Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School

Vision

'To be the best we can be.'

At St Andrew's Church of England Primary School, we nurture and support everyone in our community to develop determination, resilience, kindness, and courage. We encourage all to always try their best and strive to be their best.

Our core values – Respect, Kindness, Hope and Determination – are the foundation of our Christian Vision, inspired by the works of Joshua 1:9:

'Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'

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 decisively shapes leadership and daily school life. As a result, pupils feel valued and supported, enabling them to flourish in their learning and personal development.
- Collective worship is reflective and transformative, nurturing spiritual growth. It inspires pupils and adults to live out the school's Christian vision through their actions, attitudes and relationships.
- Leadership across the school is purposeful and reflective and firmly driven by the Christian vision. Leaders, including governors and trust leaders, work collaboratively to evaluate its impact. They drive improvement with integrity and clear purpose.
- The religious education (RE) curriculum promotes rigorous enquiry and reflection, enabling pupils to develop a secure understanding of beliefs and practices.

Development Points

- Extend pupils' opportunities to act on issues of justice and responsibility. This is to enable them to demonstrate courage, make ethical choices, and reflect on the impact of their actions.
- Embed the shared approach to spirituality, ensuring spiritual development is explicitly planned and provision is consistently reviewed across the curriculum. This is to enhance the spiritual flourishing of pupils.

Inspection Findings

Vision and Leadership

Pupils flourish at St Andrew's Church of England Primary School through the Christian vision, 'to be the best we can be'. Inspired by the call to be strong and courageous, this vision nurtures resilience, confidence, and self-belief. A culture of respect and kindness ensures every individual is known, valued, and supported. High expectations, rooted in hope and determination, enable pupils to grow in character and aspiration. Purposeful leadership ensures the curriculum and wider opportunities enable pupils to thrive. Governors know the school well and offer effective challenge, ensuring the Christian vision remains central to strategic decision-making. For example, governors work with the pupil Christian vision group to champion the vision. This partnership helps pupils understand the Christian vision and recognise how it shapes everyday choices and relationships. Collaboration within the Diocese of Chelmsford Vine Schools Trust strengthens leadership and enriches practice, sustaining the school's Christian character. As a result, pupils and adults flourish within a nurturing community where the Christian vision guides relationships, decisions and daily life.

Vision and Curriculum

The Christian vision shapes the curriculum, ensuring spiritual development is valued within pupils' learning. Leaders have developed a shared understanding of spirituality, identifying aspects such as self-awareness, relationships and awe. This informs teachers' awareness of pupils' wider development and is beginning to encourage thoughtful opportunities for reflection within learning. Creative experiences, reflective moments and forest school nurture curiosity and encourage deeper engagement with the world. Pupils are helped to wonder, ask questions and connect learning with personal meaning. However, opportunities for spiritual development are not consistently identified across all subject areas which limits their spiritual flourishing. Inclusive practice ensures pupils with special educational needs and/or disabilities (SEND) engage confidently in learning, reflecting the commitment to dignity. Adults respond with care and sensitivity, ensuring pupils with SEND feel valued and included alongside their peers. Curriculum leaders also act as trust ambassadors, sharing expertise across schools and strengthening curriculum thinking.

Worship and Spirituality

Collective worship strengthens belonging and deepens understanding of the Christian vision, enabling spiritual flourishing for pupils and adults alike. Shared prayers and responses build confidence and encourage respectful participation. A structured focus on a 'big idea' invites thoughtful engagement with Christian teaching and daily life. The symbolic use of light supports reflection and personal exploration of belief. Reflective circles are a distinctive strength, bringing mixed-age groups together to explore challenging questions collaboratively. Pupils consider their own responses and think about how these reflections may inspire action. Through these discussions, pupils express their ideas clearly and listen respectfully, deepening their understanding of spirituality. Opportunities for pupils to lead aspects of worship build confidence and shared ownership. A strong partnership with the parish church deepens understanding of Anglican tradition and Christian practice. Participation in the church café fosters intergenerational relationships and broadens community connection. Collaboration with the trust and diocese enriches spiritual development through shared resources and professional dialogue. Ongoing evaluation of worship, shaped by pupils' views, sustains meaningful opportunities for reflection and supports spiritual growth.

