

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St Anne's Fulshaw Church of England Primary School</b>	
Nursery Lane, Wilmslow, Cheshire SK9 5JQ	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Chester</b>
Previous SIAS inspection grade	Good
Local authority	Cheshire East
Date of inspection	18 January 2018
Date of last inspection	March 2013
Type of school and unique reference number	Voluntary controlled 111287
Headteacher	Clare Daniel
Inspector's name and number	Eleanor Benson 920

### School context

St Anne's Fulshaw is a smaller than average primary school with 133 pupils aged 4 – 11 years. With the exception of the reception class, pupils are taught in mixed age classes. The proportion of pupils joining or leaving the school during the year is above average. The school supports a larger than average proportion of pupils with additional needs. The majority of pupils are of White British heritage. The proportion of disadvantaged pupils eligible for pupil premium is well below the national average.

### The distinctiveness and effectiveness of St Anne's Fulshaw as a Church of England school are outstanding

- Clear Christian values inform all aspects of school life and are lived out in the exemplary behaviour of pupils and in very supportive relationships within the school community.
- The well-established partnership with the local church enriches the worship and spiritual development of pupils and staff.
- Pupils lead and participate in collective worship with confidence; their views help to shape the development of worship.
- The engaging teaching of religious education (RE) supports the Christian character of the school.
- Realistic and accurate self-evaluation ensures that leaders, including governors, know the school's strengths well and respond effectively to challenges.

### Areas to improve

- Extend pupils' understanding of God as Father, Son and Holy Spirit and thereby deepen their knowledge of Christian theology and understanding of prayer.
- Develop further the teaching about world faiths by increasing pupils' personal experience of other faiths through visits and visitors.

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

St Anne's Fulshaw is an extremely happy, caring and inclusive school. Strong loving relationships, springing from clear Christian values, bind the whole school community together and form the basis for excellent pastoral care and personal development of every pupil. A wide range of gospel values are known and displayed but particular emphasis is placed on love, trust, forgiveness, friendship, justice, hope and perseverance. In order to present these key values in an inspiring focus for worship, an artist worked with pupils to create a large attractive mosaic in which every pupil laid a stone. Christian values are linked with Biblical teaching and frequently referenced across the curriculum and in all school activities. Pupils readily apply these values to everyday situations and can describe the impact of doing so. They are particularly aware of the importance of forgiveness in the school community. A pupil summed this up by saying, 'In school, people have to use values like forgiveness to sort things out.' Staff have high expectations which spring from Christian values. As a result, behaviour is exemplary. Pupils' social, moral, spiritual and cultural (SMSC) development is outstanding due to the Christian ethos. They show maturity in listening attentively and in responding thoughtfully to each other and to adults. Generosity is shown throughout the year by the whole school community in giving to a wide range of charities including the local food bank and a national charity for bereaved children.

Pupils make good progress during their time in the school. Those with additional needs are effectively supported with careful thought given to each pupil as an individual. A parent commented that 'children don't get overlooked'. Parents value the school as having a real sense of community and being like a family for all. They report that all staff respond promptly and effectively to concerns and always make time for parents. Pupils who join the school after the reception year experience a warm welcome and settle quickly. Pupils' deep sense of belonging is reflected in their high attendance.

Religious education (RE) has an important place in the broad curriculum offered by the school. It develops pupils' understanding of the Christian faith and worldwide church and underpins pupils' knowledge of the biblical basis for Christian values. By the regular inclusion of time to reflect quietly on learning in lessons, RE has an increased impact on pupils' individual spiritual and moral development. Pupils enjoy RE. This is because they appreciate the interesting opportunities for challenging and creative responses in activities which draw out their own views and feelings. Through the cross-curricular projects undertaken in Global week and in RE, pupils learn about cultural diversity and are introduced to some traditions of churches elsewhere in the world. However, currently pupils have limited experience of diversity in faith communities.

