



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. ANNES CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date Wednesday 25 September 2013

Inspectors Mrs Pat Peel Mrs Jackie Coughlan

Unique Reference Number 104472

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

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 198

Chair of Governors Mr Mike Shaw

Headteacher Mrs. Janice Shields

School address Overbury Street
Liverpool
L7 3HJ

Telephone number 0151 709 1698

E-mail address annes-ht@st-annes.liverpool.sch.uk

Date of last inspection 15 September 2009

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 the Edge Hill district of Liverpool and serves the parish of St. Anne's and St. Bernard's.
- There are 198 children on roll of whom 69 are baptised Catholic, 30 come from other Christian denominations, and 67 from other faith or religious traditions. Thirtytwo children have no religious affiliation.
- There are 11 teachers of whom 10 teach Religious Education. Nine teachers are Catholic. Eight teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been a new deputy headteacher appointed and virtually a complete turnover of new staff.

Key for inspection grades

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

© 2013 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 Primary School is outstanding in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at St. Anne's.
- 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 follow in the footsteps of Jesus growing closer to God through prayer, worship, work and play.'
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community and live out their motto as 'The Friendship School'.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, buddies to younger pupils and prefects. In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting church in support of parish events, residential visits and singing in the local community.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. CAFOD, Nugent Care, Zoe's Place, Jospice to name but a few.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have an opportunity to visit Barcelona and Kingswood Activity Centre in Colomendy, Denbighshire and Year 5 pupils also visit the Keppleway Outdoor Activity Centre in the Lake District.
- Education for personal relationships has fostered positive attitudes in pupils and SEAL materials are used effectively to aid this. Pupils benefit from an extremely caring and supportive environment and the two learning mentors ably support pupils in all areas of school life.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies. They are rewarded with badges and 'star of the day medals'.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring. Pupils commented that the school is 'full of joy and happiness' and that they love being a part of the Friendship School.
- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences particularly in regard to the Mission Statement which is loved, lived and owned by everyone in the school community.
- The school benefits from both a swimming pool and an outside space which has been developed together with Faith4Change to provide an allotment area and nearing completion plans for multi-sensory faith garden.

- Pupils are involved in service to the local Faith and religious communities by becoming altar servers taking part in parish liturgies and choral events, the immediate neighbourhood served by the school through support of the parish project with asylum seekers and outreach in the wider community through fundraising for numerous causes.
- The school has a long standing relationship with Twin Vision. An international organisation which supports reciprocal resource sharing with an orphanage in India.
- The pupils show outstanding attitudes of respect and understanding of other faiths and religions in this most inclusive school community. This was reflected in a comment by a pupil that 'we stick together no matter what!'

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are very effective in engaging and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is outstanding. They make excellent progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding and their support is highly effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development. However, there is some element of over estimating pupils' outcomes and this needs to be addressed.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics and driver words which are used routinely throughout lessons to raise achievement. 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.
- Pupils have developed an enthusiasm for tackling challenging activities which is a result of teacher's high expectations of them. This was especially evident in Year 6 where pupils were comparing Rembrandt's 'Prodigal Son' with their own interpretations and using scripture alongside to demonstrate aspects of unconditional love.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest and exemplary behaviour. This is a real strength of the school.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- Pupils act with reverence and are keen to participate in a variety of gatherings.
- The school is particularly sensitive to the needs of all those present throughout Collective Worship and pupils act with great integrity when praying together.

- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- The school has begun to use materials provided by the Archdiocese.
- Devotional areas around school are lovingly maintained by the subject leader and are a source of inspiration for other staff members. Both staff and pupils use them for quiet reflection.
- Pupils are involved in planning, preparing and leading Worship but the school has recognised that this needs to be developed further to enable all pupils from the earliest years to take a more active role in this.