Vision and School Culture

The Christian vision shapes a culture where every individual is known, valued and respected. This shared commitment fosters belonging and supports pupils' character and personal growth. Wellbeing is intentionally nurtured so that pupils experience joy, purpose, safety and connection within the life of the school. Adults respond with empathy, helping pupils to manage their emotions and to build trusting relationships. Consistent routines and personal greetings reinforce dignity, ensuring pupils feel safe and ready to learn. Daily wellbeing

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check-ins and celebration of positive choices promote responsibility and mutual respect. Pupils show care for one another and understand that their actions contribute to a respectful and supportive school community. The school's 'Bean Award' recognises pupils who demonstrate the school's values, strengthening pride, belonging and a shared sense of identity. Pupil voice is influential, encouraging pupils to contribute meaningfully to school life. Strong partnerships with families reflect a shared commitment to each pupil's flourishing. Collaboration across trust schools supports this through shared expertise and opportunities to work together. Care for staff wellbeing sustains this positive culture, enabling adults to model the vision daily.

Vision, Justice and Responsibility

The school's Christian vision inspires pupils to act fairly, take responsibility and show care. Philosophy discussions help pupils think carefully about right and wrong and consider ethical choices. Learning about slavery encourages reflection on injustice and the denial of human dignity. A cathedral visit exploring the Windrush generation deepens pupils' awareness of historical inequality and diversity. Through these experiences, pupils reflect on justice in different contexts and consider their responsibilities towards others. Pupils recognise that injustice affects people's lives and that individuals have a responsibility to respond with fairness and compassion. Charitable initiatives, including a local food bank collection, encourage compassion and awareness of social need. Care for the environment through recycling and protecting wildlife areas strengthens pupils' understanding of stewardship for creation. In Year 6, leadership roles give pupils opportunities to speak up, act justly and develop their moral compass. However, sustained opportunities for pupils to act on issues of justice and responsibility are not fully developed. As a result, pupils have limited opportunities to challenge injustice and bring about positive change.

Religious Education

RE holds a prominent place within the curriculum, shaping pupils' perspectives on faith and belief. Strong subject leadership ensures a carefully sequenced curriculum that builds secure knowledge over time. Clear progression within the curriculum enables pupils to revisit and deepen ideas across year groups. Trust and diocesan training strengthen provision, helping pupils develop a confident grasp of Christianity as a living faith. Pupils engage thoughtfully with worldviews, demonstrating respect and confidence in discussion. They listen carefully to different viewpoints and explain their ideas clearly, showing growing maturity in their understanding of belief. Enquiry-led learning promotes deep thinking on complex questions. Planned activities conclude with opportunities for spiritual reflection, enabling pupils to connect knowledge with personal meaning. These reflections encourage pupils to consider how beliefs influence values, actions and the ways people live. Well-chosen resources enhance engagement and support mature conceptual thinking. Pupils articulate beliefs, similarities and differences with clarity and assurance. Consequently, the RE curriculum strengthens intellectual curiosity while nurturing reflective insight.

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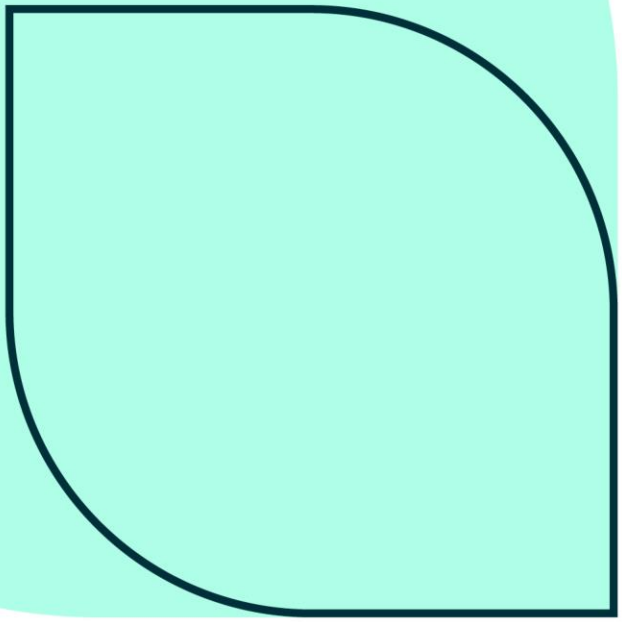
Information

Address	Church Rd, Great Yeldham, Essex, CO9 4PT		
Date	11 February 2026	URN	115130
Type of school	Academy	No. of pupils	137
Diocese	Diocese of Chelmsford		
MAT	Diocese of Chelmsford Vine Schools Trust		
MAT Chair	Emma Wigmore		
Headteacher	Emma Flin		
Chair of Governors	Catherine Shergold		
Inspector	Nicola James