### **The impact of collective worship on the school community is outstanding**

Collective worship is valued by the whole school community. A typically positive comment from a pupil was that collective worship 'helps me know that God is there and makes me feel safe'. Staff talked of a 'precious time for reflection'. Worship is inclusive; a pupil with no faith expressed appreciation for the quiet time to think.

A biennial survey of opinions about school worship from pupils, staff, parents and governors has driven changes designed to deepen the engagement of pupils. Senior staff probe written survey responses through further in-depth discussion with pupils in order to understand the impact of collective worship and make improvements. Therefore, planning for collective worship is informed by accurate self-evaluation, based on evidence from written surveys and discussions, coming directly from the school community. Building on this evaluation, once a week, collective worship is planned and led by each class in turn. The pupils enjoy the responsibility and have gained considerable confidence in speaking and leading collective worship in ways which prove challenging and memorable for all. The programme of collective worship is carefully planned to deepen understanding of the theme over the course of the week. Pupils sing well and with enthusiasm. Pupils are involved in the weekly service that includes simple liturgical responses, held in the parish church across the road from school. This provides pupils with a contrasting style of worship within an Anglican worship setting. Pupils enjoy the peace and beauty of the church which inspires reflection. Special services, written by pupils and held in church at Advent, Christmas, Easter and harvest, are highlights of the year. Wholehearted support for the carol service held in the evening is seen in the voluntary attendance of almost all families.

There is a strong focus on Jesus in collective worship but pupils have limited understanding of God as Father or as Holy Spirit. There are regular opportunities for prayer throughout the school day. Pupils pray before lunch and at the end of the school day. Each class has a reflection area which includes prayers written by pupils and compiled as a class anthology or, in one case, placed in a prayer jar. Pupils can choose to use these prayers, the school prayer

or traditional prayers such as the Lord's Prayer. The peace garden in the grounds, the library, a seat by the prayer tree indoors and outdoors near the entrance all provide places for personal reflection or prayer. Pupils value prayer, particularly commenting on a 'sense of being near to God and feeling safe'. One pupil said, 'Prayer helps me be calm and concentrate on work after I've prayed.'

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Leadership at St Anne's Fulshaw is very strong. The headteacher is passionately committed to ensuring the school's Christian values are lived out by the whole school community. With the school's motto in mind, 'Shine like stars', senior leaders share a determination to provide an inclusive education of the highest standard for all. Senior leaders and staff form a cohesive and effective team, united in their commitment to the school's Christian vision. They respond with openness to challenge and through frequent exchanges of ideas, they seek out ways to improve the school's effectiveness. Governors regularly visit school and have effective systems for monitoring the Christian character and collective worship of the school. Together, the headteacher and governors have excellent capacity to continue to extend the impact of the Christian character of the school

The school's Christian character is enriched by the strong and long-standing partnership with the local church. Despite managing an interregnum, the curate shows dedication in spending a significant amount of time in school every week. This gives pupils confidence to approach her with their big questions about life and death and helps her to make collective worship meaningful for the school. In this reciprocal relationship, the headteacher keeps the congregation well-informed about school life by writing for the parish magazine every month. This enables the congregation to appreciate the curate's support for the school as benefitting both school and church. Partnership with the diocese has strengthened governance and management and provided the school with regular training. An informative diocesan review of the impact of the school's Christian character was used to inform strategic planning.

RE and collective worship are very well led by the headteacher, ensuring that the school meets the statutory requirements for both. Because RE is well taught within a broad and rich curriculum, extended by many extra-curricular activities, it encourages the all-round development of every pupil.

Parents are strongly supportive of the school through their varied and substantial fund-raising and curriculum support activities. They also deepen the relationships between parents and staff to the benefit of the school community. Parents commented appreciatively on Christian values being ingrained in school and their positive impact on children's behaviour and attitudes. They also noted that the school's Christian ethos supported their children to grow in confidence. This appreciation of the Christian distinctiveness of St Anne's prompted one parent to state that she felt 'so fortunate' that her child was in this school.