

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School, Oxford

Vision

We believe that 'Everyone is different, everyone is special, everyone is our neighbour.' As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual wellbeing of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and 'Love your neighbour as yourself.' Luke 10:27

St Andrew's Church of England Primary School, Oxford 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 and associated values are the beating heart of the school. The vision addresses the school's diverse context and promotes the flourishing of pupils and adults.
- Pupils at the school are known, valued and cared for as individuals. This means that they, including those who are deemed to be vulnerable and/or disadvantaged, thrive because their learning and social needs are met.
- Pupils actively seek to live out the vision by being a good Samaritan to their peers of whatever age. As a result, the school is characterised by harmonious, supportive relationships.
- The curriculum and extra-curricular activities at St Andrew's are rich and inclusive. This means that, pupils, irrespective of learning need or disadvantage, enjoy school and thrive both academically and socially.
- Spirituality is an intrinsic part of school life at St Andrew's. Pupils develop spiritually through the consistent opportunities for reflection in both collective worship and the taught curriculum.

Development Points

- Develop systematic opportunities for pupils to apply their understanding of justice. This is to enable them to better appreciate the positive difference they can make.



Inspection Findings

Vision and Leadership

The school's motto and vision are a well-considered Christian response to the richly diverse community it serves. The vision is supported by values of forgiveness, trust, justice, hope and friendship. These act as a guide for behaving as a neighbour following the example of the Good Samaritan. The vision is understood and valued by pupils, who enthusiastically strive to be Good Samaritans in their relationships within the school. The conviction that 'everyone is different, everyone is special and everyone is my neighbour' is deeply embedded in the school's culture. It pervades the school, from the resourcing decisions made by governors to the behaviour of pupils during unstructured time. Leaders consistently model care for the individual. This stems from their deep concern for the wellbeing of each member of the school community. Leaders, including governors, monitor the impact of the vision diligently through a variety of formal and informal measures. They are correct to conclude that the vision is a living reality that promotes the flourishing of pupils and adults.

Vision and Curriculum

St Andrew's has a rich curriculum and extra-curricular offer that reflects the school's vision. Leaders have chosen topics and texts across subjects to reflect the diversity of the school population. Consequently, pupils experience a sense of the importance of their own stories. At the same time, they learn to see the world through the eyes of others. Classroom learning is supplemented by a rich menu of educational visits and events, such as the annual festival of faith. School visits are deliberately planned to enable the full participation of those with medical and learning needs, which may be severe. The wide extra-curricular offer, which includes sports, drama, music and art, further supports pupils' physical and emotional wellbeing. Leaders monitor attendance closely to ensure that those considered disadvantaged are fully included. Leaders have established special bases with expert staffing for pupils who find learning in school particularly difficult. This enables them to participate as fully as they are able in the life of the school. Opportunities for spiritual development are embedded in the curriculum. Pupils routinely refer to times in lessons when they are invited to reflect in curiosity or wonder on their learning. As a result of this, they notice the 'spiritual' of their own volition.

Religious Education

Religious education (RE) is given high status in the school. Teachers are well supported with effective continuing professional development. The RE curriculum is challenging, well-sequenced and diverse. The centrality of Christianity as a world faith in all year groups reflects its place in the curriculum of a Church school. Classroom lessons are supplemented by visits to places of worship and visiting speakers from a range of faiths and worldviews. The effectiveness of RE provision and of teachers' professional development is evidenced by pupils' positive attitudes to the subject and the consistently high quality of their work.

Worship and Spirituality

Collective worship is carefully planned to explore the five school values throughout the year. Each week a Bible story is presented in a whole school gathering and considered in more detail later in class groups. The school has a well-understood shared language for spirituality. The opportunity for an extended time of discussion and reflection on the theme of the week enhances the spiritual development of both pupils and adults. Once a week, an assembly celebrates those adults and pupils who have been nominated for living out the school's vision and values. This further links collective worship to the vision and promotes people's spiritual flourishing. Worship in whole school gatherings is firmly rooted in the Anglican tradition, with an established liturgy and familiar prayers. It is inclusive and sensitive to the religious diversity of those present. The school's partnership with the parish church enriches collective worship. Clergy share in the planning and leadership of whole school worship. They also have an important pastoral role with both staff and school families. The church is used for significant Christian festivals and school events, with families also present. These memorable acts of worship support the spiritual flourishing of adults and pupils.



Vision and School Culture

St Andrew's' vision is clearly seen in the daily life of the school. Relationships are rooted in the shared understanding that 'everyone is different, everyone is special, everyone is my neighbour.' Pupils treat each other with respect and experience a sense of dignity that comes from being known and cared for. They flourish because school policies and practices prioritise their wellbeing. Pupils are taught the skill of managing their behaviour. The school's approach to resolving disputes is based on mediation and forgiveness, inspired by the vision. As a result, the atmosphere throughout the school is calm and purposeful. Pastoral leaders frequently and regularly review the wellbeing of those deemed to be vulnerable and put in place appropriate bespoke support. Most importantly, adults take pains to know pupils and their families well and respond proactively when they experience difficulties. Adults value the trust and practical support that they receive from leaders. They appreciate that the vision applies to them and flourish through the deep sense of community that the school culture creates.

Vision, Justice and Responsibility

The vision inspires pupils to take responsibility for the wellbeing of one another. Year 6 pupils put this into practice by befriending and supporting those in the younger years. This leads to strong friendships that cross age boundaries and support the flourishing of both younger and older pupils. In this culturally diverse school, pupils show active concern when world issues affect a country where one of their number comes from. Pupil leaders have a genuine voice in the way the school operates. They are attuned to take initiatives to improve the school environment, for instance, by establishing a pond in the nature area. Using a 'connection box' to find pupils' views, they implement changes to promote wellbeing. They also initiate action where they see unfairness in their local area. Having noticed that the timing on the zebra crossing was inadequate for older pedestrians, they petitioned the local council. This has brought about a change for the better. The school has valuable partnerships with the parish church and local community groups. These enable pupils to develop as active citizens such as by supporting the local food bank. Pupils have a clear understanding of equity and the need to make adjustments so that people are treated fairly. However, they do not have systematic opportunities to apply their understanding of justice. This limits their appreciation of the positive difference they can make as citizens now and in the future.

Information

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| Address | London Road, Headington, Oxford OX3 9ED | | |
| Date | 16 June 2026 | URN | 123140 |
| Type of school | Voluntary controlled | No. of pupils | 210 |
| Diocese | Oxford | | |
| Headteacher | Jo Holmes | | |
| Chair of Governors | Amanda Robertson | | |
| Inspector | Andrew Wilcock | | |