

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Junior School	
Address	Hadfield Road, Hadfield, Glossop, Derbyshire, SK13 2DR
School vision	
Through experiences rooted in Christian values, and through mutual respect, we guide children to develop compassion, responsibility and resilience in a caring environment.	
Be the best that you can be.	
School strengths	
• Leaders at all levels are inspired by the deeply embedded Christian vision. As a result, policies and practices nurture adults and pupils to be the best they can be. • Respectful and compassionate relationships throughout the community support each individual in their personal growth. This includes pupils who may have special educational needs and/or disabilities (SEND), and those who may be considered vulnerable. This enables personal confidence and a sense of wellbeing to thrive. • Pupils benefit from a well-constructed curriculum that supports the school's context and Christian vision. Consequently, horizons are expanded as pupils enjoy their learning and are carefully supported to flourish. • Thoughtfully planned and inclusive Christian worship encourages members of the community to experience moments of prayer, reflection and calm. As a result, collective worship contributes to the spiritual development of pupils and adults. • As a result of the deeply embedded Christian vision, pupils have a developed sense of justice and responsibility. They show initiative when investing in local, national and global social action projects.	
Areas for development	
• Develop opportunities, within all subjects, to explore the spiritual dimension of learning. This is to enable pupils and adults in their spiritual growth. • Deepen pupils' knowledge and understanding of world religions and worldviews. This is so they are well prepared for the diversity of life in modern Britain.	
Inspection findings	
St Andrew's is a warm and welcoming school where everyone is valued and included. The Christian vision inspires the motto of 'be the best you can be.' This permeates through the life of the school and community, encouraging the personal flourishing of pupils and adults. The vision motivates pupils and leaders to serve their community. For example, pupils actively engage with a local food bank, Bellies Not Bins. Plentiful opportunities are provided for pupils to live out the Christian values, to recognise their talents and push their own boundaries. Consequently, pupils find their voice through taking on one of the many leadership roles on offer. Leaders invest in staff to pursue professional development opportunities which have a positive impact on the school community. For example, mental health and autism awareness training, supports adults to effectively meet the needs of pupils. The school enjoys a strong relationship with the Diocese of Derbyshire, as well as with the local church. Pupils and adults feel connected and supported within their community through church	

events such as Experience Easter. The professional dialogue with the neighbouring infant school ensures that pupils' learning journeys continue into St Andrew's Junior School. Committed governors provide support and challenge to the school. This includes as guardians of the school's Christian character. They forensically evaluate the impact of the vision and ensure that this drives the school's priorities through a considered schedule of monitoring.

The school's Christian vision and global citizen goals shape the broad and balanced curriculum. A culture of resilience and challenge enables pupils to live out the school's motto. Pupils value the feedback they receive from adults to help them to improve and success in learning is celebrated. The individual needs of pupils are met through a loving, compassionate approach and carefully targeted intervention. This ensures that pupils flourish academically, emotionally and socially. The school places significant importance on providing rich experiences for pupils. This includes forest schools, enterprise week, productions and clubs including dance and the Relax Kids club. As a result of carefully planned learning opportunities, pupils' horizons are broadened, and the sense of responsibility and compassion embedded. Adults seek opportunities for pupils to demonstrate their confidence and resilience. For example, by presenting to an audience at the Liverpool Open Eye gallery as part of the Tree Champions project.

Pupils, staff and parents of the school value collective worship. It is inclusive, invitational and creates a sense of community. Daily worship is varied and thoughtfully planned, providing moments of stillness, reflection and prayer that contribute to spiritual flourishing. Pupils plan and lead worship. They take considerable pride in choosing appropriate words of reflection when opening worship. The positive relationship between the local parish church and the school is well established. Members of the clergy make a significant contribution to the spiritual life of pupils and adults. They regularly lead worship and support pastoral needs. Pupils' achievements are celebrated in weekly worship. This creates a sense of worth and pride in pupils and is one example of how pupils demonstrate where they have been the best they can be. Collective worship enriches pupils' spiritual development through stories from the Bible, themes such as global neighbours, and singing. However, carefully planned moments for spiritual growth are less developed across the wider curriculum.

Leaders serve their community with diligence. The Christian vision creates a warm and inclusive ethos where pupils and adults treat each other well. There is a strong culture of trust. Everyone recognises that making mistakes is part of the journey to success. Pupils who face personal challenges are nurtured through the Motivating All Children to Achieve With Support (MACAWS) programme. This fully equipped provision creates a haven for pupils who need quiet and stillness to regulate their emotions. Staff and pupil mental health champions are well trained and make a notable difference to the community. Pupils and adults speak highly of the positive impact of interventions. For example, building confidence and providing strategies to be the best they can be. Staff are empowered to lead and drive their own professional journey. The open-door culture of leaders ensures the voices of staff and pupils are heard. As a result, staff talk positively about the support they receive from leaders to fulfil their role in school to the best of their ability. Consequently, this impacts positively on the learning experiences the pupils receive.

Based on compassion, the school vision shapes how pupils and adults understand justice and personal responsibility. School leaders are strong role models, enthusing pupils to be active citizens. Pupils make ethical choices and are agents of change. Partnerships locally and internationally help pupils demonstrate resilience and responsibility. Through supporting Fort Usher School, Zimbabwe, and becoming a hedgehog friendly school, pupils understand that they can make a difference. Restorative practice is used appropriately with pupils. It offers them the opportunity to reflect and take responsibility for their own actions. The impact of this approach can be seen in pupils' exemplary behaviour.

RE is given a high status in the school and is well-led and resourced. The curriculum is organised so that pupils receive a rich diet of experiences including trips and visitors to enhance learning. Pupils enjoy RE. They are encouraged to share ideas and opinions even if they differ from their friends in a respectful and tolerant way. Pupils have a good understanding of Christianity. They confidently articulate knowledge of the Bible and recall understanding of Christian festivals. However, pupils' knowledge and understanding of other world faiths and worldviews is less developed. Working alongside leaders and the diocese, staff are fully supported in their teaching. This partnership generates inspiring lessons, sparking pupils' enthusiasm and enjoyment in discussion.

The inspection findings indicate that the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish.

Information			
School	St Andrew's Church of England Junior School	Inspection date	23 April 2024
URN	112869	VC/VA/Academy	VC
Diocese/District	Derby	Pupils on roll	207
MAT/Federation	N/A		
Headteacher	Amanda Cornwall		
Chair of Governors/ Trust Board	Bruce Levitan		
Inspector	Liz Peacock	No.	C23/24