



Catholic Schools Inspectorate inspection report for **St Anne's Catholic Primary School**

URN: 104805

Carried out on behalf of the Title. Most Rev.Malcolm McMahon, Archbishop of Liverpool on:

Date: 4th & 5th May 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

All members of the school community live out the Catholic life and mission of St Anne's. They know and use the Be-Attitudes and SCORE values at every opportunity.

The exemplary pastoral support provided by the school ensures that the mission, 'learn to love, love to learn...in readiness for life' is lived and experienced by all.

Relationships are prioritised and nurtured so that all members of the community are valued equally and treated with love, compassion and respect.

Strong leadership and ingenious use of space creates inspirational opportunities for prayer which enriches the lives of all members of the St Anne's community.

What the school needs to improve:

Continue to:

Prioritise in-house and cluster group religious education moderation opportunities, to support and further develop the work of class teachers and support staff.

Provide all pupils with a range of appropriate opportunities to challenge their thinking in religious education.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



At St Anne's, there is a tangible sense of belonging which permeates the school at all levels. Pupils are respected and valued members of the community and, in turn, they respect and value others. The pupils at this school are the jewels in the crown. They conduct themselves beautifully at all times, living out their mission with compassion and love. Pupils are highly committed to their work in support of their local and global neighbours. Through a plethora of charitable work, they demonstrate a deep understanding of Catholic Social Teaching. The work of the CAFOD Club and Minnie Vinnies exemplifies the work the school does for the common good of all. Pupils take a leading role in 'following in the footsteps of Jesus' – they know and understand the impact of their actions. One pupil in upper KS2, determined to make a difference, has turned tragedy into success by using his personal experience to raise awareness of and much needed funds for a national charity. From the earliest age, the children are taught how to help and support others. Pupils are kind to and care about each other - they readily welcome new members of the school community with open arms and a warm embrace. The pupil's love of the school is palpable. One Y6 pupil stated, *'I will miss St Anne's when I move onto secondary school, but our values will stay with me forever, wherever I go.'*

The school's mission, 'Learn to love, love to learn...in readiness for life', is understood and lived out by all. This is underpinned by the school's Be-Attitudes and SCORE values which the pupils refer to at every opportunity. This is regularly reviewed and evaluated. Inspirational displays enhance every available space and provide evidence of the community's witness to the faith. Through skilfully planned and appropriate opportunities, pupils are well prepared for the inevitable changes and dilemmas that life's journey presents. Pupils respond to the rich tapestry of life in a range of meaningful ways, one of the pupils in upper Key Stage 2 wrote a beautiful prayer in recognition of

her mother asking for strength and courage during difficult times. Families, especially those who are new to the area, and the wider community benefit from the work of the school daily. Strong relationships are a strength of the school. The curriculum for relationships, sex and health education is sequentially planned and meets all statutory and Archdiocesan requirements.

Leaders model and drive the mission of the school with passion resulting in all staff being empowered to do the same. Staff are exemplary role models. This is a team in every sense of the word. All members of the team are valued. Staff care deeply about and support each other. They celebrate the good times equally as well as sharing the burden of personal and professional challenges. One member of staff said, *'because we belong to St Anne's, we can smile despite the challenges.'* Leaders and governors provide the highest levels of pastoral care for staff, and there is an explicit and concrete commitment to both the physical and mental wellbeing of staff, pupils and families. The motto, *'Take what you need, give what you can'*, exemplified through the work of the pastoral team, is replicated throughout the school. Staff care deeply and support each other diligently.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1

Over time, pupils develop secure knowledge, understanding and skills in religious education. Due to a range of high-quality learning opportunities, pupils can clearly articulate their use of scripture within lessons and define key words using a range of appropriate vocabulary. Most pupils make good progress in religious education because their support is carefully planned. From the Early Years and throughout school, pupils also receive support from additional adults so that they reach their full potential; this is a particular strength for those pupils with SEND. Appropriate to their age, they understand *The Word* in action. Pupils speak with confidence and pride about their learning in religious education. One Key Stage 1 pupil said she loves religious education because she *'always learns something new and it teaches her how to be more like Jesus'*. Members of the CAFOD Club & Minnie Vinnies spoke well about their work beyond the curriculum giving examples of their recent work which focused on environmental issues and reaching out to the lonely. Learning behaviour of the pupils throughout the school is good and children are attentive and respectful. In the best lessons, the scripture is brought to life because teachers scaffold opportunities for pupils to become immersed in their learning; the pupils in Year 4 participated in a 'conscience alley' activity with enthusiasm and vigour. Pupils produce good work in their books on a par with other core subjects.

