

**St Anne's Church of England Primary School**

Bristol Road  
Hewish  
Weston super Mare  
BS24 6RT

**Diocese: Bath & Wells**

Local authority: North Somerset  
Dates of inspection: 15 March 2011  
Date of last inspection: 17 October 2007  
School's unique reference number: 109217  
Headteacher: Ms Helen Heap  
Inspector's name and number: Rosemary Bartlett - 120

**School context**

St Anne's Church of England Primary School, situated between Congresbury and Weston super Mare, has a wide intake of pupils from both the local community and the surrounding area. There are currently 171 pupils on roll. The new headteacher took up her post in January and there is a good balance of established and newer staff. The school buildings include the original Victorian school together with free standing classrooms. There are extensive grounds and play areas and the site is secure and well managed.

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

The distinctiveness and effectiveness of St Anne's Church of England Primary School as a church school are good, with areas of outstanding practice. There are very good links with the local church and the diocese. Pupils are happy and confident and there are good links with their families.

**Established strengths**

- The clear Christian vision and values, which are exemplified in school life
- The outstanding way in which the school responds to individual pupils' strengths and needs
- The outstanding, growing, opportunities for spiritual development
- The strong links with the church

**Focus for development**

- Further explore and embed Christian values in the school's daily life
- Develop the use of meditation across the school
- Continue to extend pupils' understanding of world faiths
- Provide further opportunities for the learners' council to be involved in planning for collective worship

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

Christian values are clearly exemplified across the school community. The headteacher and staff team provide consistent role models of relationship based on respect, trust and commitment. This is well reflected in the caring, thoughtful way in which the children relate to others. Their awareness of one another is shown in their many spontaneous acts of kindness, such as helping a friend in need. The school ethos is exceptionally inclusive and welcoming. Pupils' individual strengths and needs are recognised at an early stage, and they are outstandingly well met. This is achieved through the good quality of connections with pupils' families, the very effective individual approach for each child and the good liaison with

support agencies. Pupils feel happy and safe in school. Opportunities for their spiritual development are outstanding. The school has a very clear approach to this area in which it is very well supported by the vicar and the local church. A good start has been made in developing pupils' meditation skills. From a short session with younger pupils observed during the inspection, it is clear that pupils are responding very naturally and are enjoying these opportunities for stilling. Visual reminders of the spiritual dimension are evident in all areas of the school including the classrooms, which each have an attractive and varied space for quiet reflection, well matched to each age range. Religious education (RE) contributes very well to opportunities for pupils' spiritual, moral, social and cultural development. Examples of good learning opportunities were seen when older pupils were considering milestones in the journey of life. Very effective reference was made to key events in the teacher's own life story, which the pupils clearly enjoyed sharing. Good use of questioning also contributed well to learning. Another class exploring the significance of pilgrimage also benefited from hearing examples from the teacher's own experience. Images of pilgrimage sites from different world faiths effectively contributed to pupils' understanding of and respect for different religious practices. Confident teaching and good use of support staff contributed well to pupils' learning. In KS1 very effective use was made of beautiful and powerful images of nature, together with music, which had a palpable effect on the children. The school now plans to develop the use of meditation across the school, and to continue to extend pupils' understanding of world faiths. Pupils have a clear understanding of the importance of healthy eating and evidence from a recent residential trip showed that salad and fruit had become a preferred choice! The varied PE curriculum and a good number of clubs contribute well to pupils' physical well being.

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

Pupils enjoy collective worship and clearly feel involved. They are attentive and responsive. One pupil said: "I like it when we sing songs" and another added: "I like it when Matthew (the vicar) tells stories". They enjoy the contribution made to worship by the church run drama club. The act of worship attended during the inspection followed on from Ash Wednesday, which had included an opportunity for those who wished it to have an ash cross marked on their forehead. The theme was on sharing, the youngest pupils showing their ease and confidence in their responses: "I do share out my treats", "I'm going to share my treat with Mrs Heap". Their confidence showed also in unprompted comments: "Some people died in Japan", "There's been a big wave". There was a sense of reverence and stillness at the close as pupils sang beautifully 'Oh Lord, hear my prayer', with a time for reflection on sharing between the verses. Music contributes well to the spirit of worship, both live piano and the good choice of recorded music such as Grieg's 'Morning'. The further impact of worship on pupils' lives in school and beyond was seen in the invitation to reflect on whom they could help: "Will you take the risk of sharing?"

Pupils are becoming increasingly involved in prayer. A member of the recently formed learners' council described how he is learning to meditate using a Christian prayer mantra. There are opportunities for prayer across the school. Pupils' individually written prayers are to be seen both outdoors and indoors. The school is developing opportunities for the learners' council to be involved in planning for collective worship.

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

The school leaders' and governors' Christian vision is outstanding. Key Christian values already underpin the school's daily life and the school now plans an ongoing exploration and further embedding of these values. Spiritual life is at the heart of this church school. A creative new policy for spiritual development, to underpin the whole curriculum, has been drawn up. Opportunities are available for both pupils and adults. Meditation through 'soul gym' is being trialled by both adults and pupils, with guidance and support from the vicar and the local church. School policies are increasingly being brought in line with Christian values, as seen in the recent development of the positive behaviour system (PBS), the school working in close partnership with parents. Pupils are given increasing ownership of the implementation of policies. This was seen in the election by the pupils of PBS captains who look out for examples of values such as empathy shown in the school's daily life. As a result, positive behaviour is flourishing. Staff professional development and support are priorities.

This is reflected in the strong teamwork and continuity of the staff. Leadership of RE and collective worship is good. The school has fully addressed the key issues identified for action in the last SIAS report.

SIAS report March 2011 St Anne's Church of England Primary School, Hewish BS24 6RT