



IQM REPORT: ST ANNE'S CATHOLIC PRIMARY SCHOOL, Nantwich

Date of Assessment: 12th March 2009

Headteacher: Sue Fau-Goodwin

School IQM Co-ordinator(s): Cath Cameron

IQM Assessors: Julie Roberts-Joyce, Jackie Redhead

Status: IQM awarded



Context of School

St Anne's is an oversubscribed voluntary aided Catholic primary school which serves the parish of St Anne's in Nantwich. It also receives pupils from the wider local rural area. It is set in spacious grounds with tarmac play areas and play equipment for KS1 and KS2. There is also an extensive playing field and a 'cage' enables active play including football and netball to be conducted safely.

St Anne's is fully inclusive with an on site nursery now owned by school and is a feeder school for St Thomas More High School. At the time of assessment there were 191 children attending the school.

The school provides for pupils from across the ability spectrum including those with recognised learning difficulty and EAL. All pupils' needs are very well catered for by the school; this is reflected in individual development and progress.

It is evident from the school's literature that inclusive principles underpin the vision at St Anne's. This is reflected in both the school Inclusion policy and the Mission Statement.

The school has been awarded Healthy Schools Award, Basic Skills Award and FMSIS.

Portfolio

The portfolio of evidence which consists of two detailed folders gives clear examples of systems, processes and activities which highlight inclusive practice in the school. Evidence for each of the ten elements is clearly signposted and an accompanying descriptive appendices index makes it a very user friendly document. Photographic evidence is used effectively to share with assessors the positive learning experiences available to all pupils at the school. The IQM co-ordinator, Mrs Cameron is to be congratulated and thanked for her hard work in the co-ordination of the portfolio and IQM process. The portfolio is to be commended as a model of good practice.

As a working document the assessors recommend that time is dedicated to update the portfolio termly to provide an instant snap-shot of the school's excellent inclusive practice.

Element 1: Pupil Progress

Staff knows the children very well. There are strategies in place to identify preferred learning styles and the school uses a range of assessments both formal and informal which allow teachers to plan a variety of activities taking account of pupil's individual needs and levels of working. Included are termly assessments where different methods other than writing are available for recording. Half termly tracking – PIPS - is used and appropriate intervention programmes support learning – ALS, FLS, Springboard. The school uses

Mapping Attainment Grids to track achievement. Detailed support timetables including EAL and a Provision Map as viewed in the portfolio demonstrate the comprehensive support provided across the school; this to include Literacy and Numeracy support such as Toe by Toe, Springboard, Wave 3 and typing tuition. Staff interviewed also confirmed that support is provided in a sensitive and caring way to ensure emotional well-being. There is also evidence to show that staff adapt and modify teaching techniques and resources to meet pupil needs. The staff clearly work together well as a team and are willing to change and adapt to children's needs.

Pupils interviewed were clearly aware of targets and progress made; they demonstrated knowledge of how to approach next steps to progress their learning. There is a firm emphasis on striving to achieve personal goals at St Anne's. Teachers provide positive/constructive feedback to pupils on their progress and achievement and encourage self assessment – traffic lights was evidenced.

There is clear evidence in the portfolio of IEP's for pupils with specific needs. These are comprehensive in detail.

The school encourages children to develop independent learning skills and pupils take responsibility for developing their own learning through the target setting process. The portfolio provides evidence of the 'target setting' explanation and guidance sheet which supports staff during the target setting process. It was evident that school systems for reporting on pupil progress are effective and valued. Parents felt very well informed and valued the range of strategies used by the school to update parents regularly on pupil progress.

The assessors noted much evidence of VAK and multi-sensory learning opportunities including photographic evidence in the portfolio, observations in classrooms and through pupil conversation e.g. pupils practising 'speed stacking' and Year 6 making working models of Ferris wheels. There are visual timetables on display in classrooms to support all pupils' engagement.

