



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Anne's Church Academy, Weston Super Mare	
Address	Hewish, Weston-super-Mare, BS24 6RT & West Wick, Weston-super-Mare BS24 7JU

School vision
<p>'Learn to Love and Love to Learn' taken from 1 Corinthians, Chapter 13. In verse 13 of this chapter, Paul says, "So now faith, hope, and love abide, these three; but the greatest of these is love."</p> <p>The vision of the Trust is 'Students first, cherishing staff and serving communities.'</p> <p>These two visions are inextricably linked because we put pupils first in all that we do. We provide a high quality education within the context of Christian belief and practice. We promote Christian values, where everybody is valued and respected. We have a strong sense of family and love is tangible as you walk through the doors. We have an open door policy where parents and carers feel they can seek support from all staff, particularly our learning mentors on both sites.</p>
School strengths
<ul style="list-style-type: none"> <li>• The distinctive Christian vision gives clear strategic direction for school improvements. Pupils understand what the vision looks like through their rich understanding of Christian values. As a result, pupils treat one another with a high degree of dignity and respect.</li> <li>• The vision inspires staff to reach out and support families in the community. There is a pervasive culture of inclusion, meeting pupils' needs and changing lives.</li> <li>• Leaders of religious education (RE) are passionate and enthusiastic about their subject. They ensure it has a high profile, introducing new approaches which effectively engage pupils.</li> <li>• The Priory Learning Trust (the trust), local churches and the diocese make significant contributions enriching the school's provision. Leaders are ambitious and totally dedicated to the work of this Church school.</li> <li>• The vision shapes the provision for the mental health and wellbeing of staff and pupils. It shapes a warm caring community where all feel valued and flourish.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure opportunities for spiritual flourishing are identified in the curriculum. This is to enable pupils to develop the language to express their responses to these experiences.</li> <li>• Deepen pupils' knowledge of religious vocabulary and concepts in RE which they are confident to articulate and use in response to big questions.</li> <li>• Create an approach to monitoring which enables the school to recognise the impact which its vision has for all pupils. This will lead to ongoing foci for improvements.</li> </ul>
Inspection findings
<p>The Christian vision is the heartbeat of this school, providing clear strategic direction for improvements. The vision of sharing God's love addresses the needs of the community which it serves. The vision is lived out in the way staff build trusting relationships with families and provide</p>

nurture. Staff perceive their role as living out the vision so all can see the difference it makes. Pupils use the language of Christian values deepening their appreciation of the vision. Opportunities woven throughout learning enrich pupils' understanding of Christian values. This enables their importance in different areas to be recognised. Pupils, of a religious faith or none, articulate where Christian values make a difference. The vision creates a tangible culture of being a family, where all are special to God. Leaders are ambitious, totally dedicated to this Church school. They are relentless in exploring best practice. The trust and local governors are improving approaches to monitoring, evaluating the impact new initiatives make. However, there is not a systematic approach which ensures all aspects of a Church school are considered.

Staff live out the vision by removing barriers to pupils' learning, enabling them to fulfil their God-given potential. The vision of enabling all to shine shapes the curriculum so that it addresses pupils' diverse needs. Staff ensure all pupils are fully included in activities, so they feel valued. Expert leaders for special educational needs raise staff skills and knowledge. These leaders work with the trust, sharing good practice across other schools. Specific needs are recognised quickly, leading to personalised support. Bold decisions by leaders led to employing learning mentors, who work with families, raising aspirations and changing pupils' lives. Pupils are supported to recognise their emotions, using agreed strategies which help them to be calm. This is enhanced by the provision for mental health and wellbeing, which is guided by the vision. Pupils draw from a toolkit of ideas, often developed in forest school. Parents appreciate workshops which enhance their wellbeing. As a result of its vision, the school welcomes all through its inclusive culture.

