

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School

Vision

Our vision is to prepare children to be active and responsible members of society within a happy, safe and welcoming environment founded on our Christian faith. We ensure that wellbeing and mental health is a priority for our whole school community: staff, parents and children. We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do and leave St Andrew's as 'well rounded human beings'. Together we can achieve our goal.

Love, Learn, Lead

'I have come that they may have life in all its fullness.' John 10:10

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

- The Christian vision underpins St Andrew's aspirational culture. Leaders ensure that learning for 'life in all its fullness' is a lived experience for the school community. Pupils and adults flourish as they embrace the wealth of experiences and opportunities offered by the school.
- The call to live a full, abundant life shapes a curriculum that values personal growth as highly as academic success. A strong focus on life skills, emotional wellbeing and good mental health enables pupils to thrive as cooperative, resilient and well-rounded individuals.
- Behaviour is exemplary. In the spirit of Christian peace and forgiveness, pupils learn to disagree respectfully and reconcile differences. St Andrew's acts as a loving family where members live well together and support one another to succeed.
- Pupils embrace a range of leadership roles. They model Christian values, serve their community and care for the environment. The school's vision of 'love, learn, lead' is actively lived.
- The local church is closely involved in the life of the school, providing opportunities for spiritual growth and pastoral care. This sustains the Christian vision and strengthens the bond between school, families and parish.

Development Points

- Develop a shared understanding of spirituality that is accessible for all. This is to support staff in planning spiritual experiences across the curriculum and the wider life of the school.
- Systematically monitor and evaluate the impact of daily collective worship. This is to ensure it is consistently shaped by the Christian vision and continues to enrich the spiritual lives of pupils and adults.
- Embed regular opportunities for philosophical thinking across the religious education (RE) curriculum. This is to deepen pupils' abilities to reason, make judgements and express their religious and spiritual ideas.



Inspection Findings

IQ1: Vision and Leadership

The Christian vision underpins St Andrew's aspirational culture. It inspires leaders to ensure that learning for 'life in all its fullness' is a lived experience for the school community. The ambition for pupils to thrive as well-rounded individuals lies at the heart of their actions, plans and policies. To this end, staff pursue excellence in personal growth, not solely in academic outcomes. Pupils and staff embrace the wealth of opportunities offered by the school and often excel beyond leaders' expectations. Governors are highly committed to the school's Christian foundation and place pupils' needs at the centre of their decision-making. They maintain strong oversight of Church school effectiveness and leaders welcome their support and challenge. However, the impact of daily collective worship on the school's spiritual life is not fully evaluated. As a result, leaders have limited insight into how effectively worship meets the spiritual needs of pupils and adults. Positive partnerships with the local church and diocese strengthen the school's Christian identity. Local clergy and parishioners actively contribute to the life of the school, nurturing spiritual growth and enhancing pastoral care. This sustains the vision and strengthens the bond between school, families and parish.

IQ2: Vision and Curriculum

The call to live a full, abundant life shapes the school's rich, ambitious curriculum. At its core is personal growth. A focus on good mental health, character and moral development empowers pupils to thrive as caring, confident, self-motivated learners. This underpins their high levels of academic achievement. Pupils embrace a wealth of extra-curricular opportunities and exciting first-hand experiences. These broaden horizons and cultivate individual strengths and interests. The impact is seen in pupils' success in sporting, musical and creative events. Core Christian values are lived out daily and are central to pupils' spiritual development. Woven across lessons and interactions, they guide behaviour, shape relationships and create a learning environment characterised by respect and compassion. Spiritual experiences arise spontaneously within curriculum lessons. However, there is not a shared understanding of spirituality that is accessible to all. This results in missed opportunities to plan richer spiritual experiences across the curriculum. Staff share an ambition for pupils to become the best version of themselves. Pupils with special educational needs and/or disabilities (SEND) are known and loved. They experience success as the curriculum is carefully adapted to meet their needs.

IQ3: Worship and Spirituality

Collective worship is typically a joyful, engaging and spiritually nourishing experience. Anchored in Christian values, Bible teaching and real-world issues, it enables pupils and adults to consider who and what matters in life. This fosters a strong sense of moral and social responsibility. A range of creative experiences, including artefacts, reflection, singing and drama, provides time and space for spiritual growth. St Andrew's Church makes a significant contribution to leading worship, enriching the school's spiritual life. This includes leading staff prayer meetings and 'messy' family church on the school site. Pupil spiritual leaders regularly plan and deliver worship. This builds confidence and strengthens their understanding of Christian values and teaching. Prayer is deeply embedded in school life, fostering a sense of unity and reflection. Pupils know prayers by heart, write their own and are encouraged to pray for each other. They engage willingly in these deeply reflective experiences. However, prayer is not always openly invitational in nature, reducing opportunities for personal spiritual growth. Pupils experience a varied pattern of worship over each week, but this is not systematically monitored and evaluated. It is unclear how daily worship is consistently shaped by the vision and enriches spiritual flourishing over time. Parents and carers embrace opportunities to worship with pupils and staff both at school and during Christian festivals in the local church.

IQ4: Church School Ethos and Culture

St Andrew's acts as a loving family where members live well together and support one another to flourish. Pupils thrive as they feel respected, cared for and valued. The regular use of rewards, praise and encouragement builds



self-belief and confidence. Pupils' enjoyment of school is reflected in their good attendance and high engagement in lessons. Behaviour is exemplary. In the spirit of Christian peace and forgiveness, staff teach pupils to disagree respectfully and reconcile differences. This strengthens unity and results in a calm, cooperative learning environment. A dedicated pastoral team ensures that early identification and timely support is available to those with mental health needs. Counselling sessions and sensitively targeted interventions offer dignity and compassion to those experiencing difficult times. The school's exemplary practice in this area is formally recognised through a national wellbeing award. Leaders invest in staff training and are committed to maintaining a healthy work-life balance. This creates a loyal team who feel heard, supported, and appreciated.

IQ5: Justice and Responsibility

Pupils understand that embracing Jesus' promise of a 'life in all its fullness' includes compassionate service to others. They regularly contribute to charities supporting causes such as homelessness, Ukraine and the Teenage Cancer Trust. Through curriculum and worship experiences, pupils develop a broad understanding of justice issues, including race, education, war, gender and disability. However, it is through leadership roles that pupils are most empowered to advocate for positive change in the world. Opportunities to take the initiative are varied, inclusive and highly valued. For example, pupils apply to be wellbeing buddies, young leaders or school council members. In these roles, they model Christian values, serve others and grow as active citizens. Pupils' voice is strong, listened to and acted upon. The school has retained an eco award over several years, reflecting pupils' shared concern for creation and environmental justice. A significant number join the eco team and make ethical choices that show a deep commitment to environmental stewardship. The school's vision of 'love, learn, lead' is actively lived.

IQ6: Religious Education

RE is a valued subject that continues to evolve and improve. In September 2024, the curriculum was revised to enable pupils to explore a range of religious and non-religious worldviews in greater depth. It is carefully structured so that knowledge, concepts and vocabulary build progressively from Reception to Year 6. Additional units support a deeper understanding of Christianity, including its global diversity. The three strands of 'believing, living and expressing' are woven across the curriculum to ensure balance. They challenge pupils to interpret sacred texts and consider how these shape diverse beliefs and ways of living. However, the curriculum does not include frequent opportunities for pupils to think philosophically and relate learning to their own lives. As a result, there are missed opportunities for pupils to consider probing questions, reason, make judgements and express religious and spiritual ideas. Leaders routinely monitor and evaluate pupil outcomes in RE, and findings inform ongoing curriculum developments. Through access to this revised curriculum, pupils recognise they are growing in respect, empathy and acceptance of others.

Information

Address	Vicars Hall Lane, Boothstown, Worsley, Manchester M28 1HS		
Date	8 October 2025	URN	105933
Type of school	Voluntary controlled	No. of pupils	462
Diocese	Manchester		
Headteacher	Michael Platt		
Chair of Governors	Lucy Farrell		
Inspector	Alison Lloyd		