It was evident on assessment day that there is a strong ethos of celebration of achievement in the school at all levels; this to include 'top table' lunch award and showing good work to the headteacher. This was reaffirmed during conversations on assessment day "*everyone gets certification for something*" commented one parent. In addition there is a celebration assembly, and the children interviewed cited 'jellybeans, certificates and raffle tickets as examples of rewards they particularly valued. Each class in turn has the opportunity to lead a collective worship assembly.

Element 2: Pupil Attitudes, Values and Personal Development.

This is an area of significant strength in the school.

On assessment day there was evidence that positive relationships are fostered between all members of the school community at every level. Pupils are friendly and confident amongst both peers and adults. There is a strongly developed sense of care and respect which is evident throughout the school. Pupils also demonstrate great sensitivity towards the needs of others. Through the 'Helping Hands' rota and buddy system (Year 6 'Reading Buddies' have helped reluctant readers to enjoy sharing books) there are many opportunities for peer support. During interviews one pupil was pleased to share with the assessor *"we walk to church with our buddies"*. One parent praised the buddy system and cited it as one of the reasons why her child had transferred to St Anne's in Year 1 from another school *"She never feels lonely here, there are lots of friends to play with"*. The 'friendship stop' located in the playground is appreciated by pupils and parents who feel it has had a positive impact. Such strategies have encouraged positive co-operative skills and self esteem building. There is a consistent approach to the use of the school 'Golden Rules' which encourages positive behaviour as evidenced by the exemplary behaviour of the pupils on the day of assessment. Strategies such as the Anti Bullying policy reinforce and encourage positive behaviour and this is ably supported by school participation in Anti Bullying Week and a visit to Malbank School to watch a performance of Millfields School anti-bullying play.

Spiritual and moral development is firmly rooted in the Catholic ethos of the school. Children are encouraged to self reflect. The school mission statement has a clear vision which is reflected throughout the school. The school website states:-

"The aim of our school is to provide all our children with a complete education, a love of learning, an enthusiasm for life and knowledge and a love of God".

In parent interviews it was stressed that the school takes every care to ensure that transition is smooth at all key stages. In particular parents praised the strategies adopted by the school to ensure a warm welcome for new starters and mid-term entrants. This was reaffirmed during pupil interviews when one pupil, herself a mid term entrant, explained *"it was really easy to settle in here"*. Procedures exist for seeking the views of pupils through questionnaires such as the 'pupil teaching and learning survey summer 2008' and the school strives to ensure that all stakeholders are involved in policy making.

Wraparound care is available through the on site and school owned 'Sunflowers' before, after school and holiday club which operates daily between 8am and 6pm.

Credit must also be given for the school's investment in emotional support for all children; exemplified by the use of 'worry boxes'. One pupil explained their use *"if anything is bothering you, can put it in the box. I was really upset about something last week and talked to the teacher and it got sorted out."*

One Year 6 pupil appreciated the confidentiality of the 'worry box' *"it is sealed so no one else can get into the box"*. Another pupil commented *"if something goes wrong the teachers will always listen to your problems and help you"*. Pupils clearly have complete confidence that they can speak to adults in the school community and that support will be given. They feel that school is a very safe and happy place to be. Further consideration for emotional support is given through the implementation of the SEAL project. The school also provides drop in sessions with the school nurse thus providing children with opportunities to speak in confidence on any issues which may be troubling them.

In line with ECM, it is evident from both portfolio evidence and interviews on the day that the school puts into practice its commitment to developing the role of pupil voice. The School Council, complete with chair and secretary, is comprised of Year 6 pupils and is both active and effective. It meets regularly to discuss issues that have arisen in school. A commendable feature of School Council is the way in which it is used to support personal development and promote self-esteem. It is encouraged to be independent in organisation and indeed has regular opportunities to organise and conduct meetings without an adult present. Activities and projects undertaken by the Council are many and varied and include cake sales, fund raising for the prayer garden, raising money for CAFOD, reading stories to Reception children, organising competitions and a talent show. In addition there is evidence of competitions organised by the Recycling and Road Safety Officers thus demonstrating additional opportunities for responsibility.

