



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Anne's Church of England VA Primary School, Edgeside	
Address	Ashworth Road, Near Waterfoot, BB4 9JE

School vision

At St. Anne's, we aim to be a caring, Christian school, within the community, where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can.

Our school vision is encapsulated in our school motto 'Be Awesome! Shine Bright!'

Our motto states how we should live our lives and its message is rooted in scripture:

'... let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Matthew 5: 16

'I thank you because I am awesomely made...'. Psalm 139: 14

'...I come that they may have life, and have it to the full.' John 10: 10

School strengths

- At St Anne's the Christian vision is lived out daily through it's well established values. As a result pupils and adults flourish.
- Leaders, including governors, effectively monitor St Anne's as a church school. Impactful decisions, guided by the vision, are made to nurture pupils in all areas, including those with special educational needs and/or disabilities (SEND).
- Curriculum development meets the needs and aspirations of pupils in the school community. Breakfast club and an extensive offer of enrichment activities enhance support for pupils and their wellbeing.
- The relationships between church and school are very strong and effective in supporting pupils at St. Anne's. Collective worship is enriched by the dedication of the leaders.
- Religious education (RE) is very well led. It offers a curriculum which is broad and relevant providing space for deep thinking. Effective monitoring and assessment supports the development of pupils knowledge and understanding.

Areas for development

- Build upon opportunities for pupils to engage in social action. This is so that they are equipped to tackle injustice and advocate for others.
- Enhance opportunities for pupils to learn about major world religions and worldviews. This is to enhance their understanding of cultures which they may not otherwise encounter in their daily lives.

Inspection findings

St Anne's has a nurturing and caring atmosphere that is evident from the moment you enter the school. Leaders have created a vision that supports a happy and inclusive Church school. There is a clear understanding of the needs of the community articulated through the vision and associated



values. Rooted in the Bible they are woven through all aspects of school life. They are founded on the desire for pupils to 'be awesome, shine bright'. The governors support leaders through robust monitoring and evaluation, keeping the vision central to the work of the school. They are active visitors to school, engaging with pupils and staff. They have an accurate working knowledge of the school. Strategic decisions are made with a full understanding of the working context and ethos, supporting the development of a Church school. Examples of the vision in action are showcased in the strong supportive relationships between adult and pupils.

Thoughtful leadership responds to the specific needs of the community. The curriculum is designed to support pupils in letting 'their light shine'. It promotes a sense of awe and wonder, with high aspiration for all. The impact of this is a supportive and inclusive environment which aims to meet the needs of all learners. This includes those with SEND or those who are vulnerable. Exciting enrichment activities complement the curriculum, including musical theatre, gardening, forest school and art. Pupils speak with joy about their learning experiences. These experiences, reflect the ambition of the vision, that pupils build upon their strengths and learn new things. Significant investment has been made to enhance the outdoor space. Play times are used to connect with the physical world and provide mood boosting activities and support imaginative play. Pupils are thrilled with the wide range of equipment they have, complementing the sporting activities available. One pupil said 'playtime is so much better now we have so many things we can do'. The equal value placed on pupils' learning and progress, and mental health and wellbeing are championed by parents. Pupils benefit from carefully developed strategies which are supportive in removing barriers to learning. The impact of the improvements to the quality of playtime have been seen through improved behaviour and increasing attendance. As a result of these experiences, pupils are given the opportunity to experience life in all its fullness.

Collective worship is well planned with the vision and values clearly woven through the weekly calendar. Worshipping in church, three times a week, is highly valued. The school is able to live out its values in the local community. Pupils speak about the learning through worshipping opportunities outside of school and enjoy this time. This invitational and inclusive worship is a focal point of the day. Pupils gain an understanding of how the vision impacts on their daily lives. All are invited to pray and sing during worshipping activities. Pupils are eager to answer questions and reflect upon what they have learnt and how this helps them on their spiritual journey. Regular collaborative events support the wider community bringing church, school and families together. Clearly established, structured routines and responses, illustrate its importance. Through the structure pupils are supported to thrive spiritually. Pupils in the ethos team are involved in delivering the worship programme. They speak with pride about the opportunities they have to contribute to the spiritual growth of others. They enjoy planning and delivering the worship regularly. Imaginative classroom reflection spaces offer areas for pupils to take time to reflect. Learning from whole school worship is linked with visual objects taken to display in these areas after church worship. These act as reminders about the learning that has taken place.

Highly respectful, supportive and trusting relationships bind the community together. Meeting and greeting by staff at the start of the school day nurtures positive relationships with families. Unwavering help is given to those in need. Behaviour of pupils is nurtured and shaped through the secure, trusted relationships, expressed through the core values. Behaviour is excellent. Rare disagreements are dealt with swiftly with a restorative approach, reflective of the vision, being respectful and valuing each other. Parents appreciate the practical support they receive through, for example, through the provision of breakfast and before and after school opportunities. Staff feel highly valued and supported by leaders.

Pupils are given a wide range of leadership responsibilities. They are expected to be good role models and, in line with the vision, 'be awesome and shine bright'. They are encouraged to care for

each other, being kind and respectful, building successful relationships. One example of this is the Monday mood buster’s enrichment activity. This is led by pupils who are trained as youth mental health champions. They work with small groups, sharing practical ways to help with different emotions. This has made an impact in school and at home. Parents and pupils talk about the way they have used what they are learning to help manage emotions.

Pupils engage in regular opportunities to learn about charities and wider global issues. The school offers many practical responses to national and local charities, raising considerable funds. Making a difference in the local area is important. Pupils visit the local care home, using art as a way to connect young and old. Activities like this are highly valued, reflecting the vision to be caring in the community. They also reinforce to pupils the importance of being kind and sharing talents. Work across the curriculum ensures pupils learn about historic and current inspirational people. As a result of this learning, pupils are developing an understanding about taking action to make positive changes to support others. They are in the early stages of becoming active citizens.

RE leadership is experienced and effective. The curriculum is well planned and sequenced, meeting the requirements of a Church school . Pupils’ work in books reflects learning about a wide range of religions and worldviews. Learning is enhanced with a wide range of visiting faith speakers. However, faith based visits are not developed. Regular staff training in school and through the diocese gives staff confidence to be creative in lessons. The school values its strong links with the diocese. Pupils begin every RE lesson with a time for spirituality , ‘SASA’, ‘Spirituality at St Anne’s’. This activity focuses on the value of the half term, with time for spiritual reflection captured in individuals RE books. Highly effective teaching and learning supports good progress. Pupils speak enthusiastically about RE. They are proud of the work they do and enjoy learning about different religions and cultures. They are knowledgeable about Jesus and different Bible stories. They enjoy learning about world faiths as it helps them understand the similarities and differences between faiths and are respectful of them. Through ‘big questions’ pupils are able to explore wonder concepts and understanding. Confident staff deliver engaging lessons through a variety of teaching styles including art, drama and debate. Regular monitoring and evaluation by governors and leaders is used to inform planning and progress. Leaders have robust monitoring systems that support the planning and sequenced assessment.

The inspection findings indicate that St Anne’s Church of England School VA Primary School, Edgeside, is living up to its foundation as a Church school.

Information			
Inspection date	17 June 2024	URN	119454
VC/VA/Academy	Voluntary aided	Pupils on roll	177
Diocese	Manchester		
MAT/Federation			
Headteacher	Jayne Webb		
Chair	Kathryn Slaughter		
Inspector	Tina Astley	No.	2205