



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST ANNE'S CATHOLIC PRIMARY SCHOOL

St HELENS

Inspection Date	13 th October 2015	
Inspectors	Mrs Maria Eves Mr Tony Ford	Miss Jackie Coughlan
Unique Reference Number	104805	

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	342
Chair of Governors	Mr John Knowles
Headteacher	Mr Paul Swift
School address	Monastery Lane Sutton St Helens Merseyside WA9 3SP
Telephone number	01744 671909
E-mail address	paul.swift@sthelens.org.uk
Date of last inspection	16 th November 2010

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Anne's school is a much larger than average sized Catholic Primary School situated in St Helen's and serving the parish of St Anne and Blessed Dominic.
- There are 342 children on roll of whom 281 are baptised Catholic, 15 come from other Christian denominations, and 28 from other faith or religious traditions and 18 have no religious affiliation.
- There are 16 teachers (including Headteacher) of whom 14 teach Religious Education and 4 have a suitable qualification in Religious Education. Seven teachers are baptised Catholic.
- Since the last inspection several new teachers have joined the staff and the headteacher and two assistant headteachers took up their posts in September 2014.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

St. Anne's Catholic Primary School is an outstanding school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- There is a clear vision for Catholic Education that is embraced by the whole school community. St. Anne's is a happy, warm, loving school where staff, governors and parents work exceptionally well together and provide a clean, vibrant, nurturing environment rooted in Gospel values for children to develop and learn in.
- Pupils know, understand and live the School's Mission Statement 'Learn to Love , Love to Learn'. Pupils understand the part they play within the Mission of the School and are actively involved in evaluating the Mission Statement and they regularly refer to it in lessons and discussions.
- Pupils have a strong sense of belonging to the school community and value and respect others. Five SCORE core values, Self-esteem, Commitment, Organisation, Resilience and Excellence support, enable and encourage pupils in living out St. Anne's mission.
- St. Anne's Catholic Primary School is a place where worship, faith, education and practice are central to school life and the wellbeing of every pupil is of paramount importance to staff.
- The CASA team (Care @ St. Anne's) have been instrumental in developing the comfortable nurture room which provides a place of peace, safety and care should pupils or parents need it.
- Pupil voice is a strength of the school. The school has developed 'Big Democracy' where children are involved in decision making and debate, including those decisions affecting the Catholic life of the school. Pupils are encouraged to take on roles of responsibility in the school and wider community for example 'Peer Listeners', 'Junior Road Safety Officers', 'House teams' and 'House and Vice House Captains'. Each House team is linked to specific charities, for example, Alder Hey, Cafod, Nugent Care and Bliss. Pupils take time to meet with representatives from their charity and discuss how they can best support them. There is an active School Council who meet regularly and help organise the many fund raising activities that take place and a 'St A. team' (St. Anne's Team) who are involved in helping to set up and deliver Collective Worship and who also support younger pupils at lunchtime with play activities and reading support.
- Pupils are actively involved in developing the Catholic character of the school by the way they confidently participate in Collective Worship, assemblies and parish and community celebrations with great enthusiasm and a strong sense of togetherness. For example, work produced by the pupils based on the Stations of the Cross is displayed in St. Anne and Blessed Dominic Church.
- Pupils benefit from participation in away days and retreat activities.
- Behaviour of pupils is outstanding. Pupils enjoy school, have positive attitudes to learning and approach their work with enthusiasm. Pupils concentrate well in lessons and are keen to take a full and active part. Their positive behaviour makes a significant contribution to their outstanding achievement. Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.

- Education for pastoral care and personal relationships has fostered positive attitudes in pupils and SEAL and Rainbows resources are highly effective in supporting this.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are encouraged to meet their potential in all aspects of school life and readily embrace the many opportunities offered to them through the school's many enrichment activities and stimulating and vibrant environment. For example, the impressive 'Forest School' which gives children opportunity to learn about caring for the environment, team building and personal safety. It is also a beautiful space in which children, staff, parents, governors and visitors can reflect and pray.
- Pupils are involved in service to the local faith and religious communities. Pupils have an excellent understanding of the importance of service and support for others. A recent visit from Refugee Education Experience has enabled them to learn about the needs of refugees and how they could offer support. Pupils together with the school's scouts and churches of Sutton come together for the Peace, Light and Ecumenical service. Pupils are growing in their understanding that the call to justice and service is part of being a member of a Catholic community. A number of different charities are supported throughout the year for example, Samaritans' Purse, Comic Relief, Diabetes UK and Macmillan Coffee Mornings. Pupils also demonstrate respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment of Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils attaining the appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. During the inspection pupils of all ages were able to articulate and discuss Religious Education and the level of recall and knowledge demonstrated was of a high standard.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Evidence in workbooks and conversations with pupils indicate that they are given many opportunities to reflect on the links between the teachings of Jesus and their own lives.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are eager to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- They act with great reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.

