



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST ANNE'S CATHOLIC PRIMARY SCHOOL

#### LEYLAND

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Inspection Date 28th June 2011

Inspectors Mrs Maria Eves Mrs Angela Williams

Unique Reference Number 119578

Inspection carried out under Section 48 of the Education Act 2005

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Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 185 (+ 26 Nursery)

Chair of Governors Mr John Gillooly

Head teacher Mr Michael Barrett

School address Slater Lane  
Leyland  
Lancashire  
PR25 1TL

Telephone number 01772 422769

E-mail address head@st-annes.lancs.sch.uk

Date of last inspection 7<sup>th</sup> October 2008

# 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 an average sized Primary School situated in Leyland Lancashire serving the parish of St Mary's Leyland. There are 211 children on roll of whom 133 are baptised Catholic, 19 come from other Christian denominations and 34 pupils from other faith traditions. There are 12 teachers including the headteacher of whom 7 teach Religious Education, 11 are Catholic and 7 have a suitable qualification in Religious Education. The school is one of two Catholic Primary schools that serve the parish of St. Mary's. The Benedictine Monks from Ampleforth who serve the parish have had an important input into the development of the school since its opening. The recent significant re-development of the school buildings have created increased opportunities to enhance the curriculum.

### 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 school. It is an inclusive community, underpinned by an exceptionally strong Catholic ethos, which establishes a positive climate for work. The Gospel values of love, care and respect very evidently underpin every aspect of school life. This is a school where the well being of every child is of paramount importance to all staff. Staff provide a secure, calm, nurturing environment in which all pupils thrive and are well cared for. Prayer and worship are at the heart of the school and the inclusion of all pupils is central to the school's vision. St. Anne's reflects a place of happiness, joy and fulfilment whilst striving for success at all levels. The welcoming distinctive ethos is made explicit in the colourful stimulating environment. Pupils are encouraged to take an active part in the life of the school, exercise responsibility and are consulted on a regular basis. The pupils' spiritual and moral development is outstanding and this is reflected in their excellent behaviour and attitudes. 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 good performance. Self evaluation is rigorous. 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 highly effective and inspirational leadership of the headteacher and Religious Education co-ordinator is committed to ensuring excellence in all aspects of the Catholic life of the school. Staff are affirmed and supported. Teachers are provided with in-service training to support their ongoing development. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and are being used effectively to improve outcomes. The Collective Worship is outstanding and contains deeply reflective and uplifting elements. The school chaplain very successfully leads the children in developing meditation skills through the 'In my Heart Room' material.

Given the commitment demonstrated by the headteacher, Religious Education co-ordinator, governors, Parish Priest and Chaplain the school has outstanding capacity for sustained improvement. The school has outstanding capacity to continue to improve due to an accurate knowledge of its strengths and development needs identified through rigorous self evaluation. The school's self evaluation takes place regularly and involves staff, children, parents and governors.

## **What the school needs to do to improve further**

- Further develop Assessment as identified in the self evaluation document by:
  - developing a whole school tracking system that clearly identifies the progress and attainment of all groups of pupils.

## **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 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 level 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 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 sensitively challenged. Pupils are encouraged to work independently and collaboratively. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. They speak highly of the staff and they appreciate the many opportunities they have to share their views and shape the future of the school. Pupils show a developing confidence in discussion and feedback and a real knowledge and understanding of the subject and its relevance in their lives. Pupils are actively involved in developing and evaluating the Catholic character of the school. They are proud of their school and involve themselves in a full range of activities carried out in school and beyond the school day, for example preparing and leading collective worship, working with the parish to raise funds for CAFOD, participating in Leyland Schools Carol Service.

Pupils demonstrate enthusiasm and interest and have well developed skills which enable them to gain an understanding of scripture and its relevance to their lives. They have a strong 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. Pupils benefit from participation in away days and retreat activities. Pupils are considerate and caring of others both in school and the wider community. Pupils have a good sense of right and wrong and apply this in their personal relationships. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. Through Here I Am, SEAL and education for personal relationships, positive attitudes are fostered in pupils. They show a readiness to embrace and celebrate their lived experiences.

Pupils are outstanding in responding to and participating in the schools Collective Worship. This is a real strength of the school. They are becoming increasingly more confident preparing and leading worship from their earliest years. 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. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. The Collective Worship observed on the day was awesome, inspirational and uplifting. Pupils' knowledge of prayer and liturgy is increasing. They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

| <b>How good outcomes are for individuals and groups of pupils</b>   |   |
|---|---|
| How well pupils achieve in Religious Education  | 1 |
| <ul style="list-style-type: none"> <li>• pupils' standards of attainment in Religious Education</li> </ul>                    | 1 |
| <ul style="list-style-type: none"> <li>• the quality of pupils' learning and their progress in Religious Education</li> </ul> | 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 consistently effective in ensuring that pupils are interested and engaged and make outstanding progress. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Teaching assistants are effectively deployed and make a positive contribution to pupils' learning. There is excellent pace to all lessons. Resources are relevant and appropriate. Praise is used to great effect and good use is made of time. Pupils are informed of their progress and how to improve both orally and through marking. Teachers and others use a variety of strategies to sustain and motivate pupils e.g. marking, creativity, rewards. Pupils are given opportunities to discuss their work and progress.

The assessment of pupils' work in Religious Education is good. Teachers are becoming increasingly more confident in assessing pupils and this has resulted in 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. 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. 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. Highly effective use was made of the new ICT suite in addition to a variety of teaching styles including Talking Partners and role play. 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 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 beautiful Anniversary Garden is used by children staff and parents both during and after the school day. Children are often seen taking their parents in before and after school for quiet reflection. The school provides opportunities for staff to develop the skills in planning and leading Collective Worship. The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. Careful attention is given to suitable artefacts in and around the school foyer, hall, classrooms and prayer tables. Displays of a high standard are created to link with Here I Am topics and the liturgical seasons. Many 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.

| <b>How effective the provision is for Catholic Education</b>               |   |
|--|---|
| 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 and show a real 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, Priests, 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 evaluates its effectiveness. Many opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. 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 school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play

their unique part in it. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils, for example excellent peer support with children readily offering praise, thanks, support and forgiveness to others.

In St. Anne's there exists a well embedded culture of self evaluation. Leaders and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements. The leadership of the headteacher and Religious Education co-ordinator is outstanding. They demonstrate commitment, passion and enthusiasm. They have worked hard to ensure good documentation guides and direct all staff in the delivery of the subject. They fully embrace professional development and encourage, challenge and support staff in developing their understanding of Here I Am.

Governors are outstanding in fulfilling their responsibilities. They hold the school to account offering support and challenge. They have effectively helped to shape the direction of the school through establishing procedures that ensure the high profile of the Catholic character of the school. They are knowledgeable about the school's strengths and areas for development and are beginning to develop an understanding of how well pupils are achieving including different groups within the school.

St. Anne's has an inclusive ethos where respect for every individual is achieved. The school provides a range of opportunities for pupils to meet and share with others from different backgrounds. Strong links have been established with a multi faith school in Burnley. Pupils' commitment to improving the local and wider communities was reflected in a recent commendation award from the High Sheriff of Lancashire for good citizenship and anti-vandalism work with the local police. 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, the immediate neighbourhood served by the school and the wider community. Dialogue and collaboration is encouraged with people who hold different beliefs and values. Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through meetings, newsletters and attendance at assemblies and celebrations. Parents' responses to questionnaires demonstrate how much they value these opportunities. The PTFA actively supports the ethos of the school by attending family events and purchasing Religious Education resources. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

| <b>How effective leaders and managers are in developing the Catholic Life of the School</b>   |   |
|---|---|
| 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 |