

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Heckington St. Andrew's Church of England Primary School			
Address	Howell Road, Heckington Sleaford NG34 9RX		
Date of inspection	26 November 2019	Status of school	VC primary
Diocese	Lincoln	URN	120526
Overall judgement		Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?			
Additional Judgements			
The impact of collective worship		Grade	Good

School context

Heckington St. Andrew's is a primary school with 167 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is lower than national averages. The current headteacher was appointed in January 2018 and the deputy headteacher in September 2019. Ofsted judged the school to require improvement in June 2018.

The school's Christian vision

By our whole school community living by the Christian values of respect, relationships, responsibility, resilience and reverence we will produce children ready for the next stage of their lives. R5=Ready for Life
'I have come that they may have life, and have it to the full'. John 10:10

Key findings

- The strong leadership of the headteacher, ably supported by other school leaders and members of the governing board, ensures that a Christian foundation increasingly shapes and drives forward school life and work.
- Every child is valued and cherished as a child of God through the compassionate pastoral care generously offered by all members of the school community.
- Collective worship is central to the school's Christian identity, enriching prayer and spirituality but there are too few opportunities for pupils to plan, lead and evaluate their own Christian worship.
- Religious education provides pupils with opportunities to explore and challenge questions of faith and belief at a deeper level by asking searching questions.
- Pupils engage enthusiastically in charitable activities, extending their understanding of diversity in the world today. They are not yet however able to voice how they can engage in social action to challenge injustice.

Areas for development

- For the governing board to rigorously monitor and evaluate the school's Christian vision and values in order that it effectively supports the school's ongoing journey of development.
- Increase opportunities for pupils of all ages to independently plan, lead and evaluate acts of collective worship to strengthen the spiritual development of all within this united family.
- Enable pupils to champion global issues such as injustice and inequality by developing their understanding of courageous advocacy through new topics emerging in the curriculum.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

At St. Andrew's, the 5Rs of respect, relationships, responsibility, resilience and reverence are at the heart of the school's ethos and work and are embraced by the whole school community. Everyone is committed to these values and can explain how they relate to biblical themes and the teachings of Jesus in order that 'all may live life to the full'. Pupils cite examples of stories from the Bible linked with each value. Positive relationships between pupils and adults, effective partnerships with the diocese, church, other Christian denominations and local schools, create opportunities for pupils to be ready for the next stage in their lives. Strong relationships between the governing board and school leaders impacts greatly on the distinctiveness of the school as a church school. The headteacher and senior leaders are passionate to ensure that the school's Christian values are part of the process to raise pupils' academic standards and aspirations. Since its last Ofsted inspection, the governing board has been on a journey to monitor and evaluate the work of the school and challenge senior leaders through its vision and values working party, ensuring better outcomes for all pupils. As yet, this process is insufficiently robust to provide sufficient feedback on a regular basis. Teaching and support staff are deeply committed to providing the very best for every pupil. Consequently, they work effectively together to help those facing barriers to learning make progress. This has had a demonstrable impact on the quality and progress of work in pupils' books and their positive attitude to learning, providing clear evidence of continuing improvement. Effective use has been made of training events provided by the Diocese, particularly in relation to religious education (RE).

A suitable range of spiritual development opportunities are offered and well responded to by pupils. All classrooms have displays reflecting the current themes, dedicated to worship and RE. Since the previous denominational inspection pupils have written prayers for many different purposes which are used throughout the school day and this is having a positive impact on the spiritual development of all. One family member mentioned how they were now encouraged to pray before their family breakfast. Spaces for prayer and reflection can be found around the school, for example in the front entrance of the school, the school hall and in the classrooms. Pupils' thoughts, reflections and prayers are recorded and shared. A wide range of extra-curricular opportunities enable pupils to flourish in areas beyond the formal school curriculum. Pupils in Year 6 attend the Diocesan Church Schools' Festival in Lincoln Cathedral whilst pupils in Year 4 attend a festival in Sleaford represented by local church schools. There is a real desire from within the school to be connected with the church. During one lesson a Baptism Bear, was brought from the church as an illustration of what it means to belong to the church and the promises made by parents and godparents as part of a Christian family. Pupils are involved in charitable activities, for example, raising money for the World Wildlife Fund. However, there are too few opportunities provided for pupils to engage in social action and understand how they can challenge injustice.

Leaders ensure that all policies promote inclusion and respect. This is evident through the curriculum support for the most vulnerable pupils. Everyone is respected and given the opportunity to flourish. Individuality and diversity is celebrated and pupils feel nurtured to grow as unique individuals, respected by all. One child said, 'We were asked what good means. We all had different opinions. The meaning of good will help me in later life.' Parents welcome the 'openness and visibility' of staff who make themselves available to families. Underpinned by the school's vision, policies for behaviour, relationships and sex education and PSHE all translate into a very positive approach to the physical and mental health of each individual. Parents commented on how 'staff will not promise anything they cannot deliver'. The staff live the vision, taking responsibility in their roles, being resilient during challenging times and showing respect for one another. Staff development is given a high priority. Their skills and knowledge are nurtured through targeted professional development via the diocese and local cluster working. A culture of trust is extremely supportive of staff in growing their leadership skills.

Collective worship is recognised by staff and pupils as central to the school's Christian foundation. The programme is well planned, with a clear theological foundation. It encourages pupils and staff to live out the school's vision and values and consider key Christian beliefs. Pupils say that worship has a direct impact on their behaviour and attitudes, relating scriptures to their own lives. During a worship on the theme of 'service', the headteacher washed the feet of a pupil, explaining how we can be Christlike when we support others through tasks which we might not always enjoy doing ourselves. Pupils' sing from the heart, showing they understand and respect the words they sing. Worship invites pupils and adults to join together in a range of contexts, celebrating Christian festivals throughout the Church's calendar. Pupils look forward to their daily act of worship and it is pivotal in maintaining excellent bonds between the school and the parish. The local incumbent commented that

the congregation pray for the school regularly and support the school financially, donating Bibles to school leavers. Clergy from other denominations and school staff lead worship that pupils enjoy and which gives them experience of the breadth of Christian tradition. Worship wardens take responsibility for the lighting of the candle and offer words which represent the Trinity. However, they are not routinely involved in planning or leading worship and although they contribute periodically to the evaluation of worship, this process is insufficiently robust to have significant impact on further development.

RE fully expresses the school's vision and pupils speak with respect and reverence about world faiths. During a lesson on Buddhism, older pupils confidently debated, 'Is the end of desire the end of suffering?' and skilfully challenged other's views in a non-threatening way. Lessons planned using the Understanding Christianity materials are engaging and stimulating, enabling pupils to flourish both academically and personally. They talk in depth about Christian concepts, engaging maturely in discussions about aspects of Christian practices, 'Why do we have godparents at Baptisms?' This significantly impacts on their spiritual development. The school reflects the Church of England Statement of Entitlement for RE.

Headteacher	Judith Bentley
Inspector's name and number	Fiona Griffiths 705