There is an ethos of celebration of achievement in the school at all levels. This was reflected in notice boards and corridor display areas seen on assessment day. Pupils' art work takes pride of place as a celebration of achievement in classrooms, corridors and the school hall. It is used effectively to develop children's self esteem and personal confidence and support and promote learning. There was ample evidence on assessment day that all children are celebrated for success and that there are opportunities for children to value the achievement of others. Pupils' achievements, academic or social are rewarded in assemblies. It was clearly evident that individual pupil achievement is highly valued at St Anne's.

There is also a wealth of evidence through interviews with pupils, parents, staff and Governors that all pupils are encouraged to be involved in the wider school community through fund-raising events. This to include pupil support for CAFOD, Operation Christmas Child, St Luke's Hospice, Rotary Club, Poppy Appeal, Catholic Children's Society and The Foresters Fund for Children to name but some. The school is to be praised for the many strategies employed to encourage charity work and develop in the children an understanding of their place in the wider community and how they too can help others. Harvest donations to St Catharine's Care Home was cited as a further example.

When asked what they valued most about the school children cited a variety of different aspects of school life which serve to illustrate the vibrant and varied

range of opportunities on offer to all at St Anne's. The following are a selection of pupil responses.

"Homework is the best – you get to work it out by yourself without anyone helping you" (KS1 pupil).

"I like writing, especially poems". (KS1)

"I liked the art residential at Conway – we did Indian dancing and African drumming".

"Reading, art and visiting the Zoo are my favourites – we have got a very nice library."

"I like the teachers; they are very easy to talk to" (School Council rep)

"I like 'Helping Hands' when we can help the little ones to play".

"I like the friendships here, they really support you".

"I like the bright colours around the school especially the sunflowers in the hall"

"I like it that there is no bullying here, if there is you have a problem it gets sorted out"

"It is a very friendly school"

"We are special because we are Catholics at St Anne's! (KS1)

"I like that all the teachers know everyone's name"

The strength of relationships and the family atmosphere are evident throughout the school. Pupils at St Anne's are happy cared for and nurtured children.

Element 3: Leadership and Management.

This is an area of significant strength in the school.

The headteacher provides outstanding leadership; she is highly skilled at empowering others and demonstrates an excellent ability to build purposeful and productive working relationships with staff, Governors and parents. There is an holistic approach to development and the wellbeing of the child is central to all that the school does. The Headteacher, together with the senior leadership team are very effective role models for inclusive values. The Vision is clear, shared by all and articulated through the school policy and practice. Parents interviewed stressed that the ethos of the school is one which *"cares and nurtures every child"*. As one parent commented *"they genuinely care for the children here as if they were one of their own"*.

Staff interviewed felt that their contribution to the school is recognised and that staff are equally valued at St Anne's; there was appreciation of the personal 'thank you', and praise from the headteacher and each other.

They are involved in the action planning process and there is clear evidence of shared leadership and responsibility throughout the school.

It was stressed how staff support each other professionally and personally and share skills and expertise. *"I am not afraid to ask for help or ideas"* commented one member of staff. The subject coordinators are involved in peer monitoring and peer observations. The performance management process is used to identify appropriate training; this to include safeguarding children, APP, De-escalation training (for all staff), Epipen training, Hi 5 and RE assessment training. The development of inclusive principles underpins many INSET events.

The Headteacher and senior leadership team promote high standards and challenge inappropriate behaviour effectively through the school policy. There is clearly a drive for continual improvement.

Element 4: Staffing Systems and Organisation

This is an area of significant strength in the school.

The inclusive vision at St Anne's is embraced and embedded across the whole school, and is reflected in the school ethos, Inclusion policy and Action Plan. There are excellent systems in place throughout the school for delivering inclusion strategies; CPD, performance management procedures and staff meetings as evidenced through detailed minutes in the portfolio.

The portfolio provides evidence of clear job descriptions for designated staff and there is an understanding that all have a collective responsibility for inclusion. There are clear systems in place for the induction of new staff. Staff have access to a small PPA room with photocopying facilities. Teaching assistants are involved in curriculum planning and are effectively utilised to support learning in a variety of settings. Feedback is given to staff through the Performance Management Process which includes detailed lesson observation. This process aids professional development and facilitates focussed dialogue on teaching and learning.