'Learn to love, love to learn' summarises St. Anne's vision for each pupil. Leaders explain that each person is wonderfully made and special to God. They talk of everyone as being 'capable of extraordinary achievements'. The vision inspires the creation of a culture of high expectations. A language of being the best you can be and Christian values permeate learning. Pupils feel safe, recognising that mistakes lead to further progress. They make choices about the level of challenge in the work. Pupils take ownership of learning, consistently selecting experiences which grows their resilience. Pupils say 'we can then learn even more'. Visitors from a variety of careers widen pupils' awareness of what they can do in the future. This grows pupils' confidence in what they can achieve. Staff flourish, because of leaders' support to grow their talents and take on further leadership responsibilities. Recent training raises the importance of spirituality. However, opportunities for spiritual flourishing are not an intrinsic part of the curriculum. This limits the extent to which pupils can express the way that opportunities for spiritual development impact upon them. Activities to deepen pupils' understanding of diversity are woven throughout the curriculum, so they see everyone as being special. Well-planned experiences significantly enrich pupils' awareness of injustice and deprivation. Recognising injustice begins within the locality, with pupils challenging their Member of Parliament through climate change posters. This leads to support for the foodbank and caring for God's world. Pupils are nurtured to grow leadership skills through a variety of projects and responsibilities. Links with a Kenyan school lead pupils to recognise the needs of others. As a result, they fund growing crops so all at the Kenyan school can enjoy a lunch. Imaginative approaches see pupils become reporters, sharing local 'good news' through the trust's newspaper. More pupils confidently become independent agents for change and live out the vision of love.

The vision is lived out in the way that pupils draw upon Jesus' teachings about how to live well together. There is an inclusive, equitable culture where all show a high level of respect for one another. Pupils treat everyone well. They draw on Jesus' ideas of forgiveness enabling them to move on together.

The school lives out the trust vision of serving its community with love. Its partnerships bring a range of expertise, notably where the trust has identified new research. Staff work with other schools, sharing their high quality practice, notably in curriculum development. This sees their vision making

a real impact beyond the school.

Collective worship is shaped by the vision, deepening pupils' understanding of its significance. It is inclusive and allows all to contribute with integrity. Worship is often inspirational, challenging pupils' ideas, inspiring them to make a difference. Older pupils have the opportunity to regularly plan and lead worship in other classes, which contributes to their spiritual growth. Visiting clergy add variety to worship which all value. Local churches cherish school links, giving pastoral support and leading joint celebrations, growing awareness of Christian festivals. Pupils say they appreciate sharing ideas with God or to be calm. They have a growing awareness of spirituality and its importance. The leaders' worship plans ensure there are clear themes which are progressively developed. Class discussions extend pupils' understanding of the significance of new ideas to their lives and thinking. Pupils' suggestions for improvement led to a dedicated time to reflect in worship. Governors' monitoring led to worship having a consistent structure. This enables pupils who lead worship to use this, providing continuity.

The high profile of RE and the quality of provision directly derives from the expertise and enthusiasm of subject leaders. They are ambitious to draw on best practice to raise the impact. Through partnership with the diocese, the school adopted the 'Understanding Christianity' resource. This strengthens staff and pupils' knowledge of Christianity. A well-sequenced curriculum is established with detailed lesson plans for each unit. This, along with visits and visitors, enriches understanding of worldviews, so pupils appreciate how belief influences action. Pupils feel challenged in responding to big questions. Debates are lively, pupils verbalise ideas, listen to others and refine their views. These stimulate pupils to think at a deeper level. An understanding of specific religious vocabulary and concepts is growing, but not fully developed. The vast majority of pupils enjoy RE and explain its significance for their thinking.

The quality of teaching in RE is good and rising, with examples of high-quality practice. Staff effectively moderate assessments. This enables gaps in understanding to be recognised and further activities put in place to address this. Pupils flourish in RE, they make good progress, with several working at a higher level. What stands out is the way vulnerable pupils are integrated into learning. This support enables them to demonstrate their understanding, so they frequently do better in RE than other subjects.

The inspection findings indicate that St Anne's Church Academy is living up to its foundation as a Church school.

Information			
Inspection date	6 November 2023	URN	145631
VC/VA/Academy	Academy	Pupils on roll	389
Diocese	Bath & Wells		
MAT/Federation	Priory Learning Trust		
Headteacher	Emma Hardy-Smith		
Chair	Kate Sargent		
Inspector	David Hatrey	No.	844