



National Society Statutory Inspection of Anglican and Methodist Schools Report

St Anne Stanley CofE Primary School

Prescot Road
Liverpool
L13 3BT

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Liverpool

Local authority: Liverpool

Dates of inspection: 6th February 2015

Date of last inspection: 17th June 2009

School's unique reference number: 104622

Headteacher: Julie Simons

Inspector's name and number: Stephen Burrow 622

School context

St Anne Stanley CE is larger than most primary schools, serving a socially disadvantaged area. The proportion of disabled pupils and those who have special educational needs is broadly average with the proportion of disadvantaged pupils for whom the pupil premium provides support being above average. Most pupils come from White British backgrounds. The proportion of pupils that speak English as an additional language is below average. A new headteacher and deputy headteacher were appointed in September 2014.

The distinctiveness and effectiveness of St Anne's Stanley, as a Church of England school are good

- The quality of the school environment enhances pupils' spiritual and moral development.
- The care, nurture and guidance of all pupils, where each pupil is valued as an individual, show the distinct Christian ethos of the school in action.
- Christian values are clearly expressed and demonstrated by pupils and staff,

underpinning the

positive relationships between all members of the community and the pupil's good behaviour.

- The relationship with the church and local community is excellent. The vicar is a frequent, important and valuable member of the wider school team.

Areas to improve.

- To improve progress and attainment for pupils of all abilities in religious education (RE) through better consistency and quality of formal assessment procedures. Also, the quality of teachers' marking so that it gives clear guidance on improvement and informs pupils of next step targets related to specific skills in RE.
- Develop governor expertise and confidence in carrying out robust procedures for self-evaluation, which focus on the impact of provision for all children and use this to inform strategic planning.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school's strong Christian ethos enables and encourages the secure partnership that exists between pupils, staff, parents, the church and the wider community. The school gives high regard to the development and potential of the whole child, rooted in the belief that each person is special in God's eyes. The pupils show great respect for others within school and have a growing understanding of differing faiths and cultures. Disabled pupils and those with special needs are nurtured, well supported and make good progress. One pupil said, 'Our school brings peace, hope and love to us all and our families.' The pupils' behaviour and attitudes to learning are good as a result of the Christian care that exists within and between all members of the school family. This is reflected in their good and improving attendance. Their efforts and achievements are acknowledged and celebrated. Progress and attainment in RE are in line with national standards and together with the school's strong Christian ethos, this has a positive impact on pupils' spiritual, moral, social and cultural development. Pupils talk about how the school's Christian values impact on their lives and the lives of others. They say that 'They help us to be better and show us how to behave and help each other in school.' Pupils enjoy coming to school where they feel special, safe, well cared for and valued. They are proud of their school and speak confidently about why it is special to them. They are polite and considerate towards adults and each other. One pupil remarked, 'Teachers will help you and sort problems out, they try to understand what your problem is.' High quality displays and Christian signs and symbols emphasise the school's distinctiveness, together with interactive worship and RE displays, both in classes and central areas, engaging pupils and promoting prayer, reflection and spirituality. Pupils understand the need to help others less fortunate than themselves through their Christian service, through the support of charities such as the NSPCC and a local foodbank. Feedback from pupils and parents is very positive. One parent said that the school 'Instills and promotes Christian values.'

The impact of collective worship on the school community is outstanding

Worship is central to the school day and provides adults and pupils with opportunities to share the Christian values and distinctiveness of the school, which are reinforced

