



[The school is good at] Identifying areas to focus on and dedicating additional time to address them. (Y4 Parent)

Very caring and personal school (Y2/YN Parent)

Strand 1: Vision and Leadership
 Following the example of St Andrew, we have an aspirational vision for all of our children to develop into caring and loving individuals who have a love and delight of learning and an uncompromising commitment to help all of our children shine in all ways that they can. Our vision, rooted in Christian values is understood and pursued by all of our stakeholders at all times and drive the school's school development plan. We scrutinize how we are following our vision in all meetings, reflecting upon how our staff and children are being supported in order for them to be the very best that they can be. We work in partnership with our parents and carers driving forward improvement. We value our role in the local community, working with the local church members and local businesses to improve and develop the physical and spiritual nature of the school. This dedication and commitment of our governors and the staff have consolidated the highly distinctive and effective Christian character of our School.



We have great confidence in the school, its senior leaders and the teachers. My children have a good mix of lessons covering a broad range of topics. I'm particularly happy that they learning the values such as respect and compassion which will be vital life tools. (Parents of Y1 and Y4 children)

Good leadership, caring staff, making happy and well-rounded children who enjoy coming to school and love to learn. (Y6 Parent)



Strand 2: Wisdom, Knowledge and Skills

Our curriculum is under constant review to ensure that it meets the needs of our children and is the very best that we can offer. We ensure that pupils have a deeper knowledge and understanding of key Christian beliefs through their inclusion in collective worship and we aim to further develop pupils' knowledge of Christianity as multi-cultural world faith.

We have considered the overall Intent, implementation and impact of all curriculum areas and aim to provide an engaging and progressive curriculum for our children. Our developing knowledge organisers ensure that there is clarity of the areas covered in each year group, that there is progression of skills and knowledge. Our CPD and staff development is closely linked with our School SEF and SDP. We acknowledge areas which we need to improve and work tirelessly to overcome and improve these areas. Our planning of spiritual, moral, social and cultural (SMSC) development and opportunities ensure that our pupils have enriched experiences and opportunities. Our website is providing better information for parents so that they can also work in partnership with us to help their children progress further.

Our staff, SLT, SEND leads and Governors know our children and data well and provide individual support where necessary. We are always seeking ways to improve the provision we provide.

Giving kids personal attention (YN and Y4 parent)

Encouraging the children and helping them learn to the best of their ability. (YN Parent)

Welcoming. Supporting individual needs of each child. Offering before and after school care. (Y5 parent)

Caring for the children's wellbeing, including their mental wellbeing (Y2 and Y1 Parent)

[The school] teaches, the children well in terms of behaviour and understanding of the world around them. I'm happy with everything. Just keep it up. (YR and Y1 parent. Feb 2020)

Our very own Blue Peter Environmental advocate

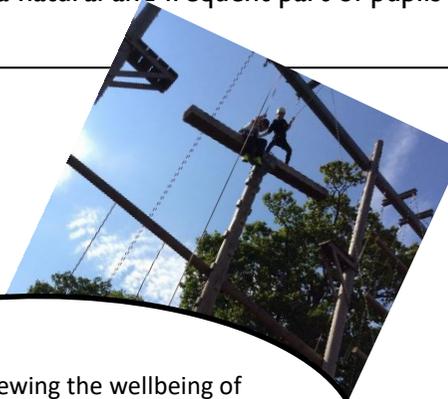


Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

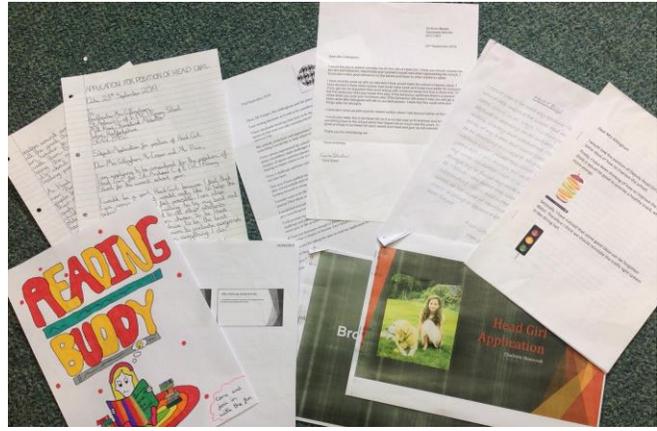
We work together with pupils to support their understand their place in a beautiful yet challenging world through the curriculum and by actively supporting their chosen charities. They care about a range of social issues, such as sustainable development and the impact of pollution upon God's creation. Our children learn that that they can have a positive impact upon their own lives and the world as a whole and we nurture and provide opportunities for them to follow through with their ideas and thoughts. We are a school which looks for the strengths in our children and we are outward looking supporting our children to have hope for their own future and the world in which we live. Our curriculum provides opportunities for big questions to be considered and big ideas to be explored. Spirituality is demonstrated by pupils by given frequent and meaningful opportunities for reflection and deep thinking. quiet areas in classrooms, and in Coppings Corner provides an excellent environment for group and individual reflection and discussion. Quiet reflection is a natural and frequent part of pupils' lives.