Pupils understand how well they are doing. They use *Review & Do* for religious education well, despite its recent introduction. Teachers have a good subject knowledge and, where gaps are evident, the subject leader provides bespoke support so that teachers feel empowered. Teaching staff understand how pupils learn and what they need to know. Knowledge organisers produced by the subject leader are an effective way of supporting staff to deliver all aspects of the religious education curriculum. All teachers (including early career teachers and practitioners who are not Catholic) are committed to religious education. They value the 'team' ethic which is a real strength

of the school. In the best lessons, teachers use questioning skilfully to identify where pupils are on their learning journey. In these lessons, additional adults are used to great effect, therefore optimising learning for all pupils, particularly the most vulnerable. The Hub, an educational safe place for vulnerable pupils, is indicative of the emphasis leaders place on prioritising those in need. Pupils who access this provision thrive because staff use all available resources to personalise the curriculum to meet the needs of the pupils. Teachers recognise the impact of religious education and, regardless of their own faith experiences, they wholeheartedly embrace the work of the school.

Leaders and governors prioritise religious education and ensure that it is core to all aspects of the school's work. Continuous professional development opportunities are used to great effect at whole school and individual level. The work of the Headteacher and senior leadership team is highly valued by the governors. Staff are particularly complimentary about the support they receive both formally and informally from the subject leader. One member of staff commented, *'the door is always open and we pop in for a chat about work anytime.'* The subject leader is inspirational in her vision for the school and outcomes for the pupils. She ably supports colleagues within and beyond the school. The curriculum is planned specifically to meet the needs of the community it serves. Links with other agencies are prioritised to support the needs of pupils and their families. A letter from a visiting professional at The Listening Tree notes, *'gospel values permeate the school...I've been in many amazing schools, but none come close to St Anne's'*. The senior leaders support governors in their forensic analysis of religious education. As a result, the school's self-evaluation is detailed and reflective of their current circumstances.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

Prayer and Liturgy is an absolute strength of the school because prayer is central to its work. Carefully planned liturgical opportunities for worship result in pupils experiencing great calmness and deep spirituality as they pray. As reflected in all other aspects of the school's work, pupils are respectful, kind and considerate of others when they gather for prayer. Pupils look forward to gathering, one pupil commented *'it calms me down and helps me think about what Jesus would do.'* The pupils willingly undertake prayer and liturgical ministries. They collaborate well with each other and school staff to plan and deliver their own prayer and liturgy. One of the Y6 pupils regularly reads at Mass and ably supports the parish priest in setting up virtual opportunities for worship during the pandemic. Another pupil in Y5 clearly explained the way in which reflection on scripture had led him to identify and use a piece of music inspired by the school's mission and SCORE values during worship. Pupils draw on their experience of prayer in their own lives. They explain how these are used during significant times in their lives. They have a deep understanding of the way in which prayer can be used to celebrate during times of great joy as well as to bring comfort and strength during times of sorrow.

Opportunities for prayer and liturgy are skilfully planned and central to the life of the school. Every available space, including the outdoors, is used to great effect. Pupils, staff and governors rightly celebrate the well-resourced and strategically placed prayer spaces. Displays, focus tables and shared spaces around the school are exemplary. Staff are highly complementary about subject lead who provides additional support which enables all to develop their knowledge, skills and understanding. As a result, teachers and support staff ably deliver well thought out opportunities for prayer and liturgy; this is also due to their deep commitment to the school. Since the easing of restrictions following the pandemic, staff have appropriately prioritised additional opportunities to work with families and the wider community to celebrate the prayer life of the school. Pupils have

recently invited in and are looking forward to welcoming the elderly members of the parish for afternoon prayer and tea. School leaders regularly liaise with the parish priest to ensure that opportunities for prayer beyond the school are scheduled. The CAFOD group fondly recalled their recent visit to the grotto at St Anne's. During the visit, they supported the parish by offering prayers to Our Blessed Lady, maintaining the prayer space in preparation for worship and look after the local wildlife.

The practice at St Anne's clearly reflects the policy in place. This is unique and forensically detailed offering valuable support and a reference point for staff enabling them to deliver consistently high-quality prayer and liturgy. Staff passionately take a lead in providing pupils with valuable experiences. This results in pupils benefitting from a rich repertoire of the various ways in which prayer can be celebrated. Governors are highly committed to the school. They are invited in to share experiences with the children, attend at every opportunity and have an exemplary attendance record despite their busy lives. As a result, they use their first-hand experience of the work of the school to support and challenge school leaders. They are knowledgeable about the provision and understand the impact of prayer and liturgy. They emphatically support the work of school leaders in this regard, particularly the headteacher, who in their view, has been *'inspirational in providing the necessary change for the school over time'*.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	104805
Full postal address of the school	Monastery Lane, Sutton, St Helens, Merseyside, WA9 3SP
School phone number	01744 671909
Name of head teacher or principal	Mrs Rachel Crolla
Chair of governing board	Mrs Carmel Foster
School Website	http://www.stannessutton.co.uk/
Multi-academy trust or company (if applicable)	NA
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Governing Board
Gender of pupils	Mixed
Date of last denominational inspection	13 th October 2015
Previous denominational inspection grade	Outstanding

The inspection team

Mrs Rachael Tyler	Lead inspector
Mrs Deborah Albon	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement