

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Heddon-on-the-Wall, St Andrew's Church of England Primary School

Vision

Love Ourselves
Love Others
Love Learning
Love Life

'Let all that you do be done with love' 1 Corinthians 16:14

Strengths

- The Christian vision with love at the centre, is understood and lived out by pupils and staff. It permeates every aspect of the school's work. It is used by passionate leaders to take action and drive decision making.
- Fostering a love of learning is evident throughout the curriculum. There is a strong commitment to inclusion. This ensures that pupils, including those with special educational needs and disabilities (SEND), thrive and flourish in their personal journey.
- Strong relationships within the school foster a culture of loving others. Positive behaviour and attitudes stem from a deep understanding of the Christian vision and values.
- Collective worship offers valuable opportunities for spiritual growth and reflection through a range of experiences. Stillness and singing allow pupils and adults to come together as a community, fostering a sense of belonging and connection.
- The religious education (RE) curriculum is of high quality. Pupils gain a strong understanding of major world religions and worldviews. Leaders ensure pupils are equipped with knowledge of the diversity of beliefs and practices within religions and across communities.

Development Points

- Embed the updated school-wide definition of spirituality to enrich explicit opportunities for spiritual growth through the curriculum.
- Extend opportunities within the curriculum for pupils to consider questions of justice. This is so they can take action to make a difference.



Inspection Findings

Heddon-on-the-Wall, St. Andrew's Primary School is the heart of the community, serving a large geographical area. It is a transformational school built on the foundations of love, creating lasting impact, and allowing adults and pupils to thrive. The Christian vision is the driving force of the school. Passionate leaders are dedicated to ensuring pupils and adults make decisions and carry out actions motivated by love. Leaders have made bold financial choices. Investing in occupational and speech and language therapy services allows for promptly addressing pupils' needs. 'Love ourselves, love others, love learning and love life' runs through the daily life of the school. As a result, pupils and adults flourish. The multi-academy trust (MAT) and academy committee members regularly visit the school and have a deep understanding of school life. There are clear systems for monitoring and evaluating the impact of the school's vision. Therefore, decisions made are informed ones that have unmistakable effects on the pupils' learning and flourishing. A non-classroom based teaching assistant provides bespoke activities to remove any barriers to learning, enabling pupils to succeed. The impact of the vision is seen in leaders' supportive actions. In response to monitoring from the MAT, staff are actively collaborating to assist another primary school within the trust.

The school's vision of love shapes the curriculum, starting with pupils' existing knowledge and the importance of 'loving themselves'. From there, it transitions to understanding concepts that are 'similar enough to be similar but different enough to be different'. This allows pupils to gain essential knowledge before broadening their perspectives to the wider world. In geography, pupils learn about life in Heddon-on-the-Wall. They progress to consider life in the region and move on to life in Africa. As a result, pupils have a strong knowledge and understanding of the area they live in and an appreciation of diversity within the world. The school's Christian vision underpins its inclusive curriculum. Leaders ensure the needs of SEND and vulnerable pupils are met. Staff receive extensive training and implement evidence-based interventions that are well-matched. Pupils, regardless of ability, flourish. Leaders clearly understand spirituality, supported by collaboration with the diocese and participation in training. The shared language of 'looking up, looking in, and looking out' is understood and beginning to be implemented. However, opportunities in the curriculum to develop spiritual growth are sometimes not exploited.

Collective worship is the heartbeat of school life, driven by the Christian vision. It is an inclusive experience that is highly valued by staff and pupils. Worship follows a structure, starting with lighting three candles to represent the Holy Trinity. Pupils talk about how this enhances opportunities for reflection and loving themselves, enabling spiritual flourishing. Worship is a powerful source of inspiration for both pupils and adults. Weekly challenges encourage reflection on essential messages, embedding a deeper understanding of doing everything with love. Videos showcasing individuals who have achieved incredible things motivate pupils to explore new interests, enriching their experiences and love of life. Local clergy and church members actively participate in supporting worship and Christian festivals. Church members contribute through the school choir. They have achieved recognition by winning a cup, highlighting the dedication and talent of all involved. Pupils' enthusiasm for invitational and inclusive singing, shown in their version of 'One Candle,' deepens spiritual flourishing. Singing boosts confidence and enhances spiritual awareness, generating happiness and joy. Pupils and adults confirm this.

A strong sense of care and support permeates the school environment. Characterised by the vision of loving others, there is mutual respect and love. The school community demonstrates kindness, nurturing a culture of acceptance, forgiveness, and reconciliation. This foundation strengthens personal growth and a sense of belonging. A guiding principle for staff is 'equity not equality.' Leaders understand that some pupils may face challenges, or 'bumps in the road'. They use tools like 'fix it files' to get them back on track. These provide creative strategies for pupils to regain their direction and move forward. Consequently, learners are given an



equal opportunity to flourish. Clear expectations for treating one another well create a safe and valued environment. Mental health and wellbeing are prioritised through strong relationships and initiatives like wellbeing days. Leaders recognise mental health concerns for pupils are growing and adopt a trauma-informed approach. This ensures that pupils, regardless of their background or starting point, achieve personal success. Leaders take swift action and have been awarded national recognition for their work. As a result, staff and pupils are happy at school.

Inspired by the vision of loving others, the school's culture of justice and responsibility is embedded. Roles such as play leaders and school councillors are valued, helping individuals develop leadership skills and a sense of accountability. Older pupils appreciate opportunities to mentor the younger ones through a buddy-up system. For pupils and adults, the welfare and fair treatment of the community is everything. They actively engage in local social action. Pupils speak about their support for projects, such as renovating the local park and raising money for the church roof. The school's commitment to fair representation is clear in the school council's discussions regarding lunch options with the catering manager. Pupils articulate the positive changes they are making. As a result, they understand what it means to show compassion and base what they do in love. Aspects of justice are beginning to be considered through topics in the curriculum. For example, in English, the global impact of using plastic is explored. However, opportunities to consider questions of justice are still limited.

RE is highly valued and reflects the vision well. Pupils have a genuine love for learning. Leaders provide an enriched and vibrant RE curriculum. Lessons inspire exploration and research at home, deepening classroom understanding. Pupils recognise the importance of RE to their lives because leaders have designed the curriculum around 'big questions'. Consequently, there is an informed understanding of a range of religions and worldviews, and the importance of loving others. Leaders support staff to develop the skills needed for deep thinking. Older pupils discuss links between stories like Adam and Eve and Moses, helping them grasp concepts and engage in deep thinking. Accurate knowledge of world religions, including Christianity, is built and a range of worldviews is explored effectively. This foundation enables pupils to engage with complex religious concepts from an informed perspective. Leaders and the academy committee evaluate the subject to ensure that, through RE, pupils flourish. This ongoing assessment ensures that the curriculum remains relevant and impactful.

Information

Address	Trajan Walk, Heddon-on-the-Wall, Newcastle-upon-Tyne, Northumberland, NE15 0BJ		
Date	17 October 2024	URN	145782
Type of school	Academy (inspected as Voluntary Controlled)	No. of pupils	214
Diocese	Newcastle		
MAT	Pele Trust		
Headteacher	Andrew Wheatley		
Chair of Academy Committee	Michelle Robson		
Inspector	Stacey Rand		