

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Ann's Church of England Primary School

Vision

Where everyone matters. By providing an excellent broad and balanced education, through which Christian values permeate, we will give our community hope for their future, enabling them to flourish. We want children to become resilient individuals with the skills, knowledge and understanding to make wise choices - building a positive future for themselves and others, and understanding that everyone matters. This is rooted in Jeremiah 29:11. 'For you know the plans I have for you, plans to give you hope and a future.'

St Ann's 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.

Strengths

- Leaders have developed a Christian vision that recognises and responds to the particular context and needs of the school community. This means that pupils and adults receive the hope, encouragement and aspirations they need to flourish and succeed.
- The Christian vision enriches and moulds the curriculum, which is skillfully adapted for those who experience barriers to learning. This enables learners to access the curriculum, progress and thrive.
- The strength of the school's relationship with the local church community reaps many benefits. It enhances development of collective worship and significantly contributes to individual spiritual development.
- The vision, which inspires a culture of care and the provision to promote good mental health and wellbeing in school, is impressive. This means that school is seen as a calm sanctuary where people feel safe to learn and thrive.
- Subject leadership and the teaching of religious education (RE) are strengthened by strong partnerships with the diocese and a local cluster of schools. Consequently, pupils have a sound knowledge of Christianity and a range of world faiths.

Development Points

- To develop a stronger understanding of what spirituality means at St Ann's. This will lead to a deepening of spirituality as pupils progress through school.
- To enhance the depth of understanding of a range of non-religious worldviews. This will ensure that the RE curriculum is well balanced and diverse.



Inspection Findings

St Ann's primary school is a tranquil oasis that welcomes and envelops those who enter. The Christian vision is at the heart of its work and leaders drive it with passion and determination. 'Everyone matters' and people feel encouraged to have a voice. The biblical roots of the vision are highly relevant to the context and needs of the school community. The chosen words from Jeremiah, 'You know the plans I have for you', recognise how all are given an equal chance of success here. The Christian values underpinning the vision are a daily expression and reminder of how life is lived in the school. They enable pupils and adults to flourish in this distinctly Christian environment. Leaders are outward facing and embrace links with a range of formal partnerships. This engagement deepens the impact of the vision and moves the school forwards with challenge and imagination. Evaluation of the vision by leaders and governors is continuous and incisive. This improves, in particular, the quality of RE provision and enables staff development opportunities to be targeted. As a result, Christian leaders at all levels are nurtured and flourish.

The vision ensures that the curriculum is carefully planned to meet the diverse needs of pupils. Content is chosen that benefits and develops learners, addressing gaps in knowledge and experience. Pupils experiencing barriers to learning access language interventions. This helps those with English as an additional language (EAL) access the curriculum. Pupils who have special educational needs and/or disabilities (SEND) are quickly identified and provided with individualised support and resources. A skillfully adapted curriculum means that they are fully included and have the aspiration to progress and achieve. The curriculum is enriched by a myriad of experiences contributing to spiritual development. During an overnight camping trip, pupils sit on a hill and gaze with awe and wonder at the stars. Theatre workshops, instrumental tuition and choral singing allow pupils to express themselves with pride. Their stunning artwork values their talents and allows individual creativity. However, not all staff or pupils have a clear and explicit understanding of spirituality. This limits opportunities for a progressive deepening of spiritual development.

Collective worship is valued as an important start to the day where members of the school community are welcomed and included. Pupil worship warriors enthusiastically participate in acts of worship, exploring the vision and values. For example, their re-enactment of the story of Jesus calming the storm helps pupils to consider how Christians find peace from trusting Jesus. Adults feel uplifted by pupils' joyous singing, which brings a deep connection within the school community. Music, prayer and reflection extend thinking around values. This demonstrates how spirituality is valued and developed within collective worship. Pupils write prayers thanking God for creation. They share school prayers at home, for example at mealtimes, evidencing their own spiritual journey. Collective worship is enhanced by the established partnership with the local church community. The close proximity of the school and Anglican church is a powerful symbol. It reflects how well they work together to nurture faith and spiritual growth. Clergy promote the Christian vision and values when leading worship in school. Pupils celebrate Christian festivals on visits to church, including Christmas and Easter. They also build up caring relationships with parishioners who volunteer in school. This motivates them to participate in church events such as Messy Church.

The Christian vision is uncompromising in the expectation that everyone in the school community is valued and has an important role to play. Adults describe themselves as a family of individuals who 'all have a chance to be somebody.' The school knows its families well. Relationships are characterised by respect, trust and high expectations of personal behaviour. Pupils play happily together and display focused learning behaviour, leading to



harmonious social times. Promotion of wellbeing is a priority and the school is adept at recognising those who need additional support. The school therapy dog gently helps very young pupils to gain confidence and language skills. Quiet spaces around school, including the blue room and sensory garden, have a calming effect for those feeling anxious. Pupils acquire strategies to manage their own emotions, leaving them ready to learn. The investment in pastoral systems and targeted interventions means that those who feel vulnerable receive help during times of difficulty. The curriculum gives pupils a good understanding of difference and diversity. They express the importance of not judging and treating everyone fairly.

The vision is evident in the actions of the school community as they live out the Christian values. While exploring the value of peace, 'peacemakers' help to resolve friendship issues. Members of the pupil parliament represent pupils' views on sustainability at meetings with local schools. This engenders an active culture of justice and responsibility. They speak with maturity about eco-issues such as pollution and they pledge to reduce electricity use. Residential visits to the countryside and den building activities build resilience and character. Consequently, pupils are not afraid to challenge injustice and they speak confidently about discrimination and inequality. They discuss the value of courage and role models who inspire them, for example, Rosa Parks. Church members are positive role models who collect and distribute food and uniforms to families. This inspires pupils to instigate a range of social action projects. For example, they make and sell crafts, raising money for a local hospice. Others are moved to serve the local community and deliver handmade Christmas cards to residents. Well-developed woodland areas allow pupils to experience the beauty of nature and take care of wildlife. The vision encourages pupils to plan for the future of the natural world. They build shelters to protect hedgehogs and plant wild flowers for bees and butterflies.

RE provision is effective. Diocesan training and input from local clergy equip teachers with a sound subject knowledge. This means that the subject is taught with enthusiasm and confidence. Subject leadership is strengthened by membership of a local RE cluster, where there is regular sharing of knowledge and best practice. Leaders monitor and evaluate teaching and learning in RE with precision. This impacts on curriculum planning and the clear sequencing of skills, enabling pupils to progress over time. From the early years, pupils build up a growing knowledge of Christianity. Young learners learn about the Bible by exploring the story of Noah's Ark through play. As they progress, pupils discuss the notion of Jesus as saviour and explain how this links to the festival of Easter. Visits to places of worship and visitors from different religions enhance the RE curriculum. This gives pupils the knowledge to confidently compare features of world faiths, for example, holy books. The enquiry-based approach to RE teaching allow pupils to debate big questions and consider their own beliefs. They discuss some features of humanism and atheism but their knowledge of non-religious worldviews is limited.

Information

Address	Lathom Avenue, Orford, Warrington, WA2 8AL		
Date	4 March 2025	URN	111298
Type of school	Voluntary Aided	No. of pupils	175
Diocese	Liverpool		
Headteacher	Kate Keen		
Chair of Governors	Shirley Cowan		
Inspector	Anne Barker		