

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Standish Lower Ground St Anne's Church of England Primary School	
Address	Wigan Lower Road, Standish Lower Ground, Wigan, WN6 8JP
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Excellent

School's vision
Matthew 5:16 'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Allowing the light of Jesus to radiate from us so we can: realise our potential, show others the best we and they can be, transform and improve society, by our example. We have the highest expectations and aspirations for all our school family so we can... nurture, grow and achieve.
Key findings
<ul style="list-style-type: none"> • School leaders have established a Christian vision which truly reflects the local context, inspiring a welcoming, diverse community. However, the way this vision is articulated through school policies and procedures is less consistent. • Leaders at all levels are motivated by the vision to 'nurture, grow and achieve'. This empowers them to make bold, strategic decisions to support pupils to overcome challenges. Therefore, pupils, including those considered to be vulnerable, flourish. • The whole school community are highly supportive of each other. Consequently, the wellbeing of pupils and adults is good. Opportunities for pupils to identify and challenge injustice in the wider community are less developed. • Collective worship is vibrant, engaging and motivational. Pupils demonstrate an eagerness to be more involved in the planning and leading of worship. • Highly inspiring RE teaching, combined with a creative curriculum, excites and motivates pupils. Consequently, pupils gain a deep understanding of various faiths and worldviews. RE is extremely inclusive and pupils make excellent progress.
Areas for development
<ul style="list-style-type: none"> • Further enhance the way the Christian vision is understood by parents and the wider community. This is to deepen their understanding of St Anne's as a Church school. • Extend opportunities pupils have to initiate, participate in and lead social action projects. This is to enhance the way they are able to challenge injustice, locally and globally. • Develop pupils' roles in planning and leadership of collective worship. This is so that worship is enriched further and positively impacts on pupils' spiritual development.



Inspection findings

St Anne's school is a beacon of light in the local community. Inspirational leaders are passionate in urging everyone to live out the Christian vision. Pupils and adults encourage each other to uphold the vision and shine by celebrating achievements and going the extra mile in helping others. School visitors are invigorated through the perceptible transformative faith expressed, one saying, 'It is a very special place'. Teachers and other staff work together cohesively, sharing gifts and skills together so all shine in their various roles. Leaders are quick to spot aspirational potential and support staff in developing further skills. School leaders ensure new staff are well-equipped for their roles in a Church school. They provide successful induction and mentoring, making good use of effective training links with the local diocese. Courageous and strategic decisions in appointments and resourcing are guided by the words of aspiration in the vision. All governors' meetings are attentive to the Christian vision which underpins all their discussions. They maintain a visual presence in school and work closely with staff, so have robust self-evaluation processes. Subsequently, supportive measures are rapidly put in place where any issues identified. Carefully selected enrichment activities enhance pupils' learning significantly through broadening their experiences. Therefore, all pupils are nurtured to grow and achieve their best, both academically and in their personal development.

The vision to create opportunities for all to shine is at the forefront of the vibrant forest school. Pupils articulate enthusiastically about how learning in the outdoors helps them become more confident through facing different types of challenge. Leaders intentionally provide wellbeing strategies, so pupils develop resilience to help themselves at times when they might face personal challenge. The impact is significant, within and beyond school. Pupils demonstrate a remarkable depth of compassion and understanding for each other's needs. They sensitively allow each other the space to reflect at times of emotional challenge. Parents speak warmly about how their children overcome difficulties and make unanticipated progress.

The highly inclusive nature of the school shines like a ray of light to those in need. Asylum seekers and refugees are welcomed enthusiastically. The whole school community is drawn to act generously with empathy and practical help. Pupils are eager to learn from others, cooperate and find ways they can share commonality. Pupils sparkle with enthusiasm in describing how everyone has a light within them. They explain that we are all the same, even though we may look different or have different abilities. Difference is embraced as a strength, enriching the school community through sharing experiences, languages and faiths. There is a strong culture of respect for all. Pupils know that when things do go wrong, they can experience forgiveness and have a fresh start. Staff attentiveness and deep understanding of pupils as individuals, mean that escalation of challenging behaviour is rapidly avoided by timely intervention. Parents have great confidence that there is always someone for their child to discuss problems with. The school community shines brightly in its mutual care.