Constantly reviewing the wellbeing of the children and making recommendations (Y4 Parent)



Year 6 Autumn applications for posts of responsibility nearly all spoke out external issues that they felt strongly about





[We are good at] Caring staff, making happy and well rounded children who enjoy coming to school and love to learn. (Y6 Parent)

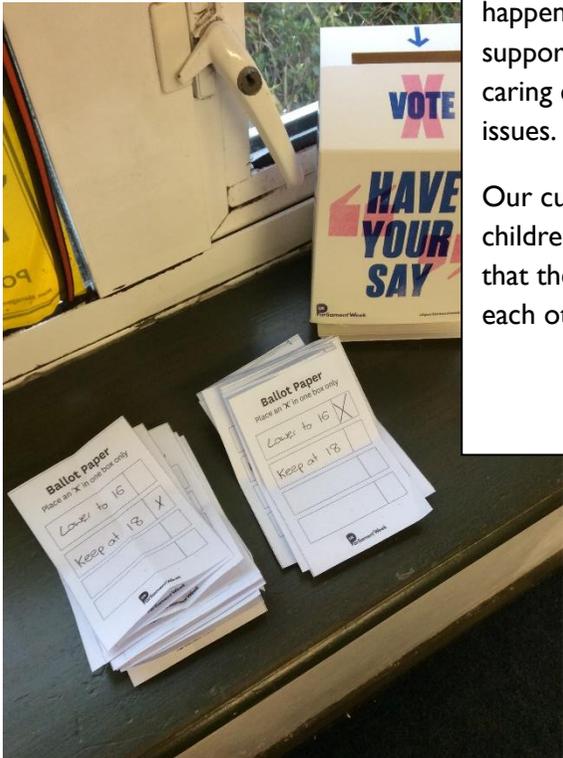
Having now been in the position whereby I have experienced 2 primary schools I feel there are many positives with this school. The atmosphere is lovely and staff are always friendly and welcoming (Y4 Parent)

[We are good at] Making children feel safe and enjoying school. Friendships and respect for each other (Y6 Parent)

Strand 4: Community and Living Well Together

We have an excellent relationships with local churches and other church schools have led to the further development of the distinctive Christian character of our school. We are a family school and think of ourselves as such. Families support and help and sometimes fall out. When this happens we always seek to help and support both sides to listen and learn. We nurture and support all of our children to be the very best that they can be and to become responsible and caring citizens now and for the future by following British values and involving ourselves in local issues.

