



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST ANNE'S CATHOLIC PRIMARY SCHOOL

LEYLAND

Inspection Date 3 May 2016
Inspectors Rev D Melly Mrs J Farrimond
Unique Reference Number 119578

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Primary
Age range of pupils 3-11
Number on roll 218
Chair of Governors Mr J Mills
Headteacher Mrs E Darnell
School address Slater Lane
Leyland
Preston
Lancashire
PR25 1TL
Telephone number 01772 422769
E-mail address head@st-annes.lancs.sch.uk
Date of last inspection 28 June 2011

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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 this school

- St Anne's school is an average sized Catholic Primary School situated in Leyland serving the parish of St Mary.
- There are 216 children on roll of whom 141 are baptised Catholic, 32 come from other Christian denominations, 2 are from the Orthodox tradition and 41 have no religious affiliation.
- There are 13 teachers of whom 8 teach Religious Education and 5 have a suitable qualification in Religious Education. Eight teachers are baptised Catholic.
- Since the last inspection a new headteacher and a new Religious Education have been appointed and there have been significant staffing changes.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

© 2016 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Anne's is an outstanding school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They are constantly involved in its evaluation.
- Pupils have an outstanding sense of belonging to the school community and value and respect each other.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. They are members of the school council, house captains and play leaders. They also take responsibility for planning and leading Collective Worship.
- Pupils are actively involved in developing the Catholic character of the school by the way they live out the Mission Statement, the way they treat each other and by their participation in school Masses and Collective Worship.
- Pupils benefit from participation in away days and retreat activities. They have experience of a residential stay in Hothersall Lodge in Longridge. They have also had a retreat day experience in the local high school.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. The THINK Board on the playground allows for a valuable restorative approach where children resolve their own issues.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. A considerable amount of effort has been put into this area of the curriculum recently.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local faith community. They are very much involved in the parish of St Mary. They visit a local home for the elderly. They have been involved with the local Tesco. They also hold open mornings for the local community. They show respect and understanding of other faiths and religions. They show concern for those who are less well off, readily and eagerly supporting such charities as CAFOD, Nugent Care and the Toilet Twinning!
- Pupils embrace opportunities to meet their potential in all aspects of school life. They certainly aspire to be more.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is Outstanding.
- Their attainment in Religious Education is overall Outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good.

- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage.
- 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 reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Events such as 'Day of Many Colours' encourage the children to recognise their uniqueness at the same time as coming together, no matter how different.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is Outstanding.
- They show great interest, respond very well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- 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. This is well proclaimed.
- They sing very joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning when planning so that the work consolidates, builds on and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Excellent use is made of time and resources including other adults and Information and Communication Technology to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through written marking. A more consistent approach to the marking of children's work and the addressing of next steps needs to be considered. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is very good.
- The school has effective 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 tackle underachievement.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is Outstanding.

- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. 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.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the retreat day, residential experience and the many after school clubs have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is very good. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a very high profile and is central to the life of the school.
- 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 using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children are always 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 evaluate its effectiveness.

- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school especially in the way they respect and treat each other. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The SED is very comprehensive and thorough and obviously has a great impact on the Catholic life of the school.
- The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. They make full use of the opportunities for development offered by the Department for Christian Education.
- The quality of Collective Worship is a priority for the school. They have recently put great effort into its development. It is effectively monitored and evaluated by leaders, governors and managers. A very good up to date policy is in place.
- Opportunities for spiritual and moral developments are provided for staff. Use is made of the *Come and See for Yourself* section of the programme. There are also other opportunities offered which give teachers time to reflect.
- 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 very positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well informed about the life of the school and are invited to assemblies and Masses.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through the generous sharing of their time and expertise. The contribution of the priest is particularly appreciated.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents. She hopes to involve more staff in the tracking process in the future.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is very conscientious and is outstanding in guiding Religious Education. She shows extra ordinary commitment and introduces new initiatives when

appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are regularly celebrated.

What the school needs to do to improve further?

- Address the areas identified in the SED, particularly the development of the assessment already in place, giving more ownership to staff.
- Ensure there is a more consistent approach to the use of driver words throughout the whole school. Share the good practice where this is already effective.
- Increase the evidence of differentiated tasks.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
-------------------------------------------------------------	---

OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

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

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors 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, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate
