

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wigan St Andrew's Church of England Primary School

Vision

Everyone is welcomed into our St Andrew's family, where we nurture each individual's gifts as a unique child of God in a safe, loving Christian environment. We inspire each other to achieve our God-given potential, so that we may live life in all its fullness. Our Christian values are our heartbeat; empowering a community of understanding, hope and resilience. With God all things are possible!

Wigan 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

- There is a deeply embedded and mutually enriching partnership between the school and its local church. This relationship significantly contributes to pupils and staff flourishing in their work and personal development.
- Collective worship is a joyful and enriching experience, offering meaningful opportunities for pupils and adults to grow spiritually. It is thoughtfully planned to reflect the school's values, ensuring inclusivity and engagement.
- The school's vision ensures that leaders maintain a key focus on good mental health and wellbeing. Consequently, adults and pupils are enabled to live well together in a caring and nurturing environment.
- There are numerous opportunities for pupils to think deeply about justice and responsibility. As a result, pupils notice and reflect on issues of concern, considering how they can contribute to solutions.

Development Points

- Strengthen systems for monitoring and evaluating the impact of the Christian vision, ensuring that they are both rigorous and strategically aligned. This is in order to empower leaders, including governors, to gain a deeper insight into how the vision fosters the flourishing of both pupils and adults.
- Embed the shared understanding and language of spirituality across the curriculum. This is to ensure that opportunities are identified and used effectively to support pupils' spiritual development.
- Provide more opportunities within the RE curriculum to explore how people live out their beliefs. This is so that pupils have a deeper understanding of a range of religions and worldviews.



Inspection Findings

Vision and Leadership

Leaders at St Andrew's care deeply about the school's Christian vision that celebrates 'each individual's gifts as a unique child of God'. They prioritise wellbeing alongside academic success and realising potential, creating a culture where pupils and adults feel safe and supported. Individuals appreciate that the school is a haven in which they feel able to learn and develop. As a result, they grow in confidence and build strong relationships. The Christian vision inspires a culture where Christian values, such as forgiveness, compassion and trust, are consistently promoted. Staff live out these values through calm, thoughtful support that helps pupils feel noticed and cared for. Pupils understand that 'with God all things are possible', which leads to higher personal expectations and greater success in their learning. Aspirations are supported and reinforced through a fruitful partnership with St Andrew's Church. For example, members of the congregation read with pupils, lead worship and welcome the school community into the church for experience days. Governors are deeply committed to raising aspirations and providing a distinctly Christian education. Together with leaders, they plan and take action to move the school forward. However, systems for evaluating the impact of the vision are not fully embedded. Thus, it does not consistently shape strategic decision-making.

Vision and Curriculum

The school's vision motivates leaders in their aim to create a curriculum that encourages pupils to aspire and show resilience. Staff are committed to ensuring that pupils, including those who have special educational needs and/or disabilities (SEND), learn well. Pupils considered to be vulnerable are included in the same ambitious learning journey. Carefully planned adaptations and targeted support enable pupils to access the curriculum alongside their peers. Lessons are engaging, relevant and often connected to pupils' own experiences and interests, making complex concepts accessible and meaningful. For example, pupils explore the value of peace by considering the features of places where they themselves feel most at peace. A rich offer of extracurricular experiences supports pupils in realising their 'God given potential'. For example, pupils in Year 4 learn a brass instrument for a year. Many then join the school brass band, thus expanding their opportunities to achieve. The wider school offer is tailored to meet the diverse interests of pupils, for example, horse care sessions. Because of this, pupils enjoy school, show a strong sense of purpose and a visible love of learning. Leaders have recently introduced a school-wide approach to developing spirituality. However, this is not deeply embedded, limiting the power of the curriculum to nurture pupils' spiritual growth.

