Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School

Vision

'Let all that you do be done in Love' 1 Corinthians 12:14.

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

- St Andrew's Christian vision is securely embedded and clearly articulated. Rooted in scripture, it is lived out across the school community. Pupils and staff demonstrate the centrality of love and can explain how the vision influences daily actions and relationships.
- Leaders demonstrate a strong understanding of the school's context, enabling provision that is both inclusive and responsive. Pupils, including those with special educational needs and/or disabilities (SEND), are supported effectively to access learning and experience a strong sense of belonging and value.
- Collective worship is a central and inclusive part of school life. It is carefully structured and rooted in the Christian vision, providing a shared and spiritually enriching experience for both pupils and adults.
- Pastoral care is a significant strength. Relationships across the school are warm, respectful and supportive, reflecting a deeply embedded culture of Christian love. As a result, pupils and staff feel well cared for within a nurturing and inclusive community.
- Leadership provides clear and effective direction, ensuring the Christian vision is consistently translated into practice. A strong focus on inclusion, staff wellbeing and positive relationships sustains a supportive school culture.

Development Points

- Secure the consistent implementation and impact of the religious education (RE) curriculum across all classes, particularly in relation to assessment and progression. This is to ensure pupils develop secure knowledge, understanding and religious literacy over time.
- Deepen pupils' understanding of justice and provide opportunities for informed action beyond their immediate context. This is to enable pupils to apply their understanding in ways that have sustained and meaningful impact.
- Strengthen governors' effectiveness in monitoring and evaluation through the increased use of first-hand visits in relation to the school's Christian vision. This is to ensure more accurate evaluation of how the vision is lived out in practice.

Inspection Findings

Vision and Leadership

The school's Christian vision is clearly articulated and understood, shaping a culture of love, inclusion and care. It is evident in relationships across the community. Leaders understand the school's context well and have taken decisive action to maintain stability during a period of turbulence. They draw support effectively from the trust to build capacity and sustain improvement. The vision informs key decisions, including priorities relating to staff wellbeing, inclusion and a trauma-informed approach. For example, leadership of RE has been strengthened to improve consistency. This approach is reflected in restorative practices and a strong focus on relationships. As a result, pupils feel safe, valued and able to make positive choices. This creates a strong sense of belonging for pupils and adults. Collaboration within the trust and wider community strengthens this work, supporting a shared commitment to flourishing for pupils, staff and families. However, leadership at school level reflects the vision more securely than governance. Monitoring and evaluation rely heavily on trust reports. There is limited first-hand evidence to assure the lived impact of the vision. As a result, strategic oversight and evaluation are in the early stages of development.

Vision and Curriculum

Leaders have designed a curriculum increasingly shaped by the school's Christian vision. It reflects a clear commitment to ensuring that "all that you do be done in love" underpins pupils' learning and development. The curriculum responds to the school's context. It provides a coherent structure through Big Questions and Golden Threads. This enables pupils to successfully engage with themes such as identity, justice and responsibility. Pupils champion these themes and understand how they relate to their own lives. Opportunities for awe and wonder, including outdoor learning and reflection spaces, support personal development and a sense of belonging. These experiences enable pupils to reflect and engage with deeper questions. Leaders ensure that provision is inclusive. Adaptations and funded access enable pupils to participate, including those with SEND or considered to be disadvantaged. Consequently, pupils develop an understanding of compassion, responsibility and respect for others. However, pupils do not consistently build securely on prior learning. This limits how deeply they engage with the school's wider vision for learning and personal development.

Worship and Spirituality

Collective worship is inclusive, invitational and inspiring. It is rooted securely in the school's Christian vision and makes a strong contribution to the flourishing of pupils and adults. Pupils and staff engage deeply through enthusiastic singing, prayer and symbolic actions. This creates a calm and reflective space that enables participation. Worship follows a clear structure, including gathering, reflection and sending. Anglican elements are embedded, including the use of prayer and liturgical responses. Pupils confidently explain how worship influences their daily actions and relationships. It encourages kindness and shapes their interactions with others. Worship is well led and reflects the vision in practice. Adaptations ensure that pupils with SEND can access and participate. Links with clergy and visitors provide opportunities for the school community to encounter a range of Christian perspectives. Pupils engage readily in opportunities for reflection. However, they are unable to consistently articulate a clear understanding of spirituality. Nevertheless, collective worship is effective and impactful. It fosters a strong sense of community and belonging.