It was evident in staff interviews that TA's work closely with teachers to ensure that all pupils needs are fully met. The effective deployment of staff also contributes to creating a safe environment; a calm playground atmosphere was evident on assessment day. Detailed TA timetables viewed in the portfolio demonstrates the comprehensive support provided across the school. Staff interviewed also confirmed that support is provided in a sensitive and caring way to ensure emotional well-being. There is also evidence to show that staff adapt and modify teaching techniques and resources to meet pupil needs.

During interviews it was clear that the SENCO is held in very high regard; being readily available to parents and through working closely with members of the school community to ensure that inclusion is realised in practice. Staff are very caring and will go the extra mile to ensure that every child's needs are met. Portfolio evidence demonstrated the view of one parent of a child with additional needs which was typical of those expressed on assessment day. *"Without you and your dedication, commitment and determination I really do not know where we would be right now"*.

The school provides numerous opportunities for staff to attend inclusion related training; this to include INSET on SEAL. The headteacher is committed to developing staff skills through focussed CPD to enhance both personal and corporate performance. This is best exemplified by one member of staff who began as a parent helper and was supported to complete a Foundation degree and now as HLTA line manages several TA's. There was further affirmation when one member of staff commented during interviews *"there are no end of opportunities for training and the headteacher is very responsive to staff training requests."* Whilst another stated *"I came here as an Early Years teacher and now I teach Year 5, I couldn't have done that anywhere else"*. Whilst a teacher new to the profession commented *"I couldn't have found a better or more supportive school in which too start off my career."*

Staff interviewed demonstrated a commitment to inclusive practice and reaffirmed the ethos of equality. They spoke of a team commitment to building positive relationships between all staff, pupils and members of the school community. This is supported by 'Equality Scheme' and 'Gender Equality policy'.

Element 5: Learning Environment.

The learning environment is excellent.

The school is very welcoming and friendly to pupils and visitors and offers excellent facilities and a very rich learning environment. The building has evolved over a number of years with building work providing additional classroom areas. There is a medical room and a small SENCO office which is also used for 1:1 support. The school has plans to develop the entrance area in the future.

A significant strength of the school is the way in which the learning environment is organised and the quality and arrangement of displays around the school. The environment is highly stimulating and well utilised,

The St Anne's Community and Cohesion Policy places emphasis on the school's commitment to *"build, be part of and promote community cohesion within the school and the wider community"*. It does so successfully through a number of mechanisms. There is evidence to support the school's continuing commitment to promote an awareness and understanding of different cultures and faith. Displays in the school exemplified by those of India and Islamic patterns provide

examples of the many positive images of cultural diversity and reflect the ability of all pupils. Pupils also undertake visits such as that to the Jewish Museum which serve to demonstrate that there is an ethos of respect for the belief of others.

Pupils take a genuine pride in their school and the wider environment. The outside environment has defined areas for play including an adventure play area and a friendship bench, all of which the pupils value. Pupils are encouraged to treat their learning areas with respect whilst at the same time, a school-wide awareness of and concern for the environment is fostered. This is reflected in the planting of cowslips and the development of a Prayer Garden at St Anne's.

There is a strong sense of ownership and responsibility for the school environment amongst pupils and staff and the quality of the learning environment fully reflects inclusive values.

Element 6: Teaching and Learning.

The school places great emphasis on the individual learning needs of each pupil and a raft of strategies are in place to support this where emphasis is placed on the need to provide challenging learning activities according to individual need. The St Anne's 'Effective Learning Policy' sets out clear expectations for creating an inclusive climate for learning – areas include 'classroom procedures to make all children feel comfortable' and 'positive relationships to support children's learning. On a tour of the school and visits to classrooms the assessors noted different teaching styles in use and children were clearly engaged and enjoying their learning.

Teachers have been resourced through training to develop personal skills in order to better support the learning of some pupils – for instance in Makaton sign language. Indeed one parent of a child with additional needs described with emotion how her child had been supported and was delighted that to further communication the whole class had learned Makaton.

