

INSPECTION REPORT

ST. ANNE'S ROMAN CATHOLIC PRIMARY SCHOOL
Greenacres Road Oldham OL4 1HP

Inspection date November 2010
 Reporting Inspector Mrs. M. J. Schofield
 Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary
 URN 105725
 Age range of pupils 3-11
 Number on roll 231
 Appropriate authority The governing body
 Chair of Governors Mrs. Mary Turner
 Headteacher Mrs. Anne Ostmeier
 Religious Education Co-ordinators Mrs A. Ostmeier (Curriculum Religious Education)
 Mr. G. Markland (Catholic Life of the School)
 Date of previous inspection March 2008

| The Inspection judgements are: | Grade | Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate |
|--|--------------|---|
| Overall effectiveness of the school | 2 | |
| Leadership and management of the Catholic life of the school | 1 | |
| The quality of Collective Worship | 1 | |
| Achievement and standards in Religious Education | 2 | |
| The quality of teaching and learning in Religious Education | 2 | |
| The quality of the Religious Education curriculum | 1 | |
| Leadership and management of curriculum Religious Education | 1 | |
| <i>The following pages provide reasons to support these judgements</i> | | |

CHARACTERISTICS OF THE SCHOOL

St. Anne's is a voluntary aided Roman Catholic primary school serving the parishes of St Anne in Greenacres and St Michael in Abbeyhills. The school is close to the centre of Oldham. The area surrounding the school is one of high social and economic disadvantage and both culturally and ethnically diverse. On entry to the Nursery the attainment of many pupils is below average. The age range of learners is 3-11 and the indicative admission number is 30. There are currently 231 pupils on roll of whom 142 (61%) are baptised Catholics. An increasing number of local non Catholic learners from ethnic minority groups are seeking admission to the school. 23% of learners are eligible for free school meals. The school has identified 46 pupils with special educational needs. Currently 5 pupils have a statutory statement of their needs. There are 9 full time and 2 part time teachers. 9 of the teaching staff (82%) are of the Catholic faith.

OVERALL EFFECTIVENESS OF THE SCHOOL

St. Anne's is a good Catholic school with several outstanding features. The headteacher, senior leaders and governors work together to offer a traditional Catholic education reflecting the aims expressed in its Mission Statement. Within this caring ethos each member of the school community is valued and nurtured and diversity is celebrated. Teaching is good. Relationships between staff, teaching assistants and pupils are a strength. Staff at all levels work as a team. They are committed and demonstrate excellent levels of care. Learners are rightly proud of their school and demonstrate good attitudes to their learning. They are polite, well behaved and enjoy their work. The provision for the spiritual, moral, social and cultural development of pupils is good. Meaningful and varied opportunities to celebrate prayer and worship together are strong features supporting and enhancing the curriculum. There are strong home, school and parish links ensuring all pupils are well supported on their individual faith journeys.

Improvement since the last inspection

Following the last inspection in 2008 the school has successfully addressed the two areas identified for development. Staff training in assessment and moderation in Religious Education and the development of an assessment portfolio, together with rigorous monitoring of teaching and learning have been significant actions in moving the school forward and raising the level of pupils' achievements. Staff new to the school and non Catholic staff are aware of the expectations of teaching in a Catholic school and are well supported through in-service training. The recent upgrading of the administrative area, the entrance, toilets and school kitchen have made a positive impact on the school's provision of a secure and happy environment.

Capacity to improve

The school's self-evaluation is good. Priorities for Religious Education and the Catholic life of the school have an appropriate place in the schools future action planning. The governors, headteacher and senior leaders within the school are committed to continuing the development of the school's strong Catholic ethos whilst embracing the religious and cultural diversities within its community. All staff are fully aware of the goals the school is aiming to achieve. The school has a good capacity for further improvement.

There are no significant issues to be addressed. The school is encouraged to continue to develop the following priorities as identified in its own self-evaluation.

- Ensure provision of training for recently qualified teachers and non Catholic staff in developing acts of worship
- Develop the use of assessment data to inform planning, teaching and learning to ensure higher attainment
- Develop the global aspect of community cohesion

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are outstanding. The key message in the school's Motto is "We grow together in God's love". All aspects of the daily life and work of St. Anne's school are a reflection of this motto helping to create a secure, fair environment where enjoyment of school, self esteem and respect are found. The new Religious Education co-ordinator has a clear vision of the Catholic nature of the school and works closely with the co-ordinator whose responsibility is the development of the Catholic life of the school. All staff work hard in their commitment to the school's Catholicity. The chair of governors meets regularly with the headteacher. The governors are knowledgeable and actively involved in the religious and liturgical life of the school. They are well informed of the school's strengths and areas for development. The link governor for Religious Education is the parish priest who meets weekly with the headteacher and frequently celebrates whole school and class Masses. Good relationships between the home, school and parish family are a strength. Partnership with parents is further encouraged through newsletters and good information regarding their children's progress. Parents are encouraged to share in school Masses, assemblies and liturgical celebrations. Community cohesion is promoted through the school's commitment to ensure that all pupils regardless of their race, religion or ability have equal opportunities in a cohesive and supportive environment. The school plays an important supporting role in the Sacramental Programme and enjoys close links with other schools in the area and with its associated Catholic high school.