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

- The quality of teaching and purposeful learning is good in ensuring that pupils are interested, engaged and make progress.
- Teachers planning is effective in meeting the needs of the pupils however, in some lessons there is a lack of clarity on the learning outcomes. This is something which can be quickly addressed by using mini plenaries throughout lessons to re-focus on the lesson objective.
- Teachers display very good subject knowledge and deploy a range of teaching styles. Pupils are challenged and inspired which enriches their enjoyment of Religious Education.
- Teachers take into account pupils' prior learning when planning Religious Education lessons.
- Good use is made of time and resources e.g. interactive white board, God's Story, audio and visual media etc. The school is highly effective in deploying teaching assistants to enhance lessons for those children which require additional support.
- Pupils are very positively affirmed throughout their lessons. Marking informs pupils of their progress but could be improved further by adding in next steps. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils.
- The tracking of pupils' work in Religious Education has been maintained over a sustained period of time. To aid the process of accuracy when levelling pieces of work more regular moderation needs to take place. Keeping a profile of exemplars will support teachers in this.

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

- The Religious Education curriculum is outstanding in promoting pupils' learning. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- 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. Termly newsletters are provided for parents and carers. The school sends home the Wednesday Word.
- The school implements new curriculum developments as appropriate. Come and See engendered in pupils a real sense of engagement and enjoyment.
- Enrichment activities such as multi-sports, netball, knitting club, film club and judo etc. have a positive impact on the curriculum.
- The school operates a breakfast club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The school shows a great awareness of pupils' individual needs and the curriculum is customised to meet them.
- Children have explored the beliefs and values of another faith and religions including Judaism, Islam and Hinduism. The children have benefitted from visitors e.g. Priti Mistry, a practising Hindu, and from members of the local community sharing information about their religion. Pupils have visited a Synagogue, Mosque and Mandir as part of their topic work. This helps to promote tolerance and respect from those who think differently.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is good in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a 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.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, prepare and lead Collective Worship but this needs developing further.
- 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. Both the parish priest and sister visit the school. The priest presides at celebrations of Mass throughout the Church's liturgical year. The parish sister provides spiritual and pastoral support.
- Altar servers from Years 5 and 6 have served at Mass at the Metropolitan Christ the King Cathedral in support of Nugent Care.

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 and developing the Catholic life of the school. The headteacher is deeply committed to the Church's mission in education. She is energised by the task and is a source of inspiration for the whole school community.
- This is reflected in the Mission Statement outlining St. Anne's as a place where *'We all do our best and show respect, love and care for everyone, helping each other live out their faith in today's world'*

- All those who form part of the school community were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document provides evidence of the schools rigorous monitoring, searching analysis and self challenge. It is a comprehensive document which guides the school well. Since the last inspection the school has made significant progress in continuing to develop the areas it identified as key priorities.
- The school provides good Newly Qualified Teacher 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 all staff and pupils including Collective Worship, Archdiocesan led Spirituality retreats and opportunities to join in 'Come and See for Yourself' at the beginning and 'Rejoice' celebrations at the end of each new topic.
- 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 leading to a welcoming, happy and caring learning environment for staff and pupils.
- Governors are well informed and discharge their responsibilities in an appropriate manner. They have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and are actively involved in its monitoring and evaluation processes.
- The school supports the parish 'With You Always' family catechesis sessions.

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.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is outstanding.
- The Self Evaluation Document is a coherent reflection of rigorous monitoring, searching analysis and self challenge.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan In-service Topic days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The school regularly tracks pupil progress in Religious Education to ensure that key areas for development are tackled systematically.
- The subject leader is excellent in guiding Religious Education she is enthusiastic and shows a real commitment to the role. Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. She has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes.

What does the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.
- Improve the quality of provision and outcomes for Collective Worship by:
 - enabling all pupils to plan, prepare and lead Collective Worship from the earliest years.
- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - improving the rigour of moderation across year groups;
 - building up a portfolio of moderated work to aid accurate levelling.

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	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
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