

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Anne's Church of England Primary School

Vision

'Do everything in love' - 1 Corinthians 16:14

At St Anne's C of E Primary School, our vision of "Do everything in love" (1 Corinthians 16:14) inspires and shapes our community. This biblical teaching emphasises the importance of love in all aspects of life, guiding how we interact, learn, and grow together. By embracing this vision, we encourage pupils to approach their learning, friendships and challenges with kindness, understanding and patience. It serves as a daily reminder that love, in its many forms, is a powerful force for good, fostering a harmonious environment where everyone can thrive.

St Anne's Church of England 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

- The school's values and vision of 'do everything in love' have been carefully embedded and are clearly lived out by leaders at all levels. This drives both day to day and strategic decision making, having a transformational impact on the whole school community.
- Collective worship is a joyful time for the school community to unite together. It is thoughtfully and collaboratively planned to ensure that it is meaningful, which leads to spiritual flourishing. It is greatly enriched by precious partnerships with local churches.
- There is a tangible culture of love throughout the school where pupils and adults feel welcomed, supported and valued. This enables the school community to thrive.
- Leaders have implemented an effective religious education (RE) curriculum which builds on knowledge, provides rich experiences and encourages deep thought. As a result, pupils make good progress over time.
- The vision and context of the school have informed curriculum content. Strong knowledge of the community and pupils has led to the development of an appropriate curriculum. These rich opportunities lead pupils to flourish.

Development Points

- Extend the opportunities for spirituality in a systematic way across the curriculum. This is in order to build on the impact that they have on pupils' spiritual development.
- Develop the opportunities for pupils to respond to issues of justice beyond their local community. This is in order to enhance their understanding of responsibility and allow them to make a positive difference on a wider scale.



Inspection Findings

At St Anne's Church of England Primary School, leaders have successfully reviewed the vision of 'do everything in love'. This was complemented by a launch of new values which were chosen in partnership with pupils, parents, staff and governors. Together, thoughtful implementation of the vision and values has led to transformational impact. Leaders, with high aspirations for their school, ensure that the vision permeates school life, driving decision making. Training for staff and enrichment days for pupils and adults on the vision have supported it to become a living reality. This means that pupils and adults have a clear understanding of the ways in which the vision has enabled them to flourish. The staff team's commitment to the realisation of the vision has been redoubled by the headteacher's passionate spirit. Systems implemented enable school leaders, including governors, to monitor and evaluate the effectiveness of the school, as a church school. As a result, leaders are focused on ensuring the vision is having its intended impact.

A strong culture of nurture and love is felt within the school. People within the school community are supported and enabled to thrive as part of a welcoming environment. Positive relationships are fostered and are underpinned by trust. An 'open door' policy gives staff and parents the opportunity to be able to share concerns. This is widely appreciated and as a result, issues are dealt with quickly and in a kind manner. Staff are enabled to flourish due to the high-quality support they receive from leaders and colleagues. Mental health and wellbeing are a priority within the school. Individualised support is put in place for pupils in a bespoke manner. This is enhanced by intentional and open communication between the school, families and professionals. Consequently, barriers to learning are removed and outcomes for pupils are improved.

Daily collective worship is an important time for the whole school community to unite. Pupils bring their class lilies, the flower of St Anne, to a shared vase during worship. This symbolises the coming together of the school. Equally, the lilies are collected at the end of worship, sending pupils back to their classes, taking the message that they have learnt with them. This encourages lessons from worship to be integrated into daily lives, prompting further spiritual flourishing. Time spent together in worship is valued and, whilst joyful, brings a sense of calm. One pupil commented that in collective worship, 'all my worries have disappeared.' Pupils and adults are invited to reflect and respond to big questions which require them to think deeply about themselves, others and the world. This contributes to their spiritual flourishing. The collective worship 'think tank' group thoughtfully and collaboratively plan worship. This brings a shared understanding in the leading of collective worship and supports cohesion across the week. Consequently, themes for worship each week are built upon and reinforced by different worship leaders. This enables the teaching to be meaningful and impactful on pupils and adults. Partnerships with local churches enhance times of worship. Church services are special occasions within the school year. Parents are welcomed to services at times such as Harvest and for the Christingle service, unifying the wider school community.

The curriculum has been built on the school values of resilience, creativity, respect and joy. Opportunities are provided to bring learning to life and links with the community are fostered. Careful consideration has been given to the ways that the curriculum is accessible and allows pupils to succeed. Specific adaptations have been made to learning for vulnerable pupils and those who have special educational needs and disabilities (SEND). Staff know the pupils extremely well, which allows them to implement support, that enables pupils to overcome barriers to learning. The curriculum is enhanced with opportunities for real-life experiences to inspire awe and wonder. For example, in learning about World War Two, Year 6 pupils were visited by a local resident linked with a local manor house that was used to keep German prisoners of war. Opportunities such as this allow pupils to become immersed



in their learning and inspire them further. Spirituality is expressed through 'relationship hearts,' which closely links with the school's vision. Through these hearts, pupils are able to think carefully about themselves, others, the divine and the natural world. There are meaningful opportunities for spiritual development throughout the curriculum and a shared understanding of spirituality in its early stages. However, it is not explicitly planned for within each subject in the curriculum. This limits spiritual flourishing as further opportunities for pupils to develop spiritually are missed.

Responsibility is relished by pupils at St Anne's, and they seek out opportunities to lead and nurture others. They hold positions such as house captains, school councillors and worship leaders. Pupils are also empowered to run their own lunchtime clubs based on their passions and interests. For example, a Year 5 child has set up a chess club to teach others to play chess and consequently supports pupils to coach each other. This promotes collaboration and enables the development of leaders. Pupils have a strong sense of justice and are motivated to act to bring about change. This is supported by their learning throughout the curriculum, and prompts them to consider big questions. Pupils are encouraged to ask and respond to questions such as 'Is that fair?' Pupils are also motivated to act to bring about change. This was evident in the event of a recent water pipe leak that flooded the school car park, lasting days. Pupils took initiative to write to the water company to deal with this issue. The 'Agents of Change' award within school recognises where pupils are taking responsibility and responding to issues of justice. However, there are fewer opportunities to explore and respond to issues of justice on a wider, global level. Therefore, pupils lack a clear understanding of the impact they can make in creating a fairer society beyond their community.

The RE curriculum is passionately led. It has a significant status and has been carefully reviewed to ensure that it is balanced and builds on previous learning. Strong links with the diocese has supported the development of the subject. Enrichment days, in addition to weekly RE teaching, provide pupils with further opportunities to build on their knowledge of a range of religions. Pupils have confidence about the significance of the subject. They make connections between their learning and the world they live in. They recognise the need to understand beliefs and the importance of showing respect.

RE is carefully and collaboratively monitored to ensure that the curriculum is delivered consistently through high-quality teaching. Leaders have regular discussions with pupils about their learning. This helps them to assess pupils' understanding of RE and to review the impact of the RE curriculum. Regular assessment of pupil progress ensures that staff have clarity of next steps within pupils' learning journey. These assessments, along with work in pupils' books, show that pupils make good progress in the subject as a result of high-quality teaching. The RE curriculum is enhanced through experiences such as visits to places of worship. Pupils and staff show boundless enthusiasm when reflecting on their visit to experience different places of worship. These enriching experiences spark a deep sense of excitement and curiosity amongst learners.

Information

Address	London Road, Godmanchester, Cambridgeshire, PE29 2WW		
Date	30 January 2025	URN	131238
Type of school	Voluntary Aided	No. of pupils	201
Diocese/District	Ely		
Headteacher	Mark Farrell		
Co-Chairs of Governors	Vicki Wienand and Joe Gilbert		
Inspector	Rebecca Bright		