

St Anne's Fulshaw Church of England Voluntary Controlled Primary School

Nursery Lane
Wilmslow
Cheshire
SK9 5JQ

Diocese: Chester

Local authority: Cheshire East
Dates of inspection: 13 March 2013
Date of last inspection: 30 January and 5 February 2008
School's unique reference number: 111287
Headteacher: Clare Daniel
Inspector's name and number: Gail Fullbrook 530

School context

St Anne's school is smaller than average with most pupils being of white British heritage. As the only Church of England school in Wilmslow, as well as drawing children from the local community, it attracts children from further afield whose parents are seeking a church school education. The proportion of children with specific learning needs is above average whilst those known to be entitled to pupil premium is close to the national average.

The distinctiveness and effectiveness of St Anne's Fulshaw Primary School as a Church of England school are good

This is a school that lives up to its aim of fostering genuine and active partnerships with parents, St Anne's church and the local community. Children feel valued and know that their well-being and academic progress lies at the heart of all that school offers. Behaviour is good; children show a high degree of respect and politeness to others and are confident communicators of their feelings and opinions.

Established strengths

- The children's care of and for each other
- The inclusivity of the school's curriculum and organisation
- Relationships amongst all stakeholders

Focus for development

- To develop the distinctive Christian aspect of the school's values in such a way that they contribute to spiritual growth and development in addition to moral and cultural development
- To develop a more prominent focal point for worship in the school hall
- To identify worship themes that nurture spiritual development and in turn, support children's personal development

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

A range of broadly Christian values are interwoven across the life of the school and have impact on many aspects of the school's work. Children behave very well and show kindness and respect towards one another. They enjoy their learning and value the breadth of the curriculum which is well supported by the local community. The school has strong links with a school in a contrasting locality and this, along with the study of life in other countries, contributes significantly to children's understanding of other cultures. Overall, the children's social development is a strength of the school. A display in the school hall shows a list of local communities to which children belong and poses the thought, 'How do we have an impact and effect change?' A display in the entrance hall of values with some prayers written by children further encourages reflective thought. Worship feeds and supports the development of moral values well but the children's spiritual development is not as strong. Time for prayer and reflection is built into worship and opportunities to pray during the day, usually at mealtimes and the end of the day, are offered. The children recognise and enjoy their role in local, national and global communities. They support a local church based food bank, Food Friend, and at the time of the inspection children were involved in fund raising for Comic Relief in individual and interesting ways. 'It makes us realise how lucky we are,' was one child's comment when discussing the work they do.

Relationships between all members of the school community are very strong. On the rare occasions when complaints are made or concerns expressed, the school is seen to act with compassion and understanding; 'The door is always open'. Parents recognise that the school has a good reputation for the care it offers to the children and for the school's expertise in working with children with specific educational and emotional needs. The school environment is well cared for with some displays giving food for thought such as the Lenten Promise tree and the display illustrating sporting achievements of children alongside female Olympians. The school grounds provide an interesting play space and children grow food for the school kitchen and to sell to their parents as well as growing flowers to enjoy. Children's work in Religious Education (RE) shows that RE supports the Christian character of the school to some extent, however the distinction between RE, the school's Christian character and Personal, Social and Health Education (PSHE) is not always clear.

The impact of collective worship on the school community is good

Children clearly enjoy worship, particularly when it is led by their peers. They regularly play an active role in planning worship, writing the prayers, dramatizing scripture and selecting appropriate music. A focal point is not currently used in worship beyond a candle on a small table used only when the children are invited to pray. When local clergy were unable to commit to leading the school service held in church each week, staff willingly, following training, agreed to share that role. The service is attended by all staff and children, as well as members of the wider school and church community. A liturgy has been developed for use at specific services to develop the children's awareness and understanding of the different aspects of Anglican worship. Adults and children spoke of their appreciation of the time worship offers for reflection and of the opportunity it gives for the whole school community to come together. Some children were able to talk about an act of worship and of its impact upon them. Children's awareness of, and knowledge about, Anglican tradition and practice is at an early stage. Worship planning is thorough and follows the theme of SEAL (Social and Emotional Aspects of Learning) supporting PSHE, leading to the application of the SEAL theme in a biblical context. This provides a good structure for worship but may limit opportunities for children to experience distinct Christian themes. Worship is evaluated biannually with parents, clergy, staff and children being consulted. Results of these surveys then influence future planning.

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

The school has a clear vision for itself as a church school. Self-evaluation documentation is up to date. The children are familiar with a range of values which are broadly Christian and a next step would be to explore these values more fully in a Christian context and consider how such values impact upon Christians in their day to day life. Children are very well cared for and they, in turn, are kind and supportive of each other. They talk of the school as a family and recognise that the size of their school ensures that everyone gets a chance and is known and valued. A child remarked that, 'Children and staff really support each other and try to be good sports, even when facing competition from teams from much larger schools.' The importance of succession planning is recognised and governors are committed to giving access to training programmes where individual teachers wish to further their careers. The local clergy team play an important role in the life of the school. That they have a child in the school, further strengthens the links and parents appreciate their visibility on the playground and around the school. Staff value their church school status. They clearly show Christian love towards each other and one member of staff talked movingly about the care shown to her by colleagues during a period of illness. A governor talked of the school as having a, 'real heart for the children, especially those whose need was greatest'. The school has links with local faith communities and the children spoke of times when people of other faiths had come in to school to share their faith story. Areas identified as a focus for development at the last inspection have been acted upon.