

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST ANNE'S CATHOLIC PRIMARY SCHOOL

North Street
Keighley
BD21 3AD

School URN	107344
Chair of Governors	Sean Gilligan
Headteacher	Sam Poulton
RE Subject Leader	Margaret Coffey
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Dates of Inspection	28 th - 29 th May 2012
S48 Inspector	Joe Ginty

INTRODUCTION

The Inspection of St Anne's Catholic Primary School was conducted under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2010).

The inspector reviewed in detail the following aspects:

- how well pupils achieve in Religious Education (RE)
- the quality of teaching in RE
- how well leaders and managers monitor and evaluate the provision for RE and plan and implement improvement to outcomes for pupils
- the provision for Collective Worship and the pupils' response

The inspector examined and discussed school documentation including:

- Self Evaluation Form (SEF48) and narrative
- School Achievement portfolio
- Leadership and management in RE Action Plan
- RE Subject Leader's monitoring records for RE and Collective Worship
- RE Subject Leader's summary reports 2009/2010/2011
- Headteacher's Report 2011/12 (to date)
- Pupil attainment and progress tracking data (RE)
- School Mission Statement (ongoing revision)
- Governors' Minutes
- Pupil Council Minutes
- Sample of pupils' RE books from each year group

The inspector visited RE lessons in Key Stages 1 and 2, shared Key Stages 1 and 2, and Collective Worship. He held meetings with the Headteacher, RE subject leader, Governors' Catholic Life sub-committee, and the Pupil Council and individual members of staff.

INFORMATION ABOUT THE SCHOOL

St Anne's is larger than the average sized primary school located in the centre of Keighley and serving the parish of St Anne. The proportion of pupils from minority ethnic groups is well above that found in schools nationally, as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free schools meals is below the national average but this figure is not wholly representative as the school deprivation indicator is well above national average. The proportion of disabled pupils and those with special educational needs is average. There is greater movement into and out of the school than is usually seen. The school has received a number of awards, including 'Artsmark Gold', the 'Activemark', 'Healthy School' status and 'Investors in People'.

There are currently 383 pupils on roll of whom 51% are of the Catholic faith. There are thirteen classes in the school. Due to the decline in Catholic baptisms over recent years, and with the approval with the Diocese and local Authority, the school will operate a revised admission number of 30 from September 2012 that will result in a new intake of

pupils of whom two thirds are Catholic. The school hopes to offer Nursery provision from September 2013. The school is regularly over-subscribed.

There are 16 full-time equivalent teachers of whom 12 are Catholic with four having CCRS or equivalent qualification. The headteacher has been in post since September 2011 following the retirement of his predecessor.

The school occupies a three-storey building, the oldest sections of which date back to 1900. Whilst there is a rich tradition of learning at the school the site is a constant draw on financial resources and does present challenges for teaching and learning in the twenty-first century. Governors and staff use their imagination and creativity to optimise spaces for learning in and out of the building and have created a stimulating and attractive teaching and learning environment. Strategic plans are in place for further renovation and improvement.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

2

The above is a summative judgement based on the judgements made below:

- *Outcomes for individuals and groups of pupils*
- *Provision for Catholic education including the effectiveness of leaders and managers*
- *Capacity for sustained improvement*

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

CAPACITY FOR SUSTAINED IMPROVEMENT

2

Main findings

St Anne's Catholic school provides a Good quality of Catholic education. The outcomes for pupils, the provision for Catholic education, the effectiveness of leaders and managers and the school's capacity for sustained improvement are at least good in every aspect and outstanding in some.

The school continues to build on previously good performance and its capacity for sustained improvement is good. Since the last (S48) inspection, action taken to improve provision has been concerted and effective. The totally committed Governing Body and enthusiastic headteacher, supported by an established leadership team and devoted staff, continually work towards sustaining an ambitious vision.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

In order to secure further improvement in pupil attainment and progress in RE the school leadership should encourage, and facilitate, the imaginative use of different teaching styles based on best practice in the school and provide pupils with a range of differentiated tasks and creative experiences that meet their broad range of need and ability. The school must continue to monitor attainment and progress through effective assessment systems with close liaison between senior leaders and the governors' sub-committees.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

2

Pupil achievement in RE is good overall. Attainment on entry to the school is below local and well below national expectations. Pupils typically enter school with little knowledge of RE but by the end of Key Stage 2 the standards of attainment in Learning about Religion (AT1) and Learning from Religion (AT2) are good.

