

St Anne's Catholic Primary School

URN: 104681

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

25–26 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

Compliance statement

- The school is entirely compliant with the Bishops' Conference curriculum requirements for Catholic life and mission, religious education and collective worship.
- The school meets any additional requirements of the Archbishop of Liverpool.
- Areas identified for improvement in the last inspection have all been addressed.

What the school does well

- The leadership team is passionate about the school, ensuring that the Catholic life and mission is central and relevant to all. As a result, the staff team are outstanding role models in ensuring that Christ is at the heart of the school's work.
- Pupils enjoy coming to school because they feel safe and valued as unique individuals. Staff embrace the uniqueness of every child, ensuring they are nurtured to be the best that they can be.
- At St Anne's the highest priority is given to the care for the most vulnerable. This is evident in the support for the whole school family and wider parish community.
- The subject leader for religious education is dedicated to her role, serving by example to providing challenge and support for all staff.
- Pupils' reverence and respect during prayer and liturgy is to be admired. They enjoy the experiences offered to them and participate fully.

What the school needs to improve

- Provide pupils with time to reflect and deepen their responses in religious education lessons through skilful teacher questioning.
- Plan more prayer and worship opportunities that enable pupils to make a greater impact on the prayer life of the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

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

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Staff and pupils at St Anne's understand and appreciate the distinctive Catholic character of their school. The inclusive and friendly atmosphere extended to everyone ensures that all individuals feel valued as part of the St Anne's community. Pupils greatly benefit from the dedication exhibited by all staff in their mission to provide a rich, authentic Catholic experience. Each pupil recognises their individuality as made in God's image, with many articulating that staff support them in following Jesus' example, one pupil notably stating, 'We follow in the footsteps of Jesus.' The principles of Catholic social teaching are intricately woven into the life of the school, with both staff and pupils actively embodying these values. Pupils can articulate the connections between their charitable efforts, such as donating food to Asylum Link and raising funds for Mary's Meals, as well as participating in the Big Lent Walk. They understand that their actions are grounded in these principles, and through initiatives like Mission Club and Faith in Action, they play a leading role in social outreach. Pupils deeply appreciate the staff's unwavering efforts, who frequently transcend expectations to ensure an enriching school experience. This mutual respect fosters a culture of acceptance and positive behaviour, both in the classroom and beyond.

Since the last diocesan inspection, the school has revisited its mission statement, giving it renewed clarity and purpose within the life of the entire school community. The mission now explicitly aligns the school's aims and objectives with Gospel values, enabling pupils to recognise how these principles shape their actions both within the school environment and in the wider community, thus fostering a positive impact. The belief that Christ is central to all aspects of school life underpins the vision and direction of the curriculum. Lesson observations and discussions with both staff and pupils reveal robust pastoral support structures, where all adults

consistently model the expected behaviours. Staff demonstrate unwavering dedication to the most vulnerable members of both the school and the local community, ensuring that equality and diversity are actively upheld. One member of staff commented, 'Catholic life and mission are at the heart of our school, shaping our values, culture, and daily practices.' Pupils of a wide variety of faiths feel welcomed, as their beliefs are respected and recognised in this inclusive environment. Displays throughout the school are appropriate to the liturgical calendar and exhibit high quality. The provision for spiritual growth and moral development exemplifies the school's commitment to nurturing the whole child. The school's relationships, sex, and health education policy and programme comply with statutory and archdiocesan requirements.

School leaders consider Catholic life and mission as their core responsibility, ensuring it is embedded into all policies and procedures. As a result, there is a consistent application of Catholic principles throughout the school. Strong links with the local parish are evident as pupils regularly attend St Anne's Church for Masses and other worship opportunities, fostering a sense of community that is well supported by local engagement. Leaders recognise the importance of parental involvement, with a developing parental group positively influencing the broader experiences provided by the school. The induction process for new staff stands out as a notable strength, equipping them with the necessary support from leaders, thereby instilling confidence in their roles. Governors articulate a clear vision for Catholic identity and collaborate closely with the staff team, actively participating in school life. Their presence is familiar to both staff and pupils in exemplifying a commitment to high aspirations. They play a crucial role in shaping and enhancing the Catholic life programme, offering constructive challenge as required. Additionally, both governors and leaders possess a deep understanding of school and community needs, employing their expertise to continuously evaluate and improve Catholic life provision through rigorous monitoring and ongoing professional development opportunities provided by the archdiocese.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

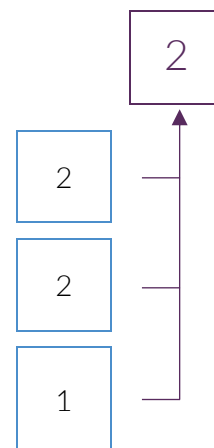
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Outcomes in religious education are good, with pupils' attainment being in line with, or surpassing, other core subjects within the school. Most pupils demonstrate secure, age-appropriate knowledge, and internal assessment and monitoring indicate that good progress is being made by the majority. Pupils' express enjoyment in their religious education lessons, frequently speaking highly of their teachers and the creativity embedded within the curriculum. During the inspection a pupil told inspectors that, 'Lessons are fun, and teachers always make the activities in religious education interesting.' They enthusiastically recall topics studied and can recount stories from scripture, often relating these narratives to their own experiences. This was evident during the inspection through consistent and positive responses in retrieval sessions. Older pupils exhibit a commendable level of religious literacy, articulating their understanding while reflecting on their work. The standard of work observed in pupils' books is high, and students take evident pride in their efforts. During the inspection, pupils demonstrated good learning behaviours. They were focussed and eager to learn. The distinctive character of the school promotes an appreciation for diverse faiths and cultures, with many students emerging as knowledgeable representatives of their own faith, thereby enriching the overall educational experience.

Staff have secure subject knowledge, and this is reflected in their teaching, which is predominantly good with some outstanding features observed. High expectations are maintained, and staff are skilled in employing a diverse range of approaches to help pupils meet these standards. Furthermore, the effective deployment of dedicated and well-informed teaching assistants guarantees that all pupils, regardless of need or ability, are fully engaged in classroom activities. The integration of tools such as Chatta permits every pupil to respond during lessons, ensuring an inclusive environment in which all can thrive. Lessons are appropriately paced and tailored to pupil needs, leading to commendable progress, as

evidenced by discussions with pupils, evaluations of their religious education books, and classroom displays. Staff use praise which provides pupils with a sense of motivation and success. In the best lessons, staff skilfully question and encourage pupils to think more deeply. To further enhance the quality of questioning and feedback across the school, it is recommended that staff explore a broader range of questioning techniques that encourage pupils to articulate their reasoning and reflection more comprehensively. Such practices would cultivate a culture of continuous improvement and bolster pupils' confidence and engagement in their religious education journey.

The leadership team at St Anne's demonstrates a profound commitment to the school's overarching mission. Together with the governing body, they have adeptly positioned religious education at the heart of the school curriculum. The curriculum is thoughtfully designed, offering a challenging and appropriate educational experience for all pupils. Governors possess a solid understanding of the strengths in religious education and are acutely aware of the areas that require further development. They have clearly identified the necessary steps to facilitate ongoing improvement within the programme. Senior leaders adopt an effective and rigorous approach to enhancing the educational experience, excelling in their communication of intentions and objectives. This robust communication, combined with a flexible strategy for monitoring the curriculum's impact, empowers staff to embrace changes with confidence, thereby ensuring the continued provision of high-quality education. The subject leader exemplifies excellence in classroom practice and exhibits a genuine passion for religious education. With a clear vision for the subject at St Anne's, she is well-acquainted with her staff's abilities and has collaborated with the leadership team to implement various strategies aimed at addressing identified areas for improvement. Additionally, they provide substantial support to new teachers, fostering skill development through targeted and timely training opportunities when required.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

At St Anne's, the pupils engage in prayer and liturgy, which are core components of their daily routine and school life. The pupils show a commendable respect for both prayer and liturgy by reflecting in silence and confidently participating in communal responses. Additionally, the pupils have developed an age-appropriate understanding of the different seasons of the Church's liturgical calendar, recognising how these seasons shape the themes present in the prayer areas during classroom worship. Pupils appreciate the significant role that scripture plays in both prayer and liturgy, and they offer thoughtful responses when invited to interact with the word of God. They partake in regular visits to the church and display a strong awareness of school-wide and parish celebrations, explaining how these events are celebrated within the context of home, school and parish partnership. Pupils' express gratitude for the opportunities provided by both the school and the parish family, eagerly participating in the preparation for whole school and class liturgies, and displaying a desire to take on various roles. Collectively, they demonstrate a sound understanding of daily prayers, reciting traditional prayers confidently and fostering a genuine respect for other faiths, religions, and worldviews.

The role of prayer is of utmost importance for everyone within the school community, with its prominence clearly reflected in both policy and practice. Staff members are committed to offering pupils a variety of prayer opportunities, tailoring these experiences to suit the developmental levels of the pupils. During inspection the forms of prayer observed during liturgical sessions were the effective use of scripture, traditional prayers, silent reflection and meditation. Pupils engage with these practices, with the majority demonstrating a deep level of involvement. This emphasis on prayer is evident in the school's daily schedule, contributing to pupils' familiarity and understanding of these routines. The staff's thorough understanding of their pupils enables them to nurture and integrate the unique gifts and talents of each child into moments of prayer and worship. One staff member commented, 'We are very fortunate that our diversity is one of our greatest strengths—our shared values shine through in all that we do.'

Furthermore, the school is enhancing dedicated prayer spaces to ensure they are frequently utilised and appreciated by pupils. Regular visits from the parish priest enrich the worship experiences of the pupils, both within the school environment and during church activities. The school actively invites families and members of the parish to participate in prayer and liturgical events, with strong attendance noted. Ongoing efforts aim to further strengthen these connections through collaboration with a parental group.

Leaders and governors have ensured that the school's prayer and liturgy policy directs opportunities to tailor provision to suit the needs of individual classes. Regular reviews of the school's worship provision are conducted by the leadership team, with governors consistently demonstrating their dedication by participating in school Masses, liturgies, and celebration assemblies. The link governor for religious education plays a pivotal role, providing invaluable support and constructive challenge through regular classroom