throughout daily school life. High quality worship planning includes the teaching of Jesus, the Bible and Christian themes, with a strong emphasis on Christian values and important Christian festivals. This enables pupils to have an understanding of the nature of worship, the Christian faith and Anglican traditions and practice. It makes a significant impact on the lives of pupils, enabling them to develop an understanding of the qualities of God as Father, Son and Holy Spirit through the themes and stories which are included in the planning cycle. Worship also incorporates an understanding of and respect for other faiths. The differing needs of the pupils are met through whole school, key stage and class worship as well as frequent opportunities to worship in church. Weekly class led worship allows pupils to be involved in planning and delivery with their ideas and thoughts shared and discussed, thus enriching the experience of worship. Pupils display a spiritual awareness, valuing prayer, silence and reflection time, together with all adults. It is through the messages given in collective worship that the school promotes its explicit Christian vision and provides opportunities for pupils to encounter God. The school has a very active prayer life providing many opportunities, throughout the day and spaces around the school, for the pupils to pray and reflect. There are also opportunities which pupils make good use of to write and share their own prayers which are displayed around the school. The peace garden is a particularly special place for both staff and pupils. Pupils enjoy and highly value their worship experiences, both in school and in church. One pupil said, 'We respect God and pray to him.' On the day of the inspection, worship was a Eucharist service held in the parish church, led by the vicar together with Year 5 and 6 pupils. It was well attended by parents, demonstrating the strong links which exist between the school, church and community. The use of simple liturgical words of welcome as well as the saying of the Lord's Prayer help children to understand the Anglican tradition of their worship. The pupils' awareness of Christianity as a worldwide faith is well embedded, together with good understanding of Bible stories which allows them to explain Jesus' place at the heart of the Christian faith. Monitoring and evaluation of worship takes place through discussions with worship leaders, staff and pupils. Findings are then used to influence ongoing improvements to ensure that the spiritual needs of pupils and staff are fully met.

The effectiveness of the religious education is good

Christianity is at the core of the RE curriculum. Pupils are extremely positive about RE and enjoy their learning. A wide variety of teaching and learning strategies are used to take account of the different learning styles of the pupils. Monitoring by the RE subject leader and lessons observed in Key Stage 1 and 2 during the inspection, show teaching of RE to be good. This is because tasks set are carefully matched to pupil's abilities so that each pupil is motivated and challenged appropriately. Members of support staff were effective in guiding and supporting pupils' understanding and learning. Lessons are well planned and delivered by teachers who have a sound understanding of the subject, so that pupils are learning both about and from religion. RE makes a considerable contribution to pupils' spiritual, moral, social and cultural development. Creative approaches were seen in the lessons observed. The RE subject leader displays commitment and dedication. Together with the supportive and knowledgeable senior leadership team she has worked with a clear purpose and sense of direction to ensure that RE has a high profile in the school and that achievement is in line with national expectations. She provides informed and valued support to other teachers, especially teachers new to the school and ensures effective monitoring is carried out through observations in lessons, scrutiny of pupils' work and

teachers' planning, along with pupil interviews. Schemes of work are based on the Diocesan syllabus, reflecting the school's Christian foundation whilst at the same time giving due weight to other faiths. Assessment takes the form of 'I Can' statements, however the school has correctly identified the need to improve the consistency and quality of formal assessment procedures to improve the progress and attainment for pupils of all abilities. They also understand the need to ensure that teachers' marking gives clear guidance on improvement and informs pupils of next step targets related to specific skills in RE. Pupils have a good knowledge of The Bible and teachings of Jesus. Visitors from Jewish, Muslim and Hindu faiths enhance pupils' appreciation of the beliefs and practices of other world faiths.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher's personal Christian values permeate the life of the school. She has a strong and clear Christian vision for the school and is well supported in this by the senior leadership team and the governing body. Leadership of the school is positive and is rooted in strong and effective Christian values. The evaluation of the school as a church school is accurate and thorough.

Governors have a strong commitment to the school's Christian foundation. They are effective in their role as 'critical friends' to the leadership team and in supporting teachers. However, the school has rightly identified the need to further develop governor expertise in carrying out robust procedures for self-evaluation which focus on the impact of provision for all pupils. The leadership of the school ensures that the school's Christian values and ethos are at the forefront of all new initiatives. It also ensures that appropriate support, challenge and encouragement are given to the RE and worship co-ordinator, who leads both areas with outstanding energy, enthusiasm and a genuine desire to seek further improvement. RE and worship meet statutory requirements and the school has achieved the Church School Partnership Award, thus addressing the focus for development from the previous inspection. Continuing professional development of all staff and governors is a high priority within the school, especially for staff new to the school and is contributing well to the development of RE teaching and worship. Effective use is made of every opportunity that arises to develop staff as leaders of a church school through in-service training, teamwork, delegation and coaching. Pupils' views are taken seriously and they have a leading role in the decision making process through their active involvement in the School Council. There are very strong links with the local parish church and the local community. Parents feel that their opinions and views are valued and listened to and that problems are dealt with quickly and sensitively. The strong St Anne's Parents Association actively supports the work of the school through social and fund raising events. Parents agree that the school's Christian ethos is a prominent aspect of school life, allowing their children to explore the meaning of faith and belief openly. The school is thought by them to be 'a spiritual guide.'