If pupil progress is maintained during the remainder of this academic year, current data indicates that the vast majority of pupils in Y6 will have attained L4 or above in the subject. Attainment in AT1 is slightly lower than that in AT2. The attainment of girls is slightly higher than that of boys but the difference is not significant. The majority of pupils from ethnic minority backgrounds attain well, the exceptions being those pupils who have arrived in the country most recently. There is no noticeable difference in the attainment of pupils from vulnerable and disadvantaged groups.

Pupil progress in RE is good overall but historically has not been consistent across all Key Stages. The school is taking positive remedial action to address these inconsistencies to ensure that the standard of learning and rate of progress is consistent across each year group. With a concerted effort from all staff, the good rate of progress could be maintained and achievement in RE could be outstanding overall.

Pupils are keen to do well and they generally seek to produce their best work, often completed to a good standard. Where work is incomplete, this may be the result of the appropriateness and suitability of the task set by the teacher. Pupils' books suggest that there is an over-reliance on written evidence, which is an indication of the lack in variety of learning tasks and opportunities in some year groups.

The pupils articulate an interest and enthusiasm about their learning and enjoy what they are doing. From the day they enter the school community all pupils benefit from the opportunities provided and play a full and active part in all aspects of school life.

Pupils lead and take responsibility for shaping activities in the school and the wider community. This is demonstrated in the high level of pupil involvement in charitable work generally and more specifically in the work of the Pupil Council whose Minutes clearly document the many areas of pupil involvement and influence in the life of the school. Pupils acknowledge that they are listened to, their views are valued, and their reasonable suggestions and requests taken on board. They are very clear about the strengths of the school and are equally articulate about aspects they think might be improved. In discussion the pupils expressed a hope that all their peers in the school had the courage to own up if they had done wrong and be aware of, and take the consequences for, their actions as this was not always the case. The pupils are mature in their acknowledgement that they have a major part to play in securing any future improvement.

Pupils express their own views and beliefs with confidence, are able to refer to the work and teachings of Jesus and they have a very good awareness of other world religions. Pupils are positive when talking about their RE lessons. They are finding the new scheme of work both interesting and challenging. They have frequent opportunities to comment on the topics covered in RE and generally have a clear idea of how well they are doing and

how they might improve. They value and respect the tradition of the school and its links with the broader community. Pupils are generally considerate to others and during the time of the inspection their general conduct and behaviour in was good.

Vibrant acts of worship at Key Stage level engage the pupils' interest and inspire them from their earliest years. Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. No one acts in a manner contrary to his or her beliefs and all show respect for each other. Pupils have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, religious artifacts, hymns and other forms of prayer. Pupils are at ease when praying with their school community and appreciate what is taking place. There are frequent opportunities for formal prayer in a variety of settings and many pupils take an active role in the life of the parish community and sacramental life of the Church. There are some opportunities for pupils to prepare and lead worship and they do so with confidence and enthusiasm. The pupils would benefit from further opportunity for informal prayer and liturgy in the classroom setting.

These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	2
Taking into account:	
• <i>the quality of pupils' learning and their progress</i>	2
• <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress</i>	2
• <i>pupils' attainment in Religious Education</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils respond to and participate in the school's Collective Worship.	2

PROVISION

How effective the provision is for Catholic education.

2

The provision for Catholic education at St Anne's is good.

The school regularly monitors the quality of teaching in RE and the upward trend is for there to be teaching that is at least satisfactory with the majority of lessons being good with some outstanding features; a judgment confirmed during the inspection. The school has a very good view of its own strengths in teaching and those areas it wishes to improve.

Where teachers are confident, engaging and passionate in their planning and delivery the pupil response is at its best. Clearly defined lesson objectives, shared intended learning outcomes and appropriate differentiated tasks ensure that the pupils have a very clear idea of what is expected of them, remain engaged throughout the lesson and complete their work to a high standard whilst enjoying what they are doing.

Governors traditionally provide a generous discrete budget for resources to support the development of RE and Collective Worship and this is put to very good use. The school invested heavily in the new RE scheme, '*The Way, the Truth and the Life*', two years ago together with supporting resources. Teachers are increasing their familiarity with the scheme and should now be in a position where they can 'unpick' broad objectives and

tailor their lessons to the specific and particular needs of the pupils. The teachers feel more confident in their own subject knowledge in using the new scheme of work and the support materials.

There has been a strong reliance on obtaining written evidence to measure learning outcomes and this may have stifled creative and imaginative teaching and learning. Teachers must now be encouraged to 'think outside the box' and plan for learning opportunities of a more practical and exploratory nature through such as role-play and 'hot-seating' to engage and challenge the pupils and ultimately lead to an improvement in attainment in RE.

