



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Oswaldtwistle St Andrew's Church of England VC Primary School	
Address	Springfield Street, Oswaldtwistle, Accrington, BB5 3LG

### School vision

At St Andrew's we want our children to have the brightest futures, each one nurtured individually to be a shining light with their own unique sparkle. We encourage our children to have high aspirations and to always try their best, knowing that they are at the centre of everything we do. We teach one another to have respect, to achieve and to have fun. We help our children to understand that with trust, compassion, friendship, and forgiveness they can shine. This vision is based on all members of the school community showing God's light to others through our character, our conduct, our actions, and our words.

'Then you will shine like stars in the dark world.' Philippians 2:15-16

### School strengths

- Leaders, including governors, demonstrate an insightful understanding of their school and the needs of their context. Regular and purposeful monitoring enables leaders to evaluate the vision's effectiveness and consider improvements to provision. This results in decisions and actions that lead to flourishing for pupils and adults.
- Rich and inspiring collective worship radiates a sense of unity and awe through meaningful opportunities to sing worshipfully together. Thought-provoking questions, personal stories and times of stillness and prayer enrich people's spiritual lives and deepen their sense of connection.
- Impressive and inclusive curricular and extracurricular opportunities reflect the vision for pupils 'to have the brightest futures'. Leaders ensure that all pupils access stimulating experiences that raise pupils' aspirations and equip them with skills for life.
- The vision creates a culture where people's wellbeing is prioritised and individuals are nurtured to overcome barriers to flourishing. A wealth of initiatives to support people's mental health result in transformational outcomes for many.
- High-quality resources for collective worship and religious education (RE) work in harmony to develop pupils' understanding of 'God's Big Story'. Consequently, pupils gain a comprehensive understanding of Christianity and confidently articulate how Christians relate the Bible to their beliefs and practices.

### Areas for development

- Secure a shared way to talk about spirituality. This is to enrich existing opportunities for spiritual flourishing and support the development of spirituality across the curriculum.
- Enable pupils to make explicit links between the school's Bible verse and opportunities to explore issues of justice. This is to deepen pupils' understanding of the vision and how it applies to them as agents of change.
- Develop the breadth of the RE curriculum to extend the teaching of non-religious worldviews. This is to widen pupils' experience of worldviews and how they influence the way people think and live.

### Inspector findings

Central to this vibrant community is the vision to ‘shine like stars’. Leaders articulate how following Jesus’ teachings in order to ‘stand out and be the difference’ inspires the vision. They demonstrate a perceptive understanding of the school’s context and the vision’s place within it. The vision is expressed through carefully selected Christian ‘core values’. Individual ‘values cards’ motivate pupils to demonstrate these values in their own lives. Pictorial representations of the vision support pupils to make links between the vision and their conduct. Consequently, the vision has a significant impact on pupils’ character development and relationships. Highly committed governors regularly monitor the effectiveness of the vision, systematically reporting their findings to leaders. These discussions result in enhancements to provision and practice. For example, to ensure vision fulfilment for staff, governors introduced individual staff wellbeing meetings. Thus, the Christian vision shapes leaders’ decisions and actions resulting in flourishing for pupils and adults.

The vision for pupils ‘to have the brightest futures’ radiates through the school’s curricular and extracurricular offer. Leaders work with an array of local partners to enrich the wider curriculum and broaden pupils’ horizons. Pupils engage in activities that equip them to stand up to peer pressure and oppose crime. A variety of visitors, including those with disabilities, voice their aspirational stories of success. This empowers some pupils to confidently lead presentations to their class on their own unique differences. As a result, pupils’ aspirations are raised and they develop a sense of respect for those different to themselves. Pupils with special educational needs and/or disabilities access the same stimulating vision-driven curriculum as their peers. Staff-led and highly inclusive extracurricular competitions and clubs enrich pupils’ life experiences. For example, after completing a high-level cycling proficiency course through school, pupils can join the cycling club using school bicycles. Opportunities within the curriculum to foster curiosity, wonder at nature and feel a sense of awe, enhance pupils’ spirituality. However, pupils and adults don’t have a shared way to talk about and plan for spiritual development. This results in missed opportunities to extend spiritual flourishing through the curriculum.