- Pupils recognise that St. Anne's Catholic Primary School is a prayerful community and its Catholic character is effectively reflected through well planned and inspirational prayerful displays and artefacts in the indoor and outdoor environments, including the Spirituality Garden and the Forest School. They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- Pupils' enthusiastic singing enriches the prayerful experience. They reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. The good subject knowledge of teachers ensures pupils receive imaginative and stimulating lessons that lead to good learning. Lessons observed provided evidence of high teacher expectations across every key stage and carefully planned and differentiated activities that took account of pupils' prior learning. Staff know pupils well as individuals and there are positive and productive relationships at all levels.
- Highly effective questioning motivated, challenged and supported pupils enabling them to make excellent progress. Together with Talking Partners, role play and extension activities teaching overall was outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make excellent progress. Pupils have developed very positive attitudes to learning and they appreciate the wide range of teaching strategies employed by staff. Pupils commented that 'We have choices and our teachers make learning fun. Our school is a faithful school'.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends pupils' knowledge and understanding.
- Teaching Assistants and teachers work well together to support pupils with additional needs. The quality of support is high and results in significant gains in pupils' progress as well as their emotional and social development.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including other adults and Information and Communication Technology to maximise learning.
- Marking is consistently of a high standard. Pupils are informed of their progress. They are given opportunities to discuss their work and how to improve. Pupils' achievements are recognised, praised and celebrated and because of this every child flourishes.
- Pupils' work is of a consistently high quality because teaching over time is outstanding. Inspectors saw clear evidence in pupils' books and in discussions with pupils that they had made outstanding progress. This was further confirmed by the school's detailed, accurate and effective assessment data.
- There are rigorous procedures in place to check and measure pupils' achievement. There is a thorough system of data-gathering together with regular meetings with staff to discuss the progress of individual pupils. This ensures that support is quickly put in place where needed.
- Teachers enable pupils to evaluate their own work.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. The Spiritual dimension is further enhanced by assemblies, Collective Worship and beautiful areas for reflection and prayer around the school, including the Spirituality Garden. Pupils are encouraged to have an awareness and affinity with the natural environment and learn about stewardship of the earth's resources. Practical experience of the outdoors is provided in the school grounds and impressive Forest School area.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Catholic life of the school and demonstrate a deep understanding of

and commitment to the Mission of the church. The Headteacher, Leadership Team, Religious Education Co-ordinator, Governors and Parish Priest all have great ambition, high expectations and a shared vision with regard to the Catholic Mission and ethos of St. Anne's in the way they plan and implement improvements to outcomes for pupils. They work tirelessly to nurture and develop this flourishing Catholic community. This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.

- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. All members of the Leadership Team have successfully completed the Catholic Leadership Programme and the Religious Education Co-ordinator is currently attending the Catholic Middle Leaders Programme.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. Regular Inspire days, assemblies and celebrations give parents opportunity to visit school. Also, questionnaires, feedback sheets, report response sheets and exit surveys enable parents to share their views on all aspects of school life.
- Governors are outstanding in fulfilling their responsibilities. The role of the governing body is exemplary and a model of good practice. They provide an outstanding balance of challenge and support. A very experienced Chair of Governors and a highly skilled Link Governor are regular and welcome visitors in St. Anne's. They have effectively helped to shape the direction of the school through successful succession planning, particularly the appointment of the inspirational Headteacher. They promote a strong sense of spiritual purpose and are committed to the Catholic life of the school ensuring the best outcomes for all pupils.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.

- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- School leaders have an excellent understanding of the school's performance which enables them to lead school improvement with clear direction.
- The subject leader is outstanding in guiding Religious Education. She demonstrates determination enthusiasm and great commitment. She introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated at every level.

What the school needs to do to improve further?

- Continue to implement the areas for development identified in the school's own self evaluation document.
- Share best practice with other schools.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate