

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Anne's Academy			
Address	Hollin Lane, Middleton, Manchester, M24 6XN		
Date of inspection	20 November 2018	Status of school	Stand-alone academy jointly sponsored by the Diocese of Manchester and the Crossland Trust, inspected as Voluntary Controlled
Diocese	Manchester	URN	135313

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Excellent

School context

St Anne's is a secondary academy with 726 pupils on roll, including a small sixth form. The school has a low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. St Anne's was inspected by Ofsted in November 2017 and judged to require improvement.

The school's Christian vision

Faith in Our Future, based on three Christian themes linked to three Bible verses:
 Faith: 'With God all things are possible' (Matthew 19:26); Hope: 'For I know the plans I have for you,' declares the Lord, 'Plans to prosper and not to harm you, plans to give you hope and a future' (Jeremiah 29:11); Love: 'Love your neighbour as you love yourself' (Matthew 22:39).

Key findings

- The strong commitment to its Christian vision, particularly the ideal of love for neighbour, means that the school is particularly valued for its outstanding contribution to wellbeing across the wider neighbourhood, as well as in the lives of its own pupils.
- The energetic Christian commitment of the principal, alongside the dedication of other key staff, has fuelled the school's journey of transformation and continues to resource its search for further improvement.
- Worship secures a powerful understanding of the school's Christian vocation which inspires a profound sense of purpose at all levels of the school community. They touch people of all faiths and none.
- Pupils learn particularly well in the creative subjects, gaining breadth of experience, opportunities for excellence and enhanced self-esteem. This contributes strongly to the impact of the Christian vision.
- Learning in religious education (RE) is improving but does not yet make a strong contribution to pupils' spiritual and academic development. It does not fully engage pupils in deep thinking about theological ideas or reflection on their encounter with the beliefs and convictions of others.

Areas for development

- Embed the commitment to improving standards so that pupils' long term flourishing is secured through their better academic progress and attainment in school.
- Develop a broader range of strategies to extend student participation and leadership in spiritual development across the whole curriculum, particularly in RE and worship.
- Extend pupils' understanding of love of neighbour so that they embrace a wider sense of global citizenship.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

St Anne's Academy is distinguished by the strength of its Christian vision which has a powerful impact both within and well beyond the school campus. The principal's Christian dedication is inspirational. It has been a key driver in the transformation of the school since it became an academy within the Church of England family. Across the staff and wider community, others have caught the vision, or brought fresh insights of their own, so that there is a deep sense of moral purpose. This is shared alike by believing and non-believing colleagues and those of other faiths. A significant proportion of the staff have trained for their roles, or been promoted, within the school. Because of this, the understanding of the vocation of church schools in serving the common good has become part of their professional identity. The school touches people whether they stay or go elsewhere. For staff, this means that many have made a longstanding commitment to the work of the school. For former pupils and local residents, it means that the school is often identified as the place to which they turn when they need support in later life.

Relationships are the beating heart of the life of St Anne's. Each strand of the vision is grounded in biblical teaching but the reference to loving 'your neighbour as you love yourself' (Matthew 22:39) is the one most frequently quoted across the school. The school goes the 'extra mile' to ensure that pupils and families know that they are cared for and, because of this, there is a strong sense of trust for the school and its work. For many, the school is a family, offering a place of reconciliation and continuity. The local setting does not present wide experience of diversity but, within the environment created by the school, pupils speak simply of their acceptance of the difference of others. A confident piece of artwork in the school hall movingly expresses an older pupil's experience of exploring his sexual orientation; its prominence speaks clearly of the school's valuing of 'all God's children'. Through its gracious care the school supports the wellbeing of many. Members of the school community live well together and behaviour is generally good. Staff consistently model positivity in setting standards in the classroom and in corridors. This draws out a willing response from pupils who take strikingly good care of their school environment and treat visitors with courtesy. Every week, elderly people from the local community centre are invited into the school for a meal and are waited on by pupils. Through this and many similar activities, pupils learn empathy in the present and develop the social skills which will serve them in the future. The school is therefore working well to develop pupils' confidence to live fully in wider, more aspirational horizons.

Worship is the engine-room through which the vision of the school is driven. It is actively Christian and overtly Trinitarian while offering space for all members of the school to reflect and respond. The programme is liturgically Anglican, reinforced by strong ties with the parish church and the Bishop of Middleton. Links with other denominations and the work of the popular chaplain open up a further range of engaging Christian expression. This is augmented by premier Christian speakers and trips for pupils and staff. Learning is a strong element. This sometimes means that adults are prominent in the leadership of worship and pupils have fewer opportunities to develop a more active, participative spirituality. The experience of faith in the school has had a profound effect on many of its members with some seeking church membership and others speaking of their greater thoughtfulness around religious issues. The most striking impact of worship is in the way it inspires people to action. Pupils' work for charity, supported by programmes such as the Archbishop of York award and Humanutopia, is outstanding. For example, pupils in Year 9 work in their forms to advocate for a particular charity then promote initiatives which raise hundreds of pounds every year. Other church links such as the homelessness project extend the school's charitable reach. Despite the socio-economic deprivation which surrounds the school, pupils are energetic and generous in supporting others. However, this has not yet developed into a sense of global neighbourhood.

The improvements in RE follow the strengthening pattern of the school. Leaders value the contribution of the subject to the academic and spiritual development of pupils in a church school setting, so the subject is well supported, with specialist staffing and good curriculum time. Pupils gain a broad understanding of a range of religious and other world views in line with the Church of England's Statement of Entitlement and all pupils do a qualification in RE in year 11. The subject leader is a reflective practitioner with sound insight into how to build the curriculum to create a stronger platform for progress. For example, the team has recently adopted the

Understanding Christianity resource to build subject knowledge in Key Stage 3. Despite these developments, pupils do not demonstrate an excitement for learning in RE. Because relationships are good, pupils are receptive rather than energised and teaching does not stimulate pupils to develop deep learning or lively reflection. An exception to this is in communication lessons, taught as an adjunct of RE. Here pupils were captivated by an engaging story, and enthusiastically disagreeing in response to well-judged questioning by the Chaplain, who is a non-specialist teacher.

St Anne's has improved significantly since becoming an academy and there are many stories of the successes of individual pupils. However, the aspect of the vision which is not yet having an all-round impact is that of aspiration, because pupil's overall progress in Year 11 is not yet secure. This is not true in all cases, as vulnerable learners and those with special educational needs often demonstrate encouraging progress and outcomes in art and photography are impressive. However, the quality of teaching in these areas is not yet replicated across the school, so that pupils are not consistently handling learning with depth and fluency. Attendance amongst some pupils remains stubbornly low, and the figure for pupils staying in education, training and employment in the future remains a concern. The diocesan academy partner has recently provided additional support for school which is helping leaders analyse the quality of teaching and attainment more effectively. Governors are very proud of St Anne's and supportive of the staff, but they are also strong in their recognition that school performance must be the area in which the school improves in the future.

Principal	Caroline Preece
Inspector's name and number	Barbara Easton 852