



St. Andrew's Church of England Junior school	Church Road Hatfield Peverel Chelmsford Essex CM3 2JX
Current SIAMS inspection grade	Good
Diocese/Methodist District	Chelmsford
Previous SIAMS inspection grade:	Satisfactory
Local authority/date of academy conversion	Essex
Date/s of inspection	6 October 2016
Date of last inspection	1 st October 2012
School's unique reference number	115102
Headteacher	Christopher James
Inspector's name and number	Debbie Rogan 850

School context

St Andrew's is an average sized school serving the village of Hatfield Peverel. The headteacher has been in post for eleven years. Since the previous denominational inspection the school community has experienced significant bereavement and serious illness. Most pupils are of White British heritage. The school has low numbers of pupils for whom it receives extra funding due to social disadvantage. Those who have English as an additional language or have some sort of special educational need are also both well below average.

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

- The leaders of the school have established with pupils, staff and governors a set of Christian values which underpin the school's caring ethos and which impact positively on pupils' good behaviour.
- Well planned worship weaves values and themes thoughtfully together and impacts well on pupils' drawing on Biblical teaching and Christian values.
- The spiritual, moral and social development of pupils is good. It is well supported throughout the school and appropriately linked to the school's Christian values.
- Relationships are strong and mutually supportive and are a clear expression of the school's Christian ethos.

Areas to improve

- Ensure that the school's Christian foundation explicitly acts as a key driver for its continued development: leading to formal strategic planning, evaluation and monitoring by governors and senior leaders focusing on the impact of its Christian ethos and values.
- To improve the range of cultural understanding so that pupils' appreciation of the diversity of global communities is enhanced: leading to improvements in cultural development opportunities across the school.

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

The school has made some progress since the previous denominational inspection in addressing how key Christian values such as honesty, forgiveness and friendship support school life and work. Pupils, staff, governors and parents

have engaged well in this process. The values are now clearly understood across the school and their impact on pupils' learning, behaviour and attitudes is recognised. This contributes positively to the school being a caring community where pupils' well-being is given a high priority. As a result attendance is overall good. Where attendance or behaviour issues are impacting negatively on learning the school works in a caring and supportive fashion with families.

Academic achievement is at or above the national average. In-school data reflects that pupils are making good progress.

Behaviour is good and children work well together. They say that this is because they are taught to care about each other like 'Jesus cared for others'. They know that their teachers do not 'give up' on them and link this with the way in which Jesus showed forgiveness to Peter.

Pupils' spiritual, moral and social development is good. Staff have had formal training on aspects of spirituality but there is no shared understanding of how this impacts positively on school improvement, the curriculum and pupil attainment and progress. In worship and especially through prayer pupils respond positively to spiritual and moral issues. The memorial garden also has a positive impact where they speak movingly of their memories of people who are remembered in the garden. Religious education (RE) successfully helps pupils explore a range of religions including Christianity, Islam and Judaism. This supports them well in developing their understanding of different beliefs and practices across religions. Understanding of diversity and difference within the church through considering denominational differences is under-developed. Pupils enjoy RE. Through it they learn to reflect on Bible stories and the life of Jesus and how their school values are exemplified by these. One pupil said "Jesus forgave Peter for denying him. I think that if I don't forgive my friends and care for them I may lose them." This deep, reflective thinking impacts positively on pupils' acceptance of others and their spiritual, moral, and social development. Although local links are strong and there are national links with charities, opportunities to develop an understanding of more global issues is limited. This impacts adversely on pupils' understanding of a range of cultures which is not as well developed as other aspects of SMSC.

The impact of collective worship on the school community is good

Staff, pupils, governors and parents value worship and the opportunities that it brings to think, celebrate together and feel part of a positive and supportive community. This in turn leads to the school community working together in service of others such as for 'Operation Christmas Child' or cake bakes for national charities and the Helen Rollason cancer charity. Pupils respond well in worship and think carefully about the links between their Christian values and the themes that are shared. For example, in a theme planned around Jesus sharing food, clear links are made to how pupils' own food arrives on their plate. As a result of this the community then works together during the harvest festival to bring in food to be donated to the local food bank.

Parents, governors, staff and pupils value worship and talk about how it brings everyone together and has inspired a close knit mutually supportive community. Christian songs and prayers bind the school together and pupils take a full part in readings, role play and leading singing. Pupils say that the things that they learn in assembly and through worship help them to care for others and persevere in their work.

Pupils also know key Christian festivals and have some understanding of the church year.

The recognition of the importance of prayer within the school community has improved since the previous denominational inspection. The introduction of the prayer tree has been a significant development. Pupils write thoughtful prayers in response to personal issues and as a result of national and global events such as the Paris terrorist attacks. Pupils read their own prayers and readings during worship. Pupils say that prayer is a special way of talking to God. They recognised that it impacts on their actions by making them think about what they could do to help others. They report that they find it helpful in making them feel better about sad events. The vicar and the headteacher work together to plan worship. This joint planning focuses well on key Christian themes and helps to develop appreciation of the school's values appropriately. However, the role of pupils in contributing to planning

worship is limited.

Through worship pupils have only a basic appreciation of the distinctive Christian understanding of God as Father, Son and Holy Spirit and Anglican practices such as opening sentences with responses. Formal monitoring of worship by governors, staff and pupils is not regularly used to drive further improvement.

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

School leaders including governors have a vision based on its Christian values. This means that, modelled on the life of Jesus, individuals are valued and the school is a caring and supportive place. This is clearly demonstrated by the way in which staff, pupils and families are supported through difficult times such as during ill-health or bereavement. Staff know their pupils well and have appropriately high expectations of them. This is exemplified in the good outcomes and the closing of gaps for disadvantaged groups during for example the academic year 15-16. Leaders have made some concerted attempts since the previous denominational inspection to improve the understanding of Christian values amongst the school community. This has been partially successful. Stakeholders are united in believing that this distinctiveness results in a cohesive and loving community. Parents are supportive of the school's ethos and speak appreciatively of the assistance provided for families by the school in helping their children's academic development as well as particularly at times of difficulty. There are strong partnerships with the church and with the community. This includes working with other local schools in order to support pupils' engagement in sport and music. It also enables help for teachers in making accurate assessments by comparing pupils' work across different schools. Staff and governors have engaged in some limited training on spirituality and governors have had support from the Diocese on awareness raising of the SIAMS process. However, this advice is not always acted sufficiently or deeply upon. The school has no systematic and strategic approach to professional development of staff for working in a church school. Although leaders use informal methods to reflect on school progress as a church school the pace of improvement since the previous denomination inspection is too slow. Some key issues from that report have not been well addressed, especially in relation to pupils' involvement in planning the worship programme. This slow progress is because self-evaluation and strategic plans are not carefully and systematically used to drive forward improvements as a church school.

SIAMS report (October 2016) St Andrews Hatfield Peverel, Essex, CM3 2JX