Vibrant and inspiring worship expresses what it means to ‘shine like stars’ by exploring the teachings of Jesus. Leaders make bold decisions about the organisation of worship in order to maximise pupil engagement through high-quality class based worship. ‘God’s Big Story’ resources from Blackburn Diocese are used effectively to help pupils understand the overarching biblical narrative. Worship provokes pupils to question and think deeply about how Bible teachings relate to their own lives. Visits from diocesan representatives are warmly welcomed and help pupils to feel connected to the wider Church. Weekly opportunities to gather for sung worship with live piano music are cherished as uplifting times of unity. The expertly established choir club extends opportunities to delight in music and serves the wider community exceptionally well. A local team from Brave Church frequently lead memorable worship, visit RE lessons and support the development of prayer. Opportunities for stillness and prayer within school help pupils to reflect deeply, feel calm and gain a sense of relief. Collective worship is beginning to have an impact on the wider community. Through worship, people become curious, appreciate moments of awe, develop joyful connections, and find comfort in prayer. As a result, pupils and adults flourish spiritually.

The vision for pupils to be ‘nurtured individually to be a shining light’ emanates through mental health and wellbeing provision. Pupils learn about emotional health in lessons and through specialist workshops. Qualified practitioners in each class facilitate regular opportunities for outdoor learning. This enhances pupils’ curricular experience, deepens their connection with nature and promotes a sense of wellbeing. Staff are well trained to support emotional health and employ a trauma informed approach to their practice. Leaders quickly identify barriers to flourishing and

provide tailored support from specialists, such as a play therapist, to combat these. As a result, pupils learn to regulate their emotions, develop de-escalation techniques and gain strategies to improve their mental health. This has a positive impact on pupil behaviour and relationships within school. Consideration of staff workload, wellness action plans and a range of supportive actions promote staff wellbeing. High-quality professional development opportunities increase the professional fulfilment of staff. This is exemplified by school enabling several support staff to achieve qualified teacher status. As a result, the vision establishes an environment where people are treated well and are empowered to ‘shine’.

The vision to ‘show God’s light to others’ creates a culture of justice and responsibility. ‘St Andrew’s Asks’, a regular pupil voice group, empowers pupils to contribute to school improvement. Through a resource exploring current world issues pupils engage with and regularly respond to issues of justice. Inspiring curriculum work on aspirational heroes introduces pupils to people who advocate for others. Consequently, pupils develop as responsible and compassionate citizens. Working with ‘Prospects Foundation’, a local environmental charity, enables pupils to engage in several sustainability projects. One example is a visit to Fleetwood beach to clean up litter. This was followed by discussions with a Member of Parliament (MP) about solutions to issues of overfishing and plastic pollution. Through this wealth of opportunities to make a difference to others, pupils develop as agents of change. However, pupils’ understanding of the role of the vision in their justice work is underdeveloped. As a result, pupils don’t make links between these activities and the vision to ‘shine like stars’.

RE is a highly regarded and well-resourced subject area. Leaders give careful consideration to the RE curriculum ensuring it meets Church school requirements. The curriculum is well-sequenced and progressive. Pupils develop a sound understanding of a range of world faiths, including Christianity. They demonstrate a secure understanding of the Christian story and how this shapes Christian beliefs. Visits to the local Anglican church, for example to explore the Eucharist, deepen pupils’ understanding of Christian practices. Pupils understand how the Eucharist is celebrated in diverse ways within the Christian faith. Christian and Muslim visitors to lessons enrich pupils’ understanding of religion and how it impacts people’s beliefs and ways of living. Pupils enthusiastically share their own religious beliefs and celebrations with their peers, deepening a sense of mutual respect. However, pupils do not gain a secure understanding of non-religious worldviews. The RE subject leader accesses high-quality diocesan support. This enhances provision and ensures staff are equipped to deliver creative and engaging RE. Consequently, all pupils access RE that helps them to ponder big questions, think deeply, and develop curiosity as enthusiastic learners.

The inspection findings indicate that Oswaldtwistle St Andrew’s Church of England VC Primary School is living up to its foundation as a Church school.

Information			
Inspection date	5 March 2024	URN	119413
VC/VA/Academy	Voluntary controlled	Pupils on roll	305
Diocese	Blackburn		
MAT/Federation			
Headteacher	Christina Wilkinson		
Chair	Lucy Hamlin		
Inspector	Ali Rice	No.	2103