

National Society Statutory Inspection of Anglican Schools Report

St. Anne's Church of England (Aided) Primary School

Broadway
Royton
Oldham
OL2 5DH

Diocese: Manchester

Local authority: Oldham
Dates of inspection: 9th May 2012
Date of last inspection: 9th July 2009
School's unique reference number: 105715
Headteacher: Mrs S Holt
Inspector's name and number: Mrs Gillian Rhodes 657

School context

St. Anne's Church of England Primary School, Royton is a larger than average primary school where most pupils are from white British backgrounds. The percentage of pupils whose first language is other than English is above average and these children are mainly of Pakistani or Bangladeshi heritage. The percentage of pupils with a statement of special educational needs is above average but the overall percentage of pupils with special needs or disabilities is below the national average.

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

St. Anne's is a welcoming, nurturing school with close links to the nearby church and its community. Christian values underpin school relationships and behaviour management rewards systems and these values are increasingly expressed overtly and with confidence by most stakeholders. The children speak with pride of the Rights Respecting School Award and leaders help them to understand how the principles of this Award support the Christian values of the school. The Golden Promise badges are worn by adults who work in the school or are connected with the school as well as by the children and provide a visible reminder of the ethos of the whole community.

Established strengths

- The focus on Christian values symbolised by the Golden Promise badges and rewards system and the involvement of all stakeholders in developing these practices.
- The positive attitudes of the whole school community to collective worship and the strong links between the school and the local church clergy as demonstrated through involvement in worship.
- The work done since the last inspection to systematically assess attainment in RE and to develop an effective programme of monitoring and evaluation of standards.

Focus for development

- To embed the programme of assessment and evaluation of RE to ensure standards for pupils of all abilities, including those for the most able pupils, are demonstrated by all evidence, including writing
- To ensure that pupils understand that the Christian character of the school is the basis for their involvement in supporting local, national and international communities and that they develop understanding of how Christian values link to everyday life, relationships and community contribution.

- To take account of the results of evaluation of collective worship by pupils in order to increase the variety of worship opportunities and their involvement in them, particularly in planning and leading worship.

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

All pupils at St. Anne's are cared for with respect and compassion. Pupils support each other with learning and friendships and they are becoming increasingly aware and able to articulate how this stems from the school's Christian character and ethos. The spiritual development of the children is well supported by shared times of quiet reflection such as the lighting of a candle at the end of a Year 5 RE lesson. The role the children play in local, national and global communities is developing successfully through fund-raising appeals for charities and especially through the Connecting Classrooms link with Pakistan. Some children are aware that this is an important aspect of the Christian character of the school and older school council members were able to explain why these links were important. The symbolism of the dove on the school logo, linked to doves labelled with Christian values displayed around school is helping to make the values explicit and provide a sound basis of understanding for the community as a whole and children individually. This understanding is supported well by the school motto 'Growing Together to Flourish in God's World'. The school's status as a Rights Respecting School successfully links Christian values to practice and relationships such as expectations for playground behaviour.

The impact of collective worship on the school community is good.

Children have positive attitudes to worship and adults in school share this positive view. The different types of worship - whole school, class worship, worship in church – are enjoyed by all stakeholders. Children spoke with enthusiasm of how they enjoy being asked by the vicar when he is leading worship to come to the front to take part. St. Anne's pupils are familiar with Anglican traditions and practice through regular use of the Lord's Prayer, blessings, prayers and hymns. Displays in classrooms demonstrate how well children develop spiritually through writing their own prayers linked to festivals, events and issues under discussion in class. Worship is planned co-operatively by the headteacher and vicar and is a significant element of daily routine and practice in school. Parents regularly take the opportunities offered to attend class assemblies and the children speak of how they enjoy hearing about the good work other children have done. In the evaluation of worship carried out by the school Year 6 children highlighted the calming effect of worship and how worship guides them 'along the right way'. Reception children told their teacher how worship helps them understand how to be a good friend. The headteacher, in co-operation with other senior leaders and the vicar, has developed a programme of evaluation of worship and the findings of this evaluation are influencing future worship planning.

The effectiveness of the religious education is good.

Assessment of religious education is developing as a very positive feature of school development. Assessment data shows that children are making average progress and achieving expected standards. Teachers set interesting learning challenges and use Assessment for Learning strategies to increase active involvement by learners in meeting these challenges. 'Pupils can' statements for each level support staff confidence in assessing accurately and this is an important priority in the school's development plans. Monitoring of RE is systematic and feedback is given to individual teachers. Differentiation is largely by outcome and this means that less able children's work can lack detail and the work of the most able children does not always demonstrate their depth of thought and understanding. Marking of work, however, makes positive reference to the discussions which often precede the written activity and helps children by suggesting how work can be improved. Learning about religions leads successfully into learning from religion and children in all year groups are encouraged to relate what they are learning to their own experiences and those of their friends and families. Year 6 work on the Stations of the Cross related the Stations to events and issues in their own lives and highlighted Christian values of compassion, forgiveness and hope. St. Anne's is developing an appropriate balance in RE of study of Christianity and other

faiths to reflect the demographics of the school and local populations. Muslim children in school enjoy sharing information about their faith and the visits of link teachers from Pakistan prompted greater awareness and interest in this and wider cultural experiences such as cooking and food. The RE co-ordinator has developed systems of monitoring and evaluation which are working well to raise teacher confidence in the teaching of RE and in the assessment of attainment and progress. In a Reception lesson children were able to think about sharing and fairness and it was emphasised that this was expected of a good Christian. In a Year 5 lesson on weddings and the importance of vows, pupils successfully made a clear distinction between important vows for life and promises relating to minor routines. References to Bible stories could be more explicitly made in lessons and discussions of values could be related more readily to the principles and practices of other faiths, particularly to those of children in school.

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

Self-evaluation leading to development and improvement is a strengthening feature of St. Anne's as an increasingly confident Church of England school which puts Christian values at the heart of its mission. The headteacher has a clear vision for the future development of the school and this has been formulated on the basis of thorough and honest evaluation using the self-evaluation toolkit. The vicar, who is also a member of the governing body, was involved in the self-evaluation process. School leaders are working successfully to communicate the vision to the children and their parents. Through the school council children have leadership roles and they are eager to take on more responsibility and help to make a difference to their school. School councillors highlighted innovations such as the Golden Promise badges and systems as being very successful in improving the school. Forgiveness plays a significant part in the behaviour management system and children value the opportunities offered to say sorry and move on. They credit the headteacher with these innovations and understand the reasons for them. Links with the local community are strong and the private providers of out-of-hours care and pre-school learning have well-established co-operative links with the school. Local clergy work in partnership with the school, supporting worship, RE and the pastoral needs of the school community. Joint services and social events are held for school and church and are highly valued by parents and governors. The school building is used for church meetings, uniformed organisations and other activities and events and this fosters a spirit of co-operation and community identity. The headteacher and governing body are looking forward to the potential opportunities offered by the relocation of a large, culturally diverse secondary school to the area, hoping it will bring increased opportunities for multi-cultural and multi-faith partnerships.

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