



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST ANNE'S CATHOLIC PRIMARY SCHOOL

ST HELENS

Inspection Date Tuesday 16 November 2010

Inspectors Rev D. Melly,
Mrs L. Caswell, Mrs M. McGarry

Unique Reference Number: 104805

Inspection carried out under Section 48 of the Education Act 2005

Type of School: Catholic Primary

Age range of pupils: 3 – 11

Number on roll: 320

Chair of Governors: Mr J. Knowles

Head teacher: Mrs S. Malley

School address: Monastery Lane
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Date of last inspection: 7 March 2007

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 school is a larger than average sized Catholic Primary School situated in St Helens and serving the parish of St Anne and Blessed Dominic. There are 320 children on roll of whom 289 are baptised Catholic, 31 come from another Christian denomination. There are 15 teachers of whom 14 teach Religious Education. Eight are Catholic. Four teachers have a suitable qualification in Religious Education. Since the last inspection a new Headteacher has been appointed and the senior management team re-structured. The Religious Education Co-ordinator is currently on maternity leave and her place is being taken by the Headteacher and the Senior Assistant Headteacher

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:-

The school is outstanding overall in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has securely maintained and built on previously outstanding performance. Self Evaluation is rigorous and accurate though cautious in its judgements. Outcomes for pupils are outstanding. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are outstanding. The school is 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. Staff are affirmed and supported. Teachers are provided with inservice to support their ongoing development. Realistic and challenging development plans stem from the accurate analysis obtained through monitoring and are being used effectively to raise standards further. Effective strategies are also put in place to address any identified under performance.

Overall the school has outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Ensure that the high quality teaching and learning is sustained by:
 - continuing to encourage both teachers and teacher assistants to attend CPD opportunities.
- To consolidate established strengths in assessment by:
 - producing a school portfolio of moderated work to ensure consistency and progression across the school.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is outstanding. On entry to school many children have a limited or no knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is outstanding. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessments undertaken provide evidence of pupils generally attaining appropriate or higher levels for their age and stage of development in each key stage. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are outstanding. Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or

capacity. 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. Any underachievement is challenged and appropriate strategies put in place at planning meetings. Pupils are encouraged to work independently and collaboratively. Pupils enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school through their involvement in the development and living out of the Mission Statement. Pupils' have an outstanding sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school and wider community caring for and supporting the younger children, planning and implementing senior citizen events, being members of a very active school council and personally responding to need such as Haiti and environmental issues. Pupils benefit from participation in away days in Northumberland. Pupils are considerate and caring of others both in school and the wider community. Pupils have a very good sense of right and wrong and apply this in their personal relationships. Education for personal relationships which is a priority for the school has fostered positive attitudes in pupils. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

Pupils are outstanding in responding to and participating in the school's Collective Worship. They are becoming increasingly more confident preparing and leading worship. They act with reverence and are keen to participate in a variety of gatherings. They reflect in silence and join in community prayers appropriately and with confidence. 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 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 	1
<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 is outstanding in ensuring that pupils are interested and engaged and so are enabled to make outstanding progress. Teachers take into account pupils' prior learning and plan challenging, creative and differentiated tasks so that the work consolidates, builds on and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently

and collaboratively. Outstanding use is made of time and resources: Information Communication Technology including PowerPoint, digital recordings and video clips, music, TV media, significant gifts belonging to both staff and pupils shared with significant memories, story, display and most of all teaching assistants and other adults. Teachers and others use a variety of strategies to sustain and motivate pupils: sharing personal memories, opportunities for collaboration, well planned and exciting activities which offer challenge to enable the children to deepen their understanding of the concepts covered. Pupils are informed of their progress and shown how to improve both orally and through quality marking. They are given opportunities to discuss their work and progress.

The assessment of pupils work in Religious Education is outstanding. The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils. Teachers are able to identify how well pupils are achieving and address underachievement. Teachers enable pupils to evaluate their own work. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the leadership team, governors and parents. Achievement and effort are celebrated especially at the Friday assembly. 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. 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. Imaginative and well planned strategies are deployed to enrich pupils' learning. Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. The school implements new curriculum developments as appropriate. Enrichment activities such as days away in Northumberland, theatre trips, visits to the Robin Wood Activity Centre etc., have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development.

The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. 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. The school provides opportunities for staff to develop skills in planning and leading Collective Worship. The teachers provide the necessary resources and opportunities to help children develop the skills necessary to plan, lead and participate in Collective Worship. Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the 'Here I Am' programme and the Church's liturgical year.

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	1
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 and show an outstanding understanding of and commitment to the Mission of the Church. This is reflected in the school's own Mission Statement. All who form part of the school community including parents, parish, 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 can regularly evaluate its effectiveness. Opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school through their involvement in the development of the Mission Statement and their involvement in Collective Worship. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It enables the school to celebrate its strengths and highlight areas for development. The Self Evaluation Document is detailed and thorough though over cautious in their judgements. It is obviously having a great impact on the Catholic life of the school. The school provides outstanding induction and in-service training to enable staff to fully understand the Church's Mission in Education and play their unique part in it. They are also given opportunities to attend topic days, visualisation training and other relevant inservice. They take part in Before you Begin sessions which support their understanding of topics and gives them an opportunity for spiritual development.

Leaders and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements. Planning, monitoring and evaluation are outstanding in their impact on the future planning for teaching and learning. Monitoring of teaching is outstanding and is fed back supportively to staff to enable them to celebrate their strengths and address any areas for development. The subject leader is outstanding in guiding Religious Education. She shows commitment and introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated on a regular basis.

Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their involvement in developing the Mission Statement, provision of inservice and leadership of the Before You Begin section of the programme.

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. Leaders and managers facilitate pupils' involvement in service to the local Faith and religious communities and the immediate neighbourhood served by the school by their involvement in Make Sutton Smile, the Gardening Club allotment project, senior citizens, Police Clinics, and singing in the local supermarket etc. Dialogue and collaboration is encouraged with people who hold different beliefs and values. There has been a recent visit to the Jewish museum in Manchester and Rabbi Douglas Charing spent a morning in school speaking to all classes. Parents are consulted regularly and involved in a variety of ways in the life of the school. Newsletters are sent home regularly and parents are invited to become involved in the Religious Education of their children. Parents are also invited to attend special assemblies, Masses and services both in school and in church. The use of the 'Here I Am' programme is outstanding in promoting community cohesion. Children have explored the beliefs and values of other faiths and religions: Judaism, Sikhism, Hinduism and Islam. This helps to promote tolerance and respect for those who think differently

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