Pupils have opportunities for participation co-operative activity and develop team working skills e.g. Town Sports.

Gifted and Talented children are identified on the 'Gifted & Talented pupil register' and are provided with opportunities to develop further skills and aptitudes across several areas of learning; this to include access to Local Authority weekend courses e.g. engineering; summer school and the provision of 'challenge boxes' in every classroom.

Parents were impressed by the range of experiences presented to the children during their learning and cited visiting artists as an example; this was reaffirmed during a tour of the school when one pupil in Year 3 was pleased to tell the assessors of a two day visit from a local artist "*we made clay models it was*

great!” Whilst another pupil in Year 4 commented “We have been investigating different types of chairs in Art”

There is evidence of comprehensive monitoring procedures to ensure quality first teaching with a detailed ‘monitoring sheet’ being used for lesson observations; constructive development points are always suggested. The headteacher together with the subject leaders are involved in the scrutiny of children’s work as evidenced through RE sampling of work viewed in the portfolio. The lesson observation evidence observed in the portfolio demonstrates a clear commitment to ensuring that the classroom is an inclusive environment in which all pupils feel they can contribute and their contribution is valued. Staff spoke of their value of detailed feedback received on lesson observations. One commented *“lesson observations are very positive, you get praise and you feel like a million dollars”*.

The curriculum offered to pupils at St Anne’s is enhanced through theme days; this to include Victorian Day where pupils also enjoyed the opportunity to visit Tatton Park and dress up as Victorian children. One member of staff interviewed was looking forward to holding a ‘1960’s’ theme day.

At St Anne’s, through the provision of peripatetic music tutors, pupils have the opportunity to learn a musical instrument; this to include keyboard, piano, woodwind, strings and guitar.

Through staff interviews it was clear that at St Anne’s TA’s are aware, knowledgeable, trained, confident and utilised in many different ways to support learning. Individual members of staff interviewed on assessment day were able to demonstrate excellent inclusive practice. Staff have clearly defined roles and are effectively deployed to support teaching and learning throughout the school. The curriculum provides equal entitlement whilst at the same time being sensitive to individual and group needs. The use of the ICT further supports inclusive practice.

Element 7: Resources and ICT

The school is very well resourced and the Headteacher and Governors have utilised funding to provide resources where all pupils have equal access and entitlement. Staff meeting minutes viewed in the portfolio demonstrate that teaching materials are evaluated.

ICT is widely available, with an interactive whiteboard in each classroom. During a walkabout the assessors observed interactive whiteboards to be fully used; during pupil interviews children expressed their enjoyment in using ICT. Technology is clearly used effectively to support learning in every curriculum area. Resources used to support learning include; DVD’s Videos, Digital Cameras to name but a few.

The school has a library area; well stocked with books categorized and clearly labelled and housed in whicker baskets thus making transportation to classrooms very easy. The area is valued by both pupils and staff alike. Staff interviewed were aware of resources and were able to articulate how to access support, including curriculum advisory support provision.

It is clearly evident from portfolio evidence and interviews on the day that careful selection and deployment of resources promotes inclusion at St Anne's.

Element 8: Parents and Carers

Parents speak very highly of the school and it is evident that school policy and practice facilitates a very strong partnership between parents/carers and the school. When interviewed parents were effusive in their praise for all aspects of school. One parent, of a child with additional needs, paid tribute to the dedication shown *and effort made to ensure that her son's needs are fully met. She commented "the school has put so much effort in on behalf of our son we wanted to give something back and are developing further the school website which is due to go live in the coming weeks"*.

The parents interviewed valued the school's strong 'open door' policy and affirmed that staff are on the playground at the start of the day and are always easily accessible to parents. They felt that school systems enable parents to share problems and concerns.

