



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

URN: 119578

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

Date: 30th Nov – 1st Dec 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded fully to the areas for improvement from the last inspection	✓

Summary of key findings

What the school does well

- The mission statement is lived out by the whole school community, as a joyful expression of Christ's love.
- Pastoral care for staff, pupils and families is of the highest quality, so that all are supported and valued.
- The subject leader and link governor for religious education are knowledgeable, skilled and passionate about the development of their subject.
- Pupils are welcoming and friendly; they like to share their ideas and carry out their roles and responsibilities with enthusiasm.
- Beautiful prayer spaces for reflection are created in classrooms and around the school.

What the school needs to improve:

- Raise attainment in religious education, through the development of a consistent approach to assessment and feedback.
- Deepen the spiritual experience of pupils in prayer and liturgy through the sharing of best practice.
- Provide training for staff in ensuring pupils are confident and skilled in leading prayer and liturgy.

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

Pupils understand and greatly value the Catholic mission and ethos of St Anne's. They 'Aspire to be more', every day. Their commitment to being the best they can be is celebrated as they receive awards in assembly. They proudly describe how they: 'Aspire, to Inspire'. The Faith Ambassadors give many examples of how they are called to support others less fortunate, for example, Leyland Food Bank and Mary's Meals. Pupils take a leading role in determining the focus for their actions. With support from visiting charity workers and the high school chaplain, they have formed an action plan, which sets out their charitable work for the year. This includes working towards the Cafod Live Simply Award. Pupils know that their voices are heard and valued, as they confidently express their unique ideas. They are passionate about opportunities to care for the wider world. One pupil, during playtime, explained that: 'Eco warriors go litter picking to make our world a better place'. St Anne's pupils have a deep respect for themselves and for the uniqueness of others, including people of other faiths and cultures. They are open and welcoming. They know that they should always set an excellent example for other pupils, stating that: 'Year six are role models, we love helping our reception buddies'.

The Catholic mission is at the heart of St Anne's. It is regularly reviewed, well-known and lived out by all. The staff care deeply about the children and their families and about each other. One staff member said, 'We are not just a school, but a family'. During a recent mission review, scripture from St. John's Gospel was chosen by staff to deepen, enhance and inspire pupils. One staff member stated that, 'St. Anne's is a warm, welcoming school enriched by faith. It is built on Christian values of care, love and respect'. This was certainly evident in the busy atmosphere of the recent Christmas market. The school is driven to provide an exceptionally strong pastoral network, which embraces all, including families of other faiths and beliefs,

those with additional needs and those who are vulnerable. Christ is present in the warmth of relationships. One parent said, 'St Anne's is very supportive of my faith and has made a great effort to enjoy and celebrate our religious festivals with my children'. The environment effectively witnesses the commitment to the Catholic life of St Anne's through beautiful displays and prayer spaces. The staff work very hard to ensure that pupils have opportunities to make choices and learn how to live out their vocation as Faith and RE Ambassadors. Provision for relationships, sex and health education meets statutory and archdiocesan guidelines. It is well-mapped out and woven throughout the curriculum.

Leadership of Catholic Life and Mission is a real strength of this school. Senior leaders and governors are highly aspirational in their vision and are proactive in their core responsibilities to protect and prioritise Catholic education. Governors offer both support and challenge to senior leaders. They are evaluative and ambitious as they aim to provide the best that Catholic education can offer. The active service of leaders and governors ensures strong parish links. There is timely professional development and well-being support for new and existing staff. There are successful strategies for engaging with parents and families. One governor said, 'Together, we strive to do our best for families, we provide good quality education and care with religious education and collective worship at the core'. Subject leaders have recently worked together to identify and plan out how the mission can be made more explicit in all areas of the curriculum and as one staff member said, 'I genuinely feel that Christ is an integral part of the whole curriculum at St Anne's'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

1



Pupils achieve well in religious education. Their learning enables them to develop their knowledge, skills and understanding required by the Religious Education Directory. Pupils engage well and say that they enjoy their learning in religious education lessons. They like to respond in different ways and work well collaboratively, as well as independently. They like to talk about their ideas with a partner and enjoy asking questions to enhance their learning. Pupils are increasing their understanding and use of religious vocabulary and can talk about what it means to be a good person. The youngest children talk happily about getting ready for Jesus' birthday as they creatively paint Advent wreaths and retell the Christmas story. Key stage one pupils explore artist's pictures of the Annunciation and discuss how Mary might have felt. Older pupils explore what it means to serve others. One pupil said, 'Jesus didn't want to be served, he wanted to serve'. Pupils respond very well to the scripture presented to them, for example readings for Advent, from Isaiah. Their work is well presented and shows good progress, resulting in attainment that is improving across the school. However, greater consistency in approaches to feedback is needed, to ensure that pupils understand their next steps in learning.