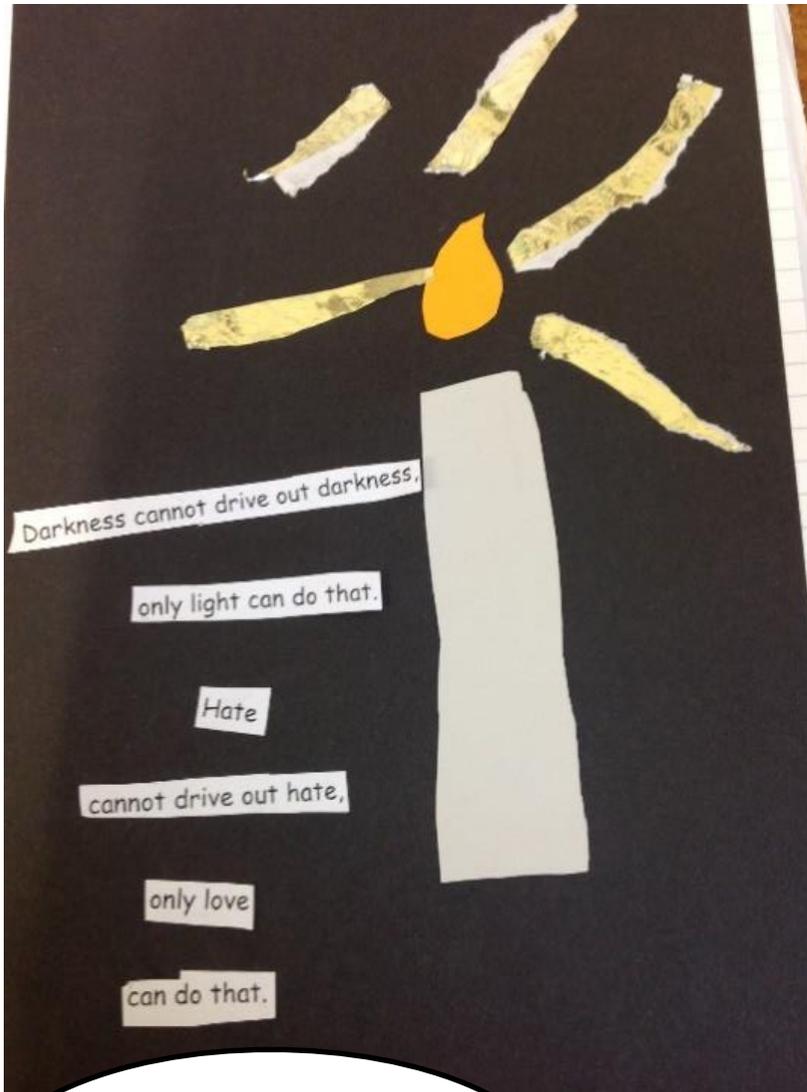
Our curriculum, House meetings and Collective Worship provide regular opportunities for the children to consider wider political and environmental issues. The children know and understand that they are the future and can all have a positive effect upon it by their actions and responses to each other.



Responsive teachers who have the time for parents

Very caring and personal school (Y2/N Parent).

Communication has improved and the website for the better. I am delighted with how the school helps and respects FOSTA and our efforts. This has made FOSTA do more as we feel well supported. Thank you (Y5 Parent)



Responsive teachers who have the time for parents (Y2 and YN parent)

[We are good at] Open to communication and reacting to parent's concerns. (YN and Y3 – Parent)

Very good parent teacher communication and problem solving (Y5 and Y3 Parent)

I'm particularly happy that they learning the values such as respect and compassion which will be vital life tools. (Y1 and Y4 Parent)

Strand 5: Dignity and Respect

Our vision has respect and dignity at its very heart as the children “learn to love”. All members of our school are valued and cared for, not only through our policies and strategies, but also through our day to day interactions. This part of our vision is referred to in class, during unstructured times, such as playtimes, in Collective Worship, and meetings. Where there is dispute or misunderstanding, all adults aim to find a solution which encourages reconciliation and fresh starts. Our behaviour policy only has three rules, one of which is “Is it respectful?” clearly linking our vision and behaviour strategies. We are proactive in helping develop our children’s understanding and celebration of different faiths, cultures and beliefs. Indeed this aim is a key aim of our whole school curriculum intent.

Our recent Parent questionnaires tell us our school is welcoming and an inclusive church school where pupils and adults can flourish. Pupils have an excellent understanding of spirituality because there are regular high quality experiences, based on the school’s Christian values, for pupils to reflect and develop their thoughts and opinions.

Life at our school is infused with an ethos of Christian family and fellowship, in which, whatever his or her denomination, faith or belief, every individual is valued to the full.

Providing a friendly, welcoming and inclusive teaching environment (YN – Parent)

Teachers have been brilliant. School is very welcoming and [my child] loves coming here (Y2 Parent)



