

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

St. Anne's is a larger than average sized Catholic Primary School situated in Huyton, Knowsley serving the parish of St. Agnes'. Since the last inspection St. Agnes' Primary School has closed and the majority of pupils have transferred to St. Anne's. There are 253 children on roll of whom 242 are baptised Catholic and 11 come from other Christian denominations. There are no children from other faith or religious traditions. There are 12 teachers of whom 11 teach Religious Education. Nine are Catholic. Four teachers have a suitable qualification in Religious Education and two are currently undertaking the Catholic Certificate in Religious Studies. There has been no significant change in leadership and management since the last inspection although there has been extensive building works and change in personnel. A private Nursery has recently opened on site under the name of St. Agnes and there are 27 children currently registered.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

1

The school's capacity for sustained improvement

1

Main Findings:-

St. Anne's is an outstanding Catholic Primary School. There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement – '*...we work and live as Jesus taught us*'. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school community. Since the last inspection the school has securely maintained and continued to build on previously outstanding performance despite undergoing significant changes. All new initiatives have been embraced and addressed as the school strives to improve standards and provision. Self evaluation is rigorous, comprehensive and accurate. Outcomes for pupils are outstanding. Pupils are confident, happy learners who thrive in the caring atmosphere created by the school. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are outstanding. The school is extremely successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff in order to secure improvement to outcomes and provision. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and is being used effectively to improve outcomes. Staff are encouraged and supported in their ongoing development. School leaders are committed to the ethos and mission of the school and promote high expectations of all pupils spiritually, morally and in all aspects of learning. Governors are justly proud of their school, promote it well and are loyal to it. They carry out their duties in an outstanding manner. Parents are very supportive and appreciate all the school does.

Given the dedication and commitment shown by the leadership of the school, their culture of improvement planning and rigorous self-evaluation, there is an outstanding capacity for sustained improvement.

What the school needs to do to improve further

Continue to implement the targets set out in the school's Self-Evaluation Document including:

- Raise the standards of attainment in Religious Education further by:
 - embedding the language of the level descriptors when planning for groups of children ensuring differentiation is by both task and outcome;
 - ensuring that there is sufficient progression and challenge especially for the more able pupils.

- Further develop the work currently being done in assessment, monitoring and tracking of children's progress by:
 - embedding information gleaned through analysis of assessment data to inform planning and track pupil progress.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is outstanding. Pupils' attainment in Religious Education is good. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessment undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a good level for their age and stage of development. Pupil tracking is in place following the merger and the current trend is good however, it is in its infancy and the impact cannot be measured fully at this time. Pupils are supported very well by effective teaching assistants. Pupils are becoming increasingly more religiously literate as they become familiar with the key words from the topics and can relate their own life experiences to the Christian understanding of the topics. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Their knowledge, understanding and skills are appropriate to their age or capacity. Any underachievement is challenged. Pupils are encouraged to work independently, in pairs and collaboratively in small groups. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and exemplary thoughtful behaviour which are a real strength of the school.

Pupils are actively involved in developing and evaluating the Catholic character of the school by showing an outstanding commitment to the Mission Statement. Pupils' have an outstanding sense of belonging to the school community and show how much they '*work and live as Jesus taught them*' by the way in which they forge excellent relationships with their friends and teachers and always strive to do their utmost best. Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, special friend buddies and members of the Children's University to name but a few and in the wider community as ambassadors of the school during off site visits to local care homes, Ten Acre Pits, McGoldrick Park, Synagogue etc. Pupils are considerate and caring of others both in school and the wider community. They support and fundraise for numerous charitable causes including CAFOD, Nugent Care, 'We Can Make a Difference', Shoe Box appeal, Haiti etc. Pupils benefit from participation in annual residential PGL activities to Boreatton Park in Shropshire and retreat days run by the Parish Sisters. Education for personal relationships has fostered positive attitudes in pupils and SEAL is used effectively in support of this. Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each others achievements at their weekly assembly where pupils are rewarded for being 'living examples' of the Mission Statement. They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in their own parish and many are altar servers at St. Agnes'.

Pupils are outstanding in responding to and participating in the schools Collective Worship. They act with reverence and are keen to participate in a variety of gatherings. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. Some children are involved in planning,

preparing and leading worship however the school recognises this needs to be further developed and cascaded down throughout all the year groups. Guidance is needed to ensure that appropriate scripture is used during the 'listen' element of Collective Worship. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupils' knowledge of prayer and liturgy is increasing. They are becoming more familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"> pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> the quality of pupils' learning and their progress in Religious Education 	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching and purposeful learning at St. Anne's is outstanding. Teachers are consistently very effective in ensuring that pupils are interested and engaged in their work and make outstanding progress. Teachers take into account pupils' prior learning and ensure a variety of tasks are planned so that the work consolidates, builds and extends their knowledge and understanding. Evidence suggests that occasionally there is an over reliance on differentiation by outcome. Teachers need to ensure that they provide a range of activities which provide challenge for the more able pupils. Excellent use is made of time and resources e.g. ICT, interactive white boards, Gods and Church's story, audio and visual media, etc. Effort and achievement are recognised and rewarded through praise, stickers, merits, Golden Time etc. Some teachers use developmental marking and indicate what pupils need to do to improve further. This needs to become established across the whole school and embedded into standard practice. The learning environment is positive and vibrant and each classroom has an appropriate Religious Education devotional focal point.