Pupils feel that their voice is heard through various school councils which also provide opportunities for pupils of all ages to develop their leadership skills. They know that they bring joy to others through social action projects they support, such as Children in Need and local food banks. Pupils are beginning to be more aware of challenges that people face in the wider world. However, opportunities to initiate and lead responses to injustice that they perceive are underdeveloped. Staff also express how well supported they are by leadership, governors and clergy living out the vision. Staff go 'above and beyond' in their nurture of pupils. Prayerful support, offered between adults and pupils, demonstrates the caring culture of the school and a deep sense of spiritual awareness. Pupils of all faiths are encouraged to



pray in the style and language they are comfortable using. The use of items such as a singing prayer bowl increases the sense of inclusion and togetherness in class prayers.

Pupils buzz with excitement discussing the vibrant collective worship which is at the heart of this school. Pupils and adults appreciate it as a time for joyful gathering and poignant reflection. Their worship experience is deepened through incorporating elements of worldwide Christian worship styles. Meaningful times of reflection makes it highly accessible to people of different faiths or world views. Bible stories are engagingly presented through drama, puppets and video, with pupils enthusiastically taking part in readings and prayers. Pupils' hopes and aspirations are raised through weaving a focus on people who overcome challenge into termly worship planning. Times for spiritual development extend throughout school. Pupils know they can 'take a moment' to pray, express awe and wonder or simply reflect anywhere. Their evaluations of worship have a marked impact on its provision. However, opportunities for them to use their enthusiasm to participate in planning and leadership roles in worship are less developed.

The links with the local church community are strong and highly supportive. For instance, they provide compassionate 'bags of love' for each new starter and a welcoming smile with toast each day. Clergy are a frequently visible and much-loved presence in school. Their creative leading of worship (both indoors and outside) are highly valued. They unhesitatingly provide pastoral and spiritual support. This has evolved into a monthly church service which takes place in the school. This strengthens mutually beneficial links and enriches the provision of worship for the whole community. Pupils are transported to the local church for celebrations of major Christian festivals. These are valued as a meaningful time of spiritual enrichment for pupils, staff and families.

Through highly successful RE, pupils develop excellent religious literacy, philosophical skills of enquiry and deep theological understanding. High quality teaching is monitored rigorously and swift subsequent action taken when needed. Pupils encounter a rich creative programme, including visitors and an Easter residential visit for older pupils. They apply their understanding to high quality artwork representing the key events in Christianity, in an accessible format to all. Pupils have an exceptional appreciation of Christianity as a living and world faith. Exploration of crosses from round the world enriches pupils' understanding of persecution and celebration, forgiveness and reconciliation. RE is transformational in developing understanding of how the school's Christian vision is understood by other faiths and worldviews. Pupils confidently and enthusiastically articulate the application of their learning with great maturity and respect for others.



	The effectiveness of RE is		Excellent
	<p>The skilled RE subject leader ensures a highly planned creative curriculum, interspersed with challenging questions. Pupils therefore have regular and frequent opportunities to reflect deeply and think critically during RE lessons. Exceptional evaluation systems mean that they fully understand how to improve. Therefore, pupils, including those considered to be vulnerable and those who have special educational needs and/or disabilities (SEND) make rapid progress.</p>		
Information			
School	Standish Lower Ground St Anne's Church of England Primary School	Inspection date	16 June 2023
URN	106468	VC/VA/Academy	Voluntary aided
Diocese/District	Blackburn	Pupils on roll	137
Headteacher	Lynne France		
Chair of Governors	Andrew Brown		
Inspector	Jan Potter	No.	939