Teachers have good subject knowledge and plan well for religious education. They ensure that religious education is at the heart of the curriculum. Teachers and supporting adults use skillful questioning to draw out and challenge pupils' learning. Time is given for pupils to discuss their ideas with a partner, because teachers understand this is a preferred method for many pupils to share their ideas. Beautifully presented floor books capture learning over different topics, and these are used effectively to re-visit prior learning. A variety of creative opportunities for learning are used to engage pupils of all abilities. for example, role play,

drama, art. Pupils in lower key stage two confidently explore how Isaiah announced the coming of God through dance and drama, whilst older pupils write poems about anticipation and expectation. Good examples of creative approaches could be shared to develop this further across the school. Feedback by adults provides motivation and praise, resulting in good responses from some pupils. Pupils with additional needs receive high quality support from teaching assistants which enables them to take part fully in religious education. A more consistent approach to assessment and feedback would ensure that all pupils are more aware of how to improve their learning further.

Leadership of religious education is outstanding. The subject leader has ensured that teaching plans reflect the sequential learning required by the Religious Education Directory. This includes the successfully introduced revised planning for early years. The subject leader has an inspiring vision for teaching and learning, which has effectively improved standards over time. Teaching is consistently good and religious education is given equal parity with other core subjects. The subject leader works closely with a local cluster group of Catholic schools in the development of new planning, moderation and sharing of best practice. She works with the link governor to evaluate standards in religious education. The link governor is a frequent visitor to school and is very well informed through her shared book scrutiny, consideration of data and the introduction of the new planning in early years. Together, they form clear strategic action plans which impact on the quality of teaching and learning. They are committed to ensuring high quality professional development and successful induction for newly appointed staff. Leaders are ambitious and hardworking, in their endeavours to raise attainment further, for all pupils, including the most able. Self-evaluation is very effective and well-targeted with a clear understanding of the development of religious education at St Anne's.

Collective worship

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

Religious education key judgement grade:.....

2

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

1



Pupils engage and respond well to the prayer and liturgy provided at St Anne's. They participate in prayer and reflect reverently. Pupils enjoy singing a range of hymns and songs with enthusiasm. One pupil explained how she likes to praise God saying, 'I like to sing hosanna!' Pupils listen carefully to well-chosen scripture, related to the church's liturgical calendar. They understand the seasons of the church and how they influence prayer. Pupils are able to suggest their own ideas for prayer, based on their own personal experiences or through ideas from the curriculum. One pupil said, 'We believe in God and hope he will look after who we are praying for, we pray for the sick, people at war and the homeless'. Pupils enjoy the responsibility of preparing focus tables, reading scripture and writing their own prayers. They use quiet times to reflect. A pupil stated, 'We pray in appreciation for God. Prayer keeps us calm'. Pupils would benefit from further guidance from staff to deepen their spiritual responses to the scripture and further develop their participation as leaders of prayer and liturgy.

Prayer and worship is given high priority at St Anne's. Acts of worship take place through whole school assemblies, class prayer and liturgy, and at Mass. There is a daily pattern of prayer for everyone. The richness of the Catholic tradition is celebrated. Seasonally appropriate scripture passages are central to the worship and senior leaders are models of good practice. Staff are developing their skills in supporting pupils to lead and participate in prayer and liturgy, for example, providing a focus table, using seasonally appropriate drapes, candles, artefacts and the word of God. Staff would benefit from further training from senior leaders in selecting appropriate hymns and developing spiritual responses to scripture. Beautiful well-resourced

prayer spaces can be found all around the school environment. These spaces are valued and inviting. A recent prayer spaces afternoon engaged pupils in travelling around the school, visiting different prayer spaces, both inside and outside the building. This was enjoyed by everyone. Families are invited to take part in class assemblies and the services for harvest and year six leavers. One parent stated, 'Our priest regularly visits the school and encourages the children and parents to come to church on a Sunday and we have a special children's Mass once a month'.

Leaders and governors offer opportunities for professional development and training, which is based on self-evaluation. Leaders are highly skilled and have a thorough understanding of the Catholic tradition of prayer. They are working hard to share this expertise with other members of staff. The evaluation of prayer and liturgy is given high priority, and the subject leader has already demonstrated her impact on the practice of new members of staff. Prayer and liturgy is well-resourced in each classroom and throughout the prayer spaces around the school. The policy for prayer and liturgy outlines the current practice. However, it could be further developed to clarify the progression of skills and participation of pupils across the school. Eucharist and Reconciliation is celebrated at key times of the year. The parish priest plans out the programme of Masses and services with the headteacher. This includes celebrations for Advent, Lent, Easter, Holy Days, year six Mass etc. He is appreciative of the skills and dedication of the governors and senior leaders. He stated that, 'The headteacher attended the enrolment meeting for sacramental preparation, to support the programme. We have a strong partnership'. Governors have attended worship and Masses with the children; they say that, 'The pupils are respectful in church. The Catholic ethos of St Anne's shines through them'.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	119578
Full postal address of the school	Slater Lane, Leyland, Lancs PR25 1TL
School phone number	01772 422769
Name of head teacher or principal	Elizabeth Darnell
Chair of governing board	John Mills
School Website	www.st-annes-lancs.co.uk
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3 - 11
Trustees	Liverpool Archdiocese
Gender of pupils	Mixed
Date of last denominational inspection	3rd May 2016
Previous denominational inspection grade	Outstanding

The inspection team

Christine Mason	Lead inspector
Sharon Orwin	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