

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Junior School, Hatfield Peverel

Vision

Every child is loved and known. Every child shines. Matthew 5:16 'Let your light shine'

Our vision is brought to life through our CARE values. Compassion, Achievement, Respect and Enjoyment.

St Andrew's Junior 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

- Staff are proud to be members of the St Andrew's team. This means that the school is resilient to challenges. As a result, during the last two years pupils and adults have flourished in adversity.
- Every child being loved and known is lived out as a daily reality in the midst of difficulties. The impact is shown through the commitment and support of staff for pupils and one another.
- In school leadership is exemplary and has been inspired, strengthened and held firm by the vision. Working together in rewarding partnerships within the community and with the diocese, leaders improve and strengthen the vision's impact.
- Through the living out of the CARE values adults and pupils highly respect one another. Wellbeing is a high priority and Christian love is shown through goodness, kindness and forgiveness.
- Collective worship is a time of reflection and peace for pupils and staff. This has a significant impact upon their spiritual flourishing.

Development Points

- Develop a secure understanding of justice. This is so pupils develop a deeper knowledge of how to make ethical choices.
- Ensure governors have a clear understanding of the impact of the vision on all aspects of school life. This is to make sure that their strategic decision making is based on clear evidence of what is working.



Inspection Findings

When it comes to resilience and living the vision in the face of adversity, this school is a shining example. Losing their school building to reinforced autoclaved aerated concrete (RAAC) and being moved into temporary cabins has been a traumatic experience. The desire for every child to be known, loved and shine has held them firm when the daily reality has not been pleasant. Community partners and parents speak rightly of the pupils being known and loved. They articulate how staff have not just coped but enabled the pupils to thrive. Pupils refer to being known and having opportunities to shine. The vision is supported by carefully selected values of compassion, achievement, respect and enjoyment (CARE). These are known and practiced by staff and pupils. Although governors know the school well, they do not routinely monitor the impact of the vision. This means they are not secure in what is working in this area of school life.

The curriculum is ambitious and sequential. Links are clearly made across subjects. Staff encourage pupils to find the spiritual moments within the curriculum and to reflect on these in light of the vision and values. Leaders use the language of the vision. 'Every child shines' is used to ensure pupils get the help they need in lessons. 'Help me shine' folders keep the focus on how changes in lessons can support the pupils to achieve well. Limited display space in classrooms is used effectively to enhance learning. Whenever possible, staff identify opportunities for spiritual encounters. This gives pupils and staff the chance to reflect on, consider and celebrate the wonders and mysteries of life.

Invitational collective worship is a time when pupils and staff gather to stop, reflect and celebrate together. There is a strong sense of celebrating the good. Use of music resources and age-appropriate news stories enhance children's worship experiences as they sing together and link worship to the world. Twice a week there is a simple wellbeing health check using sheep pictures to reflect feelings and emotions. Staff watch for pupil and each other's responses to follow up and explore as necessary. At the end of worship "peace be with you" is said and signed by pupils and staff. This sends pupils and adults out with a sense of blessing and peace. Collective worship and spiritual time are appreciated and acknowledged by pupils and staff. Staff comment on how worship positively impacts their day through reflection and a sense of peace. At key Christian festivals services are held in the local church. These are well attended and valued by staff, pupils and parents. These enable the community to come together and worship.

The culture of this school is one of respect, care and support. Pupils and staff are known and loved. Through this difficult and demanding time staff have stretched themselves to make sure pupils feel secure and to allow them to shine. Staff are well supported by leaders. Through the nurturing staff and 'care cabin' pupils who are encountering challenges find opportunities to reflect, change, flourish and shine. Leaders have placed enabling pupils to shine at the heart of their approaches to behaviour. As a result, staff follow clear steps to help pupils to 'get it right' or cope when things go wrong. This provides an environment where they can thrive. Pupils who have special educational needs and/or disabilities (SEND) receive targeted support and bespoke learning opportunities. Small supported work groups particularly enable them to flourish. One parent rightly stated 'They really look after them, but don't make them feel different'. The recurring difficulties have brought a valuable focus on wellbeing and mental health. The support offered by the school has positively impacted on parents and their children. Parents instinctively use the language of the vision and the CARE values in their communications with staff. They recognise the work being done to enable their children to flourish in very difficult circumstances.



St Andrew's works to balance responsibilities to others with individual freedoms through being known and loved. There are strong links with St Andrew's Church. There is also a valued connection with the local Methodist Church who organise a lunch time club helping pupils develop responsibility. Pupils show compassion and take responsibility to fundraise and collect for various charities over the school year. Each week a group of pupils attend the local care home taking responsibility to share their time, stories and crafts with the residents. This encourages pupils to look into their wider community with their CARE values. Pupils were responsible for petitioning their local councillor enabling action to lower the road speed outside the school. This has improved their environment and safety. Pupils are given some duties and elected to others. They serve on school council and as house captains, play leaders and language and maths ambassadors. Weekly newsletters are full of events and activities. These communications demonstrate the impact of pupils being known and loved and how they shine. Pupils are responsible and have a clear knowledge of fairness. However, their understanding of justice is more limited. This means they are unable to clearly articulate what it means to act justly in the choices they make.

Religious education (RE) offers sequential learning to prepare pupils for the experiences and responsibilities of life. Staff have implemented recent training on creative approaches to teaching RE. This means that pupils now have regular opportunities to use art or other creative ways to express their understanding. Pupils benefit from being able to express their learning in different ways. Staff receive high quality continual professional development to bring confidence and variety to their teaching. The curriculum is well planned. Teachers check that pupils have understood the challenging curriculum. They make sure that any gaps in learning are quickly addressed. Areas are developed using further high-quality resources to expand and deepen pupil knowledge and experience. Pupils are given time to engage with and challenge ideas and questions in a safe environment. Pupils articulate well their enjoyment of and learning from RE. They reflect on how it helps them respect others and understand their beliefs. This enriches pupils understanding of difference.

Information

Address	Church Road, Hatfield Peverel, Chelmsford CM3 2JX		
Date	8 July 2025	URN	115102
Type of school	Voluntary Controlled	No. of pupils	236
Diocese	Chelmsford		
Headteacher	Becky Black		
Chair of Governors	Ralf Cook and William Guy		
Inspector	Julie Bowen		