Teachers are gaining confidence in the use of the 'Inserts' tracking system but any such system is only as good as the data which is entered into it. A broader range of appropriate formative assessment and recording strategies must be devised which encompass the different teaching and learning styles through the school. Very effective strategies seen during the inspection must be encouraged as good practice as this will improve the range and quality of data that, in turn, will better inform the school on pupil attainment and progress in the subject. To facilitate improvements in teaching and assessment the school may consider the timetable arrangements for RE lessons and move towards a distribution of shorter but more frequent lessons.

The Catholic mission statement, proclaimed by the school, is endorsed by everyone. The spiritual and moral development of the pupils is a significant strength of the school and this is the direct result of the wholehearted dedication and commitment of each member of staff. All adults in the school are excellent role models who *'value and accept each pupil at the stage he or she is at on their journey of faith.'*

There is a strong and lasting tradition of Catholic education at St. Anne's. The teaching (catechesis) is of a reciprocal and trusting nature where all adults assume responsibility for teaching the children and the support the teachers receive from other adults in the classroom is a significant strength in the school. The living, sharing and celebrating of the Gospel (evangelisation) permeates the school day. The adults are the first and primary provision and this fact more than any other is worthy of celebration.

The school has used the EPR programme, *'In the Beginning'*, for a number of years and supplemented this work through the support of outside agencies. Following recent staff training, discussion and consultation with parents, the school will be adopting the new programme for family life and sex education, *'Journey in Love'*.

St Anne's is a prayerful community where liturgy and worship are central to the life of the school and parish. Acts of Worship are appropriate to the age and needs of the pupils with themes based upon the scheme of work topic and the liturgical calendar. The provision for Collective Worship is monitored by the school and it is encouraging to see significant developments and improvements over the past three years. The school could now consider developing provision for informal prayer, particularly opportunities with the classroom setting where there is exemplary practice in some but not all year groups. Pupils could be further encouraged to prepare and lead a weekly class-based prayerful celebration.

The Parish Priest is highly regarded for his contribution to the school community. He is familiar to all through his frequent visits to the school and the frequent opportunities they have to worship in the parish church.

These are the grades for the quality of provision

The quality of teaching in Religious Education.	2
The use of assessment to support learning in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	2

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

2

The school's governors, Headteacher and staff are deeply committed to the Church's mission in education and are at least good in their effectiveness in all aspects of their role and outstanding in some. The governing body have been particularly influential in recent times, working with the Keighley partnership of schools in ensuring the future of Catholic education in the town. Their determination in this process demonstrates an expertise that extends beyond the school as they have helped to shape and determine the direction of Catholic provision.

The Chair of Governors enjoys a long-standing relationship with staff, pupils and parents, demonstrating clarity of vision and acting with determination in challenging and supporting the school in tackling areas for development and so bringing about improvements. The recent re-structuring of sub-committees should place the Governing Body in a stronger position to meet the increasingly challenging demands of the day and the Curriculum sub-committee is well placed to develop and monitor strategies required to further improve the quality of teaching and learning in RE.

The Headteacher, completing his first year of headship, is the first to acknowledge the rich legacy inherited from his predecessor. His careful and measured analysis, together with his tireless enthusiasm ensured a smooth transition that bodes well for the future of the school. The Headteacher is totally committed to Catholic education and this is witnessed in his support and guidance of staff, pupils and parents alike. He has already been instrumental in leading and promoting a collaborative working environment, wherein morale is high.

Leadership of the subject is good. The RE subject leader has a wealth of experience and is highly regarded by colleagues and parents alike. The school maintains monitoring and evaluation systems that ensure that the demands of the curriculum are being met. The headteacher and subject leader are deeply committed to collaborative working and have been instrumental in the ongoing success of the Catholic partnership of schools and the impact that has on the broader development of, and improvements in, Catholic education in the area.

Governors and school leaders share a very clear vision of how the school might improve further; their aims are set out in a comprehensive action plans. The school conducts a range of systematic monitoring activities relating to provision and outcomes and their analysis provides a sound basis for the diagnosis of the school's strengths and weaknesses. The school participates fully and actively in developing and implementing a variety of partnership activities. These activities themselves make a good contribution to pupils' achievement and well-being. The school actively promotes pupils' initiative in

learning about and supporting charities at local, national and global levels and the response is most generous.

Parents are actively involved in the life of the school. They are canvassed for their opinion and state clearly that their expressed views are listened to by the school. Through regular school and diocesan newsletters, parents are kept well informed of events. However, the school should seriously consider extending the distribution of *'The Wednesday Word'* to all families at the school. Parents speak positively of the care and dedication of staff and the high level of trust they and their children place in the school.

These are the grades for leadership and management

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	1
How effectively leaders and managers promote Community Cohesion.	1