Worship and Spirituality

Collective worship is a spiritually nourishing experience. Leaders create a happy, safe and welcoming space for adults and pupils to reflect. It is carefully planned around the school's values and Christian festivals, ensuring that pupils encounter a broad and rich experience. Pupils speak positively about collective worship, recognising it as a time to come together and learn from Bible stories. In addition, staff feel inspired by collective worship. They value the opportunities to take the lead, which contributes to a powerful sense of ownership and collective responsibility. A large number of pupils attend the worship club that meets weekly after school and is run by members of the church community. Here, pupils learn new songs with sign language and prepare to worship in school and church. Their active participation deepens the engagement and inclusion of their peers. Pupils value attending church and playing an active part in services during the school day and on Sundays. They are encouraged in their spiritual journey, leading to many older pupils deciding to affirm their faith through Anglican confirmation.

Vision and School Culture

Leaders are determined to create a school culture of 'empowering a community of understanding, hope and resilience'. This affirming ethos permeates school life, underpinning relationships and the choices that people



make. Leaders have created an environment where staff and pupils feel respected, valued and supported. As a result, staff speak positively about the school's compassionate culture. They note its significant impact on their wellbeing, mental health and sense of belonging. Each day begins with a warm welcome. Pupils are greeted individually by adults, setting a tone of inclusion and mutual respect. This nurturing environment is consistently recognised by parents, who speak highly of the school's caring nature. Pupils enjoy coming to St Andrew's because they feel listened to, known and valued. The school's behaviour policy, underpinned by restorative practice, is implemented consistently by staff who model care and fairness. This approach fosters individual responsibility, encourages reconciliation and builds strong, respectful relationships. Pupils respond positively to these high expectations, contributing to a calm and supportive school environment. Staff know pupils well and nurture their emotional and social needs with compassion. Families recognise the positive impact of the school's vision on their children's behaviour and choices.

Religious Education

RE is carefully planned to meet the needs of the school's community. The curriculum provides a balance between the teaching of Christianity and a range of religions and worldviews. It is well sequenced, enabling pupils to build progressively on prior knowledge and deepen their understanding over time. Thus, pupils build secure knowledge and understanding of Christianity and the core beliefs of other religions and non-religious worldviews. RE is valued as a high-priority subject and is given protected time within the timetable. However, the curriculum has limited opportunities for pupils to explore the different ways that people of faith practise their beliefs. Thus, they do not fully appreciate the diversity that exists within and between religions.

Regular, high-quality professional development, notably from the diocese, enables staff to be confident in their teaching. Teaching in Key Stage 2 is mostly delivered by a knowledgeable specialist teacher. Monitoring by leaders ensures that RE has a high profile and is delivered with consistency and quality. Thus, teaching is strong with regular, planned opportunities to reflect within lessons enabling pupils to think more deeply. For example, pupils examine common themes within the imagery of Hindu deities, resulting in a better understanding of symbolism. Pupils' learning is accurately assessed and teaching is adapted to meet the needs of classes. As a result, pupils achieve well, particularly in their knowledge and understanding of Christianity.

Vision, Justice and Responsibility

The Christian vision motivates leaders to create a culture of taking responsibility for others. Pupils encourage each other and generously offer help to those who may need more support during break times. Through the curriculum and the school eco club, pupils explore how to care for the earth and make ethical choices. They have organised local litter picking, motivated by a desire to care for God's creation. Pupils have a strong sense of fairness. For example, girls within the school successfully petitioned staff to set up a girls' football team. By seeing the success of actions such as this, pupils understand that they can bring about change. In addition, pupils donate to the international shoebox appeals, recognising that not everyone has access to essentials. These actions help them to understand compassion, fairness and the importance of community support. Following a pet adoption from a rescue centre, pupils responded by raising money for the charity. Over time, this resulted in pupils organising a food and equipment collection point for the charity within school. This sustained, pupil-led approach supports pupils in realising they can make a more lasting, positive difference in the wider world.

Information

Address	Mort Street, Wigan, WN6 7AU		
Date	17 November 2025	URN	106449
Type of school	Voluntary aided	No. of pupils	200
Diocese	Liverpool		
Headteacher	Lindsey Taylor		
Chair of Governors	Jayne Donnellan		
Inspector	Deborah Metcalfe		