Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School and Nursery

Vision

At St. Andrew's we value everyone's uniqueness and wellbeing. Our carefully crafted curriculum and enrichment programme enables children and adults to flourish spiritually, academically, socially and emotionally. Following the teachings of Jesus, we guide our community on their journey through school allowing them to live life in all its fullness. Our core Christian values of respect, honesty, friendship and forgiveness sit at the heart of everything we do. Through our vision and values, we encourage everyone to capture moments of spirituality and develop a lifelong love of learning in order to be the best version of themselves.

St Andrew's Church of England Primary School and Nursery 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

- Religious Education (RE) benefits from strong subject leadership and a well-crafted curriculum. Together, these ensure pupils encounter the breadth and diversity of Christianity and a range of religious and non-religious worldviews.
- Inspired by the vision, strong Christian leadership enables adults and pupils to flourish. Effective partnerships with the trust, church and diocese support leaders to drive and sustain improvement.
- Spiritual flourishing is enhanced through a rich range of enrichment opportunities that nurture pupils' interests, talents and aspirations.
- Collective worship is a sacred, engaging and thought-provoking time to reflect on the Christian vision and values. As a result, pupils gain a developing understanding of their own spirituality and beliefs.
- A culture of dignity, inclusion and compassion permeates all aspects of school life. This impacts positively on wellbeing, belonging and confidence, enabling pupils and adults to thrive.

Development Points

- Provide opportunities for pupils to identify, lead and evaluate projects that respond to issues of justice explored through the curriculum. This is to deepen pupils' understanding of how they can make a positive difference to the lives of others.

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Inspection Findings

Vision and Leadership

The Christian vision is deeply embedded within the life and work of the school. Rooted in the belief that all are valued and unique, it shapes decision-making, relationships and aspirations. Leaders and governors understand the school's context well. They regularly monitor and evaluate the impact of the vision on pupils and adults. This enables informed and courageous decisions that remove barriers and create opportunities to live life in all its fullness. For example, a nurture space provides a softer start to the day for vulnerable pupils. This has improved attendance and readiness to learn, which allows pupils to thrive. The values of respect, honesty, friendship and forgiveness are evident in daily interactions and contribute to a strong sense of community. Partnerships with the trust, church and diocese further strengthen leadership and enrich the school's effectiveness as a Church school.

Vision and Curriculum

The curriculum reflects the Christian vision through its commitment to enabling pupils to live life in all its fullness. Leaders have carefully designed the curriculum and wider opportunities based on the school's context and the needs of its community. Strategic decisions ensure pupils who are vulnerable receive the support needed to participate fully in school life. Consequently, barriers to learning and personal development are reduced which allows pupils to thrive. Spiritual development is intrinsic to the curriculum. For example, Year 6 pupils explore ethical issues such as the use of animals in medical research. They thoughtfully consider their own views, disagree respectfully and discuss how beliefs may be shaped by culture and experience. A rich programme of enrichment broadens horizons and nurtures individual talents, including music, sport, sign language and finger knitting. Local history studies deepen pupils' understanding of their community and strengthen a sense of belonging. Trust partnerships further enrich learning through shared expertise and experiences. As a result, pupils engage fully in school life, develop confidence in their abilities and recognise their value within the school community.

Worship and Spirituality

Collective worship is a sacred, valued and significant expression of the school's Christian vision. Worship provides space for reflection, prayer and heartfelt singing. Established practices, including the ringing of a bell for prayer and reflection, encourage thoughtful participation. Adults and pupils engage respectfully, creating an atmosphere of reverence and belonging. Time for stillness enables pupils and adults to think deeply about themselves, others and the wider world. Consequently, it nurtures spiritual growth. Adults model thoughtful responses, helping pupils connect biblical teaching and school values to everyday experiences. Worship themes are regularly revisited throughout the day and influence relationships, attitudes and decision-making. Strong partnerships with the church and diocese support leaders in continuously enhancing worship. Consequently, worship makes a substantial contribution to spiritual flourishing.

Vision, Justice and Responsibility

The Christian vision nurtures a strong culture of justice, service and responsibility towards others. Through the curriculum, worship and daily life, pupils consider how individuals can contribute positively to their communities. Learning encourages them to reflect on fairness, responsibility and the impact of their actions. Local history studies, including learning about the Rochdale Pioneers, help pupils understand how change can be achieved through collective action. As a result, pupils have worked alongside a local councillor to campaign for improvements to the town's clock tower and have partnered with the council on local litter-picking initiatives. Pupils demonstrate responsibility through leadership roles within school. The 'big friends' initiative fosters meaningful relationships between pupils in Year 6 and Reception. Consequently, younger pupils feel supported as they begin school, while older pupils develop a sense of service and responsibility towards others. Pupils study the lives and experiences of people around the world, deepening empathy and compassion. They discuss issues of injustice thoughtfully and recognise the importance of giving a voice to those who may be unheard. Consequently, pupils develop a strong understanding of how inequality and injustice affect people's lives. However, opportunities for pupils to identify, lead and evaluate responses to issues explored through the curriculum are less well established.

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Vision and School Culture The Christian vision creates a deeply inclusive culture where pupils and adults are treated with dignity and compassion. Relationships are characterised by respect, kindness and forgiveness. Consequently, pupils value difference and ensure others feel welcomed and included. Leaders prioritise wellbeing through carefully planned pastoral support and effective strategies for those facing challenges. Reflection areas and quiet spaces help pupils feel safe, understood and ready to learn. Leaders help pupils understand additional needs and invisible disabilities, fostering empathy and equitable treatment. Pupils with special educational needs and/or disabilities participate fully in school life, including through leadership opportunities. They proudly make valuable contributions to the school community. This strengthens independence, belonging and self-worth. Trust-wide support and collaborative professional development enhance staff wellbeing and strengthen professional confidence. Consequently, adults and pupils thrive within a nurturing community.
Religious Education RE is highly valued and benefits from strong subject leadership. Leaders prioritise the subject and allocate appropriate curriculum time. The well-sequenced curriculum ensures key concepts across a range of religious and non-religious worldviews are deliberately revisited. This enables pupils to explore concepts with increasing depth and complexity over time. Regular curriculum reviews, informed by diocesan training and professional development, ensures content remains ambitious, relevant and balanced. The curriculum explores how beliefs, values and experiences shape people's lives. For example, how care for the world may be rooted in Christian beliefs about creation or non-religious commitments to environmental responsibility. Thoughtful curriculum design reflects the richness and diversity of Christianity as a global faith. From an early age, pupils encounter differing Christian beliefs and practices, recognising that Christianity is not a single, uniform tradition. As a result, the curriculum makes a significant contribution to the Christian vision by fostering respect for different beliefs and worldviews.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	St Andrew's Church of England Primary School and Nursery, Dearnley, Union Road, Rochdale, Lancashire, OL12 9QA		
Date	22 September 2026	URN	144690
Type of school	Academy	No. of pupils	398
Diocese	Manchester		
MAT	Watergrove Trust		
MAT Chair	Gary Walczak		
Headteacher	Judith Rainford		
Chair of Governors	Ashley Dearnley		
Inspector	Lisa Draper		

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