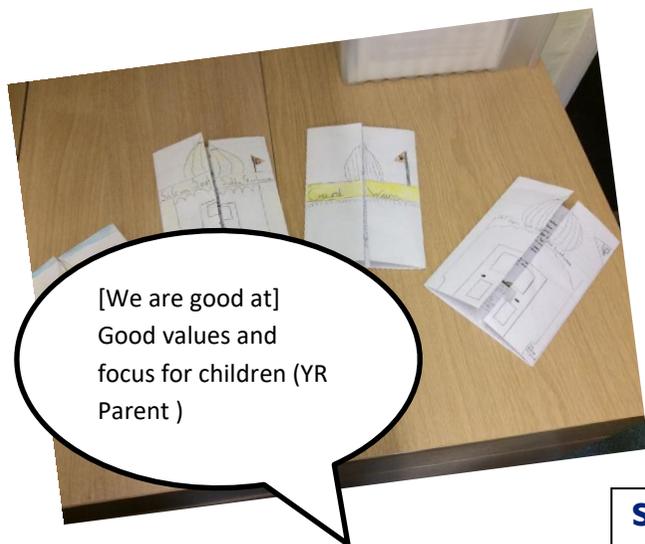
Strand 6: The impact of collective worship

Collective worship is central to the life of our school and seen as important in contributing to, and supporting, Christian distinctiveness. Collective worship is a highly effective binding and transformational element of the St Andrews community. It is valued as a time for the whole school to pause and draw together in a reflective fashion, during their ever busy schedule. There is an air of calm and spiritual togetherness and the children understand and value the established routine, which offers them opportunities to share and take part.

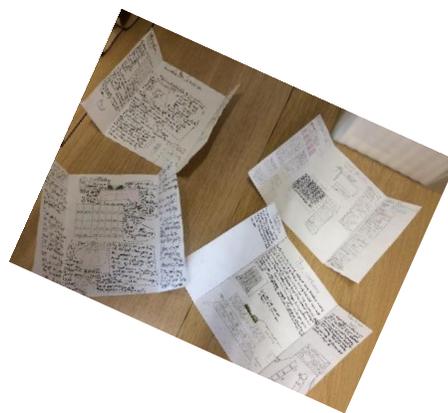
Whole school worship is carefully planned, using a variety of creative approaches to introduce pupils to Biblical material and Christian teaching. We believe that Pupils are therefore very attentive and engaged. They particularly enjoy opportunities to be involved, such as dramatising stories, leading prayer and lighting the candle. They like the use of drama in the telling of stories and the use of artefacts and visual aids because they help them to understand.

A range of leaders provide a rich variety of worship experiences for the pupils.





[We are good at]
Good values and
focus for children (YR
Parent)

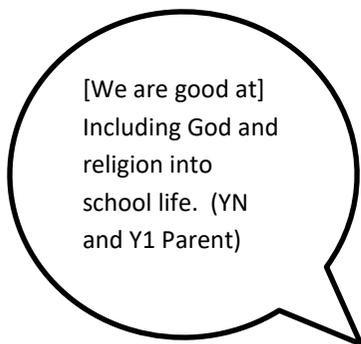


Strand 7: The Effectiveness of Religious education

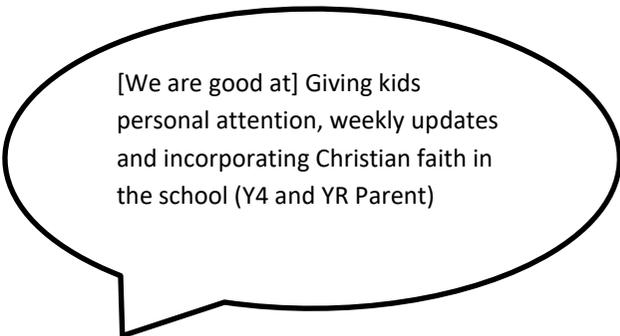
R.E is our fourth core subject and we invest time and care in high level CPD, planning and delivering quality religious education. Our Religious Education not only develops our children's knowledge and understanding of different faiths and beliefs but also offers the scope for the children to discuss concepts, spirituality and big questions. The teachers allow the children to respond through a variety of ways – through art, drama, discussion, individual and group activities. All lessons are inclusive and are developed to help every child further their understanding.

Our R.E learning goes beyond the set lessons. Links are made to other parts of the curriculum and to our collective worship. For example whilst discussing our value of courage, Year 2 shared their knowledge of the story of Moses. Equally the experience of performing the Nativity helped the Nursery children speak knowledgeably about the specialness of Jesus during an observed lesson.

The overview of our planning is shared with parents and carers through our knowledge organisers, on our website, so that they can see the progression of ideas and questions investigated. They can also see how the children's theological literacy is built up as the children progress through our school.



[We are good at]
Including God and
religion into
school life. (YN
and Y1 Parent)



[We are good at] Giving kids
personal attention, weekly updates
and incorporating Christian faith in
the school (Y4 and YR Parent)