Many parent helpers are welcomed into St Anne's to share their skills and provide additional support in different curriculum areas including art activities, traditional crafts such as knitting, talks to promote healthy living e.g. safety of medicines and the role of the dentist. *"There is good use made of parents skills – if you offer to help you are never turned away!"* One Governor stressed *"parents are very supportive and will make costumes for productions"*. In addition grandparents visit to share their experiences as evacuees during the Second World War. ". In line with ECM – Stay Safe all helpers/volunteers including parent helpers are CRB checked. Parents interviewed were pleased to report the 'openness' of the school and cited attending mass in the school on Holy Days as an event they enjoy.

Parents interviewed confirmed that there are excellent systems in place to support induction and transition including mid term transition. They stressed that new pupils and parents receive a very warm welcome and they emphasised that school takes every care to ensure that transition is smooth. New Reception children and their families are further supported through the comprehensive; 'Starting School' booklet.

Parents interviewed were effusive in their praise for the school's ability to ensure that all children are integrated effectively and are accepted and valued equally regardless of needs, gender or race.

Parents are consulted through questionnaires and confirmed that responses and feedback is given via the school newsletter. Those interviewed also explained that the newsletter is used to canvass parental opinion *“there is a newsletter every week and questions are sometimes posed for parents to consider and feedback views to school”*.

The parents have opportunities to develop further skills and understanding of the learning process through a planned programme of Family Learning opportunities; this to include craft sessions to include pre-schoolers and ‘Help your Child with Maths’ course. Parents are encouraged to participate in school life through an active approach.

Parents praised the reading diary as a useful tool for communication commenting *“it is looked at every day and is excellent for communication”*; they also enjoy the opportunity to be involved in homework which one described as *“very structured”*. Whilst another stated *“children respond well to the homework routine, they are encouraged here”*.

Parents praised the comprehensive information given on curriculum coverage through the ‘Parent Information Evening’ held at the start of the autumn term. It was evident that parents are kept well informed of all aspects of their child's progress and felt that communication between home and school in all areas was excellent; this to include newsletters, website, access to staff at the start and end of morning and afternoon sessions. Parents felt very confident that they could share concerns with school and that they would be listened to and acted upon straight away.

The school is committed to providing a wide range of additional enrichment opportunities for all to access. The ‘Extra Curricular Policy’ clearly identifies provision and pays due regard to health, safety and welfare of participants. All pupils have opportunities to be involved in activities which include external visits, residentials and clubs including Boreatton Park, Northwich Toy Museum, Nantwich Food Festival, Nantwich Museum, and Little Moreton Hall. One parent interviewed explained that staff willingly accompany her child who has additional needs to clubs to ensure access at after school activities alongside peers. Whilst a Governor stressed the philosophy behind residential visits *“they are very important for bonding, building relationships and developing independence”*.

Clubs are many and varied and include sporting activities such as gymnastics, football, Hockey, Netball as well as traditional clubs such as choir, cheerleading, dramarama, gardening and golf. One parent interviewed describe the choir as *“magnificent – it is a major asset to the school and is very popular”*. Whilst another agreed that the development of aesthetic skills and an appreciation of the arts was enhanced at St Anne’s *“the production of Joseph last year was fantastic”* she commented.

There is a very active parent teacher association 'Friends of St Anne's' which is involved in many different aspects of school life and is an active fund-raiser. The steering committee meets with the headteacher termly and is very well supported by parents and carers and extended family members. The PTA works hard on fund raising activities to improve the social and educational opportunities for all the children at St Anne's and events such as discos, 'bedtime story' event and Steve Burgin hair show have funded many 'extras'; this to include cheerleading equipment for the cheerleading club.

The parents are committed to supporting all aspects of school life as exemplified by their support for the Prayer Garden project. The St Anne's PTA is a recognised channel through which the Headteacher keeps in touch with parents views. One member of staff commented "*the PTA is fantastic and very supportive*".

It was clearly evident on assessment day that the school greatly values parental partnership and actively encourages parental involvement in school and community to enhance the educational experience of the children at St Anne's.

Element 9: Governors, External Partners and the Local Authority

This is an area of significant strength in the school.