The assessment of pupils work in Religious Education is very good. All teachers are undertaking the formal assessment tasks in line with Archdiocesan guidance. St. Anne's has good assessment strategies and tracking in place that provides accurate and detailed information on the achievement of all the pupils. Some teachers enable pupils to evaluate their own work. Assessment information is collated by the subject leader and shared with the leadership team, governors and parents. Achievement and effort are celebrated. Pupils are affirmed, know how well they are doing and know what they need to do to improve further.

The curriculum is outstanding in meeting pupils' needs. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum. The school using the 'Here I Am' programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and 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. Monthly newsletters are provided for parents and carers, half termly curriculum newsletters and termly Religious Education leaflets. Parent's views and opinions are sought by undertaking SWOT analysis. Imaginative and well planned visual, auditory and kinaesthetic strategies are deployed to enrich pupils learning e.g. use of ipads, laptops, flip cams, role play, outdoor play, painting, etc. The school implements new curriculum developments as appropriate. Enrichment activities such as athletics, choir, eco club, Spanish, kickboxing, and netball have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development.

The quality of Collective Worship provided by the school is outstanding. Teachers plan well and the subject leaders ensure it is monitored effectively. Peer observations are encouraged to develop teacher confidence and quality assurance. Provision for Collective Worship has a high profile at St. Anne's. Resources, including the use of ICT, are provided to enhance worship. Collective Worship reflects the Catholic character of the school and takes into account the background of the pupils. Subject leaders have given in-service training in planning and delivering Collective Worship and use their skills well to engage the children and provide joyful celebrations. Collective Worship plays a key part in meeting the spiritual needs of the pupils. Parents and carers are invited to join in celebrations.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and developing the Catholic life of the school. The leadership team show an excellent understanding of and commitment to the Mission of the Church. This is reflected in the Mission Statement '*...in which we work and live as Jesus taught us*'. All those who form part of the school community were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life. Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. through prayer, charitable outreach, and raising awareness of those in need especially the parish 'Make a Difference' project.

The Governors, Headteacher and subject leadership team have demonstrated a deep commitment, drive and determination in ensuring a smooth transition for all pupils during the closure of St Agnes' and the transfer of the pupils to St Anne's. Ongoing self evaluation ensures that continuous improvements are made in all

aspects of the Catholic life of the school. This includes the recent opening of a private nursery on-site to serve the Catholic community of St. Agnes. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It is rigorous, comprehensive and accurate. This analysis provides a basis to celebrate the schools strengths and outlines areas for development. Timescales and clear lines of accountability are included thus ensuring the school's priorities are clear. A range of opportunities for Spiritual and Moral development are provided for all staff including Collective Worship, Archdiocesan led Spirituality and In-service Topic days and opportunities to join in 'Before you Begin' celebrations at the beginning of each new topic.

Leaders and managers are skilled in the way they monitor to evaluate the schools performance, celebrate and plan future improvements. There is a comprehensive monitoring and evaluation programme in place which ensures lesson observations, monitoring of planning, book trawls and moderation of assessments are undertaken. The subject leadership team fulfil their role in an outstanding manner with enthusiasm and great commitment. Together with the Headteacher and her overall vision for the school they make an outstanding partnership. They complement each other and work effectively together with the support of the Parish Sister who acts as Link Governor. The Deputy has overall responsibility for Collective Worship. They take it in turns to attend Archdiocesan briefings and training sessions. Reports are regularly produced and delivered to the Governing Body curriculum committee. Excellent documentation guides and directs all staff in their delivery of the subject and strategies are in place to support newly appointed staff through peer observations and mentoring.

Governors at St. Anne's are well informed and discharge their responsibilities in an outstanding manner. They have effectively helped to shape the direction of the school. They set challenging targets and are constantly striving to improve the learning environment and provision. They are involved in monitoring and improvement planning and are committed to the Catholic life of the school; over half of the Governors are active members of the parish community and visit the school regularly. Members of the Governing Body have attended training sessions to enable them to fully develop their roles effectively.

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 religious diversity within the community. There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils. Leaders and managers facilitate pupils' involvement in service to the immediate neighbourhood served by the school i.e. altar servers and the wider community through charitable outreach. Dialogue and collaboration is encouraged with people who hold different beliefs and values. The use of the Religious Education Programme 'Here I Am' provides outstanding support to community cohesion. During 'Faith Week' pupils had the opportunity to look at Judaism and the school was visited by Mr. Cohen a practising Jew. This was further enhanced by visits to the local Synagogue. These experiences have helped to promote tolerance and respect for those who think differently.

Community Cohesion is a real strength of St. Anne's. There is a strong faith commitment at the school and there are catechists drawn from within the staff and parents. The 'Wednesday Word' is provided by the parish and distributed

through the school. The Parish Priest is a regular visitor and appreciates the commitment of the school in nurturing the faith. He presides at Mass both in school and in St. Agnes' Church. Sacramental preparation is delivered jointly by the parish Sister, teachers and parents. They are particularly supportive in this role. There is a newly re-established 'Friends of St. Anne's' committee which raises funds for the school. The school operates a breakfast club.

How effective leaders and managers are in developing the Catholic Life of the School	
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	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1