

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School

Vision

Following God's path to flourish in life. Our vision is to promote an ethos where the development of the whole child is realised through a strong commitment to Christian values. Our diverse and engaging curriculum inspires a life-long love for learning and supports the achievement of each child's potential. A secure and caring church school community nurtures and celebrates every child's uniqueness and talents. By following God's path, our school is dedicated to opening up the world of possibilities for children to experience "life in all its fullness."

St Andrew's Church of England Primary 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.

Notable Strengths

- Strong leaders ensure that the clearly articulated Christian vision is well understood and consistently lived out. This shared commitment shapes decision-making and daily practice, enabling pupils and adults to 'flourish in life'.
- Collective worship, enhanced by the partnership with the local church, is a central and inclusive part of St Andrew's life. It is carefully structured and rooted in the school's vision, providing a shared and spiritually enriching experience for both pupils and adults.
- Pupils have a strong understanding of fairness, responsibility and caring for others. They show respect for people and demonstrate concern for the world around them. As a result, they make thoughtful choices that benefit their school and wider community.
- Highly positive relationships, rooted in compassion and respect, ensure that pupils feel valued and supported. This strengthens their confidence and wellbeing, creating a strong sense of belonging and community.

Development Points

- Develop explicit opportunities for spiritual development across the curriculum. This is to enable pupils to flourish spiritually so that they understand and apply their learning in meaningful ways.
- Ensure the Religious Education (RE) curriculum provides the right level of challenge for pupils. This is so they develop a deeper understanding of a wide range of religions and worldviews.



Inspection Findings

Vision and Leadership

The Christian vision provides a clear foundation for strategic decisions and daily life. It shapes priorities, relationships and the school's commitment to helping every child flourish. Leaders apply the vision consistently when developing the curriculum, supporting pupils and planning future improvements. Members of the Local Academy Committee (LAC) share this commitment and evaluate both academic achievement and personal development. Their regular monitoring and evaluation, informed challenge and close partnership with the Trust and Diocese strengthen leadership and sustain improvement. Leaders welcome professional advice and use it purposefully to refine provision, including notable developments within RE. They also respond thoughtfully to individual circumstances by adapting provision and removing barriers to learning. This reflects a secure understanding that every child deserves opportunities to succeed. Staff work collaboratively, value professional learning and model the compassion and respect expected throughout the school. Consequently, the St Andrew's community understands the Christian vision and applies it confidently. This creates a welcoming culture where pupils feel valued, develop confidence and recognise their unique gifts.

Vision and Curriculum

The curriculum reflects the school's commitment to developing the whole child. Carefully planned learning combines academic ambition with opportunities for personal growth. Music, sport, residential visits and outdoor experiences broaden pupils' aspirations and strengthen their understanding of the wider world. A range of books, creative activities and thoughtful discussions help pupils understand and respect varying views and beliefs. Staff adapt learning thoughtfully when barriers arise and respond promptly to changing needs. Targeted interventions, nurture provision and specialist support enable pupils to participate fully in school life. This personalised approach strengthens confidence and encourages pupils to persevere when learning becomes challenging. Curriculum enrichment helps pupils recognise their individual talents and value the contributions of others. Spiritual reflection is promoted consistently through the shared language used in RE and collective worship. However, this approach is not used across the wider curriculum. This limits pupils' ability to articulate their spiritual experiences confidently and deepen their understanding of life's big questions.

Worship and Spirituality

Collective worship occupies a central place within school life and reflects the school's Christian vision. Strong partnerships with the local church enrich worship through regular leadership and shared celebrations. The school's fiftieth anniversary celebration, led by the clergy, is an example where pupils and adults are brought together in celebration. Pupils planted five trees to represent each decade of the school's history, creating a lasting reminder of its place within the local community. Joyful singing, Bible teaching, prayer and quiet reflection encourage meaningful participation from pupils and adults. Opportunities to lead prayers, light candles and contribute to worship develop pupils' confidence and sense of responsibility. Reflection enables pupils to consider their own experiences alongside biblical teaching and real-life scenarios. As a result, they connect messages about compassion, perseverance and justice with their daily actions and relationships. The shared language for spirituality in worship supports thoughtful reflection. This helps pupils explore their own beliefs and experiences alongside those of others. Worship creates moments of stillness that nurture wellbeing and strengthen community. Leaders continue to develop pupils' leadership opportunities so that they contribute more fully to planning and leading collective worship. As a result, pupils grow in confidence and develop a deeper sense of purpose.

Religious Education

RE makes a valuable contribution to pupils' understanding of Christianity and a range of religions and worldviews. A carefully sequenced curriculum develops knowledge progressively and encourages thoughtful discussion. Visits to places of worship, including a Sikh Gurdwara, enrich pupils' learning. Encounters with



various faith communities deepen their understanding and appreciation of lived faith. Pupils discuss Christianity confidently and recognise its diversity within Britain and across the world. Reflection enables pupils to consider their own ideas alongside those of others and contributes positively to their personal development. Curriculum developments, supported by training from the Diocese and Trust, have strengthened consistency. They have also increased teachers' confidence when delivering RE. Collaborative work across the Trust enables the sharing of effective practice and supports ongoing curriculum development. Consequently, pupils enjoy learning and engage thoughtfully with important questions. However, the RE curriculum lacks challenge in parts. This means that pupils are unable to compare a range of religions and worldviews with depth and confidence.

Vision, Justice and Responsibility

Pupils understand that faith encourages responsibility towards others and the wider world. Learning, collective worship and community activities help them recognise injustice and consider practical responses. Pupils actively demonstrate care for others and the world around them, for example litter picking in Weston village. They support local charities by donating Harvest gifts to a local foodbank. They care for the environment and respond thoughtfully to current events. Elections for the school council encourage pupils to value fairness and understand shared responsibility. Visits and classroom learning also broaden their awareness of various communities and cultures beyond their local context. Pupils show respect for people with a wide range of beliefs and backgrounds because they understand the importance of dignity and inclusion. These experiences encourage pupils to recognise that individual actions can influence the lives of others positively. Consequently, they leave the school with a growing sense of compassion and commitment to serving their local community and the wider world.

Vision and School Culture

Compassion, respect and inclusion define relationships throughout the school community. Staff know pupils well and respond promptly when circumstances change or additional support becomes necessary. Strong partnerships with families, the Trust and external agencies enable pupils to receive appropriate support without delay. This thoughtful approach removes barriers to learning and promotes opportunities for every child. Pupils join the school confidently because adults establish trusting relationships from the outset. Older pupils model the school's value of service by carrying Reception children's dinner trays, supporting reading and taking shared responsibilities. These everyday acts of care strengthen relationships and deepen the sense of belonging across the school. Staff also prioritise wellbeing and create a culture where pupils and adults feel valued and respected. Parents and carers rightly recognise the school's sensitive response during difficult circumstances and appreciate the care shown towards them. This consistent commitment fosters a calm, welcoming environment where pupils develop resilience and grow in confidence. The positive relationships evident throughout the school enable pupils and adults to live out the school's Christian vision and values each day.

Information

Address	Ferrers Road, Weston, Stafford, Staffordshire, ST18 0JN		
Date	10 July 2026	URN	142442
Type of school	Academy	No. of pupils	131
Diocese	Lichfield		
MAT	Mid-Trent Multi Academy Trust		
MAT Chair	Kerry Reynolds		
Headteacher	Paul Hayward		
Chair of Governors	Tim Cawley		
Inspector	Emma Fern		