Vision and School Culture

The school's Christian vision of love is deeply embedded in its culture of pastoral care, dignity and inclusion. This is a significant strength of the school. Relationships are consistently warm, respectful and nurturing. Pupils feel safe, valued and known. Leaders have established a trauma-informed and restorative approach. This supports pupils with complex needs and improves behaviour and engagement. The school works closely with families and provides high levels of care and assistance. Provision is highly valued by parents and carers. They recognize how staff go above and beyond in their responsive and compassionate approach. This includes practical support,

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outreach, external services and targeted interventions to meet a range of needs. Staff are well supported and valued. This is reflected in the school's positive and collaborative culture. Staff demonstrate a dedicated commitment to the school's vision in their daily work. As a result, this strong culture of care enables pupils to engage confidently in school life and effectively supports their wellbeing.

Vision, Justice and Responsibility

Pupils have an understanding of justice and responsibility, linked to the school's Christian vision. They demonstrate concepts such as fairness and can identify examples within and beyond school. This includes litter picking in the local community and supporting others. Pupils engage with these ideas through the curriculum and discuss them with confidence. However, this understanding remains largely theoretical and rooted in immediate experiences. Opportunities for pupils to take action beyond the school community are limited and not fully developed. As a result, pupils are not consistently able to apply their understanding of justice in ways that demonstrate sustained impact.

Religious Education

Leaders ensure that RE has a strong profile within the curriculum, reflecting its importance within this Church school. The subject is balanced and progressively sequenced. It enables pupils to explore beliefs, ask questions about meaning, and consider religions influence on people's lives. The use of Big Questions and knowledge organisers provides a clear framework for learning. Pupils use these to support their understanding and retention of key ideas. Leaders prioritise professional development for staff, as well as monitoring and evaluating provision. As a result, pupils effectively encounter a range of religions and worldviews. However, implementation is variable across classes. The curriculum is not consistently enacted to secure progression in knowledge. Historical gaps in learning limit some pupils' ability to build securely on prior knowledge. This restricts the development of pupils' religious literacy and reduces how effectively they deepen their understanding over time.

The quality of teaching in RE is developing, with some variation in effectiveness. Pupils engage positively with their learning and respond thoughtfully to questioning. In the strongest practice, teaching is well structured and supports pupils in reflecting on belief and meaning. Pupils make connections between their learning and their own experiences. However, this practice is not consistent across all classes. Where gaps in prior knowledge exist, some pupils struggle to make connections across their learning. Assessment does not consistently identify these gaps or inform next steps in learning. Consequently, although pupils show positive attitudes towards RE, progress over time is variable.

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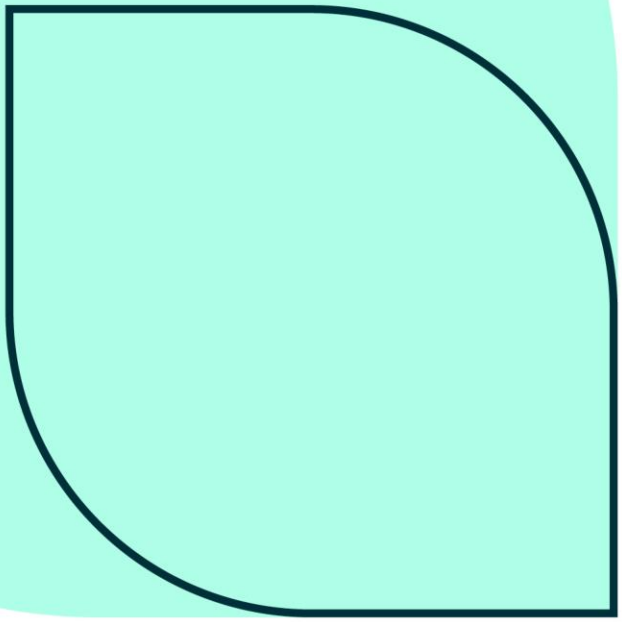
Information

Address	Old Clacton Road, Weeley, Clacton-on-Sea, Essex, CO16 9LW		
Date	22 April 2026	URN	140181
Type of school	Academy	No. of pupils	176
Diocese	Diocese of Chelmsford.		
MAT/Federation	Diocese of Chelmsford Vine Schools Trust		
MAT Chair	Caroline Haynes		
Executive Headteacher	Nicola Emrich		
Head of School	Lee Caffull		
Chair of Governors	Gary Neave (Interim)		
Inspector	Anthony Cosans