THE QUALITY OF COLLECTIVE WORSHIP

Provision for collective worship is outstanding. The school's policies for prayer and worship identify the range of opportunities for pupils and staff to develop together their relationship with God. Classes in turn prepare and present assemblies which are planned over the year to provide a broad range of themes. They use drama and joyful singing to enhance these celebrations. Assemblies are often based on one of the "Statements to Live by" providing a focus for the week in each class. There is a well developed liturgical timetable which includes Masses celebrated in the church and school, together with special celebrations on the key feast days of the year. Pupils of all faiths join in collective worship showing respect and reverence during prayer and meditation. Parishioners and parents are invited to join with the school community at assemblies and at a weekly early morning Mass celebrated in school during Lent and Advent. Learners show a growing awareness of the importance of prayer in their lives placing their own prayers on the "Prayer Tree" in the Rainbow Room. The Year 6 pupils were observed as they planned in groups their own classroom collective worship celebrations up to Christmas. In the assembly to remember their deceased family members pupils spoke about those they wished us all to pray for. Photographs were displayed and candles lit to their memory. The priest reminded everyone we should not forget those who died during the wars. The following day the whole school community gathered to observe a two minute silence of remembrance. The opportunities for all pupils to prepare and lead collective worship make a positive contribution to the spiritual and moral development of learners and to promoting community cohesion.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good. Many pupils enter the school with attainment often below the national expectations. They make good progress as they move through Foundation Stage. In Key Stage 1 pupil attainment continues to improve so that by the end of Key Stage 2 progress is often good or better. In the lessons observed during the inspection learners were attentive listeners, eager to share their ideas before settling quickly to their given tasks. Behaviour was good at all times. The teachers planned activities according to pupils' age and ability and good deployment of their support staff helped all pupils achieve at an appropriate level. Regular monitoring of planning, observations and work books by the co-ordinator helps to provides information of progress through the school. Pupils in Reception recognise the wonders of God's creation and are able to talk about them. They know that they are special to God and part of His family. In Key Stage 1 pupils recognise stories that come from the Bible and are able to write their own short accounts and simple prayers. In Key Stage 2 the younger pupils understood the responsibility they have to care for those in need whilst the older pupils worked effectively in groups in their planning of classroom worship celebrations. The positive marking of learners written work is a developing process aiming to direct improvement in their work and reinforce links with their literacy studies. Pupils are eager to take on responsibilities making a positive contribution to the school as councillors and buddies in the playground.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The quality of teaching and learning observed during the inspection was good with examples of outstanding teaching in both in both key stages. Teachers are secure in their knowledge of the Salford guidelines and are able to use a range of strategies to engage and encourage pupils in their learning. Teachers new to the school are well supported by their colleagues. Lessons include discussion, written work and often drama and worship. However lesson planning varies in detail and does not always identify any evaluation of their teaching or the pupils' learning. These evaluations should form an important part of a teachers' forward planning. Assessment tasks are completed each half term. The co-ordinator has built up a portfolio of these assessments at each key stage. In-service training based on moderation of assessments has helped to develop agreed levels at which learners are working. Interactive whiteboards and information communication technology are used as an effective resource by staff, creating interest and enjoyment in the classroom. Many display areas and classroom teaching areas are bright stimulating learning environments with colourful religious displays. A very good example of teaching in was seen in Year 2. In role play the story of Moses and the burning bush demonstrated that God told Moses to return to Egypt and what he wanted him to do. God promised to help Moses who was not confident to act as God asked. The role play activity was filmed by two pupils supported by the teaching assistant. Different activities focussed on the question of what each of us can do for God. There was good feedback in the ideas offered by the pupils.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The quality of the Religious Education curriculum is outstanding. Time allocated to curriculum Religious Education is in line with national and diocesan guidelines. The school currently follows the *REvision 2000* guidelines supplemented by activities related to the liturgical year. The resources for information communication technology to support the delivery of the curriculum are good. Teachers are knowledgeable and confident in the delivery of their lessons. They use a variety of ways to ensure learners are actively involved in discussion, presentation and role-play so as to meet the needs of all learners. Teaching assistants play an important role in supporting both teachers and pupils within the classroom. There is regular monitoring of planning and lesson observations to ensure there is good quality teaching and learning. School Masses, assemblies and liturgical celebrations have a positive impact in supporting and enriching the Religious Education curriculum. Classroom displays of learners' work are good evidence of their understanding of the topics they have studied and the variety of activities they have completed. Pupils learn about other world faiths in Key Stage 2 and through visitors to the school. This has been important in helping pupils to develop their awareness of the customs and traditions of other faith communities whilst understanding similarities and respecting the differences between themselves and their fellow pupils. These positive experiences help to promote community cohesion.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The leadership and management of curriculum Religious Education are outstanding. Working closely together the headteacher, the senior leadership team and the chair of governors share a vision for the ongoing review and development of curriculum Religious Education. The Religious Education co-ordinator and the coordinator for the development of the Catholic life of the school work closely together. They are well supported by the school's leadership team. Both have a clear understanding of their roles in ensuring Religious Education has a high profile in this multicultural, multi-faith school and recognise that progress and the development of the curriculum will need to be frequently reviewed. Assessment procedures are in place to give an indication of pupils' knowledge and understanding. The monitoring of teaching and learning through observations and the scrutiny of planning and workbooks helps to ensure consistency in raising standards. A particular strength within the school is the support of the musical excellence in the liturgical and prayer life of the school community. The co-ordinators' attendance at in-service training provided by the diocese and their feedback to staff provides good support to staff and encourages them to challenge their practice and be creative in their delivery of the curriculum. Through headteacher reports governors are well informed and therefore able to monitor the management of curriculum Religious Education and learners' progress in the religious and community life of the school. Governors share in-service days when appropriate and visit the school for occasions of prayer and worship.