scrutiny, lesson observations and pupil interviews inform and support the quality of teaching and learning in RE. This has identified the need to ensure that the complete learning journey of pupils is securely evidenced. This is especially so when creative teaching and learning activities result in a lack of written recording. Pupils enjoy RE because of enthusiastic teaching and opportunities to share their opinions. Many pupils explain that RE helps them learn more about their own religion. Teaching is good because of teacher knowledge and questioning skills. The pace of lessons promotes thinking skills with opportunities for pupil discussion and reflection. Following a visit to a church, pupils were excited in sharing their knowledge of parts of the building and Christian symbolism. They also explained that 'Christian believe that without Jesus, there is darkness'. Their learning tasks match their ability, with some having the support of a teaching assistant. Older children explored the story of Hanukkah and the significance of the menorah. Pupils showed their knowledge of Judaism, explaining 'the Jews did not worship the Greek Gods as it was against the Ten Commandments'. Assessment each half term indicates that pupils make good progress and therefore reaching standards in line with national expectations. They have a good understanding of religious vocabulary and can discuss beliefs as well as make comparisons between them. Work in books shows a range of activities, with some tasks matched to different abilities. There is increased evidence of marking comments and questions to develop deeper thinking by pupils.

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

The headteacher is passionate about the Christian character of this school that truly serves its community as a church school for all. It meets the needs of all learners, regardless of their abilities, by providing an effective learning situation that raises aspiration of children and families. The vision statement has recently been reviewed and is fully understood by everyone in the whole school community. The senior leadership team and foundation governors live out the vision. This has ensured a high profile for the distinctive Christian character of the school. All adults in school, regardless of their faith background, fully embrace and consistently live out Christian values. They present excellent role models that children mirror. Staff are well supported by leaders and morale is very high. New staff are quickly made to feel part of the team because 'our Christian values breathe life into all that we do'. This has also enabled staff to move to new schools in promoted posts. Senior leaders identify the needs of pupils and families and 'go beyond the extra mile' to ensure these needs are met. There are effective monitoring and evaluation procedures by subject leaders and foundation governors. These ensure that the governing body understands the continuing improved performance by the school and how the distinctive Christian character impacts on this. The development points from the previous inspection have been successfully addressed. Self-evaluation is accurate. Staff and governors recognise the priority of collective worship and RE as part of the distinctive Christian character. These subjects both meet statutory requirements and are part of the School Improvement Plan. Although the impact of the effective leadership has resulted in improvements in RE and worship, these have yet to be sufficiently embedded in what pupils consistently achieve. Committed foundation governors are part of the Christian outreach to the community and are involved in many aspects of school life. These include teaching English to parents and workshops that enable parents to support their children's learning. Parents are adamant that the school's values impact on the whole community. They have great trust in the school and recognise how the school values promote respect and good behaviour. They also acknowledge the support of the school and the parent involvement worker in supporting them in communication with external support agencies. The school recognises its commitment to the faith of pupils by providing a room at Ramadan for them to use. It is also part of 'Faithful Neighbours', a group that facilitates multi-faith engagement within the community. The school has good links with the local community, for example sharing Harvest and Christingle services with shoppers in the town. The school choir has sung at the Airedale shopping centre and for a pensioners' dinner at the Civic Hall.