It is clear from interviews on the day that members of the Governing Body have an extensive depth of knowledge on a range of issues relating to inclusive practice. Inclusion is endorsed as a key value at St Anne's; Governors are very supportive of the schools identified areas for improvement and are committed to promoting inclusive values throughout the school community. Governors demonstrate their support to promoting inclusion through annual report to parents, involving themselves in the school and proactively developing policy. Indeed the Chair of Governors explained that Governors are currently preparing a new policy on 'Emergency School Closure'. Governors believe the school is the heart of the community and use every opportunity to be involved in a two way partnership to support the school. "*There is a very strong sense of community here; the whole staff and many of the parents attend the Church and non Catholics are welcomed to attend prayer and reflection meetings*". Chair of Governors.

The Governors have contact with different members of the school community throughout the year; this to include attending lunch with School Council. The parents interviewed who represented Years 1, 3 and 4 knew who the governors were and felt confident that if they had a concern they would approach parent governors accessible on the playground. One parent explained that her husband, a Governor, comes into school on a regular basis and was currently involved in gathering photographs for the school website. Governors were dismayed to learn through a recent survey that a significant number of parents feel they do not know who the Governors are. They have taken immediate action

to address this for example through a planned 'Governor notice board' complete with photographs.

The Governing Body demonstrates a clear commitment to continual improvement. Through its work it ensures that the committee structure is used effectively to support school development; this to include the 'Leadership and Management' sub-committee in addition to the 'Community and Environment' sub-committee.

It is evident from portfolio evidence and interviews that in addition to providing strategic direction, the Governing Body is actively involved in school life.

The school has developed a clear and co-ordinated communication process with a range of external partners; this to include speech and language therapist, and educational psychologist.

Element 10: Community

This is an area of significant strength in the school.

A sense of community is an integral part of school life at St Anne's.

Pupil's spiritual development is further fostered through established links with the parish. The contribution from St Anne's pupils in writing prayers for the family prayer cad has been recognised by the Marriage & Family Life Commission.

Firm links with a wide variety of community partners are very important and highly valued by all stakeholders. There are close links with many professions and organisations within the locality; for example the community warden visits supports the delivery of citizenship. The school has also achieved 'Full Core Offer Extended Services Status.

The close partnership between school staff and the community provides a very strong network of support for pupils and the school enjoys visits from representatives from the emergency services; exemplified by the fire brigade engaging the children in 'Smoke busters' fire safety workshops and visits from the community police officer. To enhance quality of provision the school seeks additional services for music through 'Music for Life and 'language tuition in Spanish from the local community. In addition 'Sportscape' cover PPA time through the delivery of multi skills sessions. Facilities in the immediate locality and in the wider area are made good use of to support learning in a variety of settings. In particular the school makes regular visits to Nantwich Museum.

The school works collaboratively with other schools in the locality as exemplified by visits to Brine Leas High School and St Thomas More Catholic High School. The Governors interviewed provided examples of partnership work which included a drumming workshop and sports tournaments at the two high schools.

The school has excellent links within the local community with local businesses and with local schools and colleges including South Cheshire College and Reaseheath. The school receives work experience students from the former and the latter is providing support and design guidance on St Anne's Prayer and Reflection Garden project. It is planned that the local community and parents will be welcomed to make use of the garden once opened.

Pupils at St Anne's particularly value the opportunities to take part in community events through 'Nantwich in Bloom' including Oak tree planting, cowslip planting in the park and bulb planting at Weaver Lake. Further examples of participation in community events include; Marie Curie Choir Concert, St Mary's Parish Church 'Musicathon'; Nantwich Jazz Festival parade and the winter 'Lantern Parade'. The children appreciate and value their community.

Area(s) for Development

- To implement and maintain the planned newly updated school website and learning portal.
- To develop further the outdoor environment to enhance opportunities for outdoor learning, prayer and reflection.
- To identify additional opportunities for the sharing of good practice among staff at St Anne's.

In conclusion the Assessors would like to thank the staff, pupils, parents and Governors who all contributed to a very successful assessment day. The Assessors had a thoroughly enjoyable day and would like to extend their good wishes to all at St Anne's for the future.

Renewal of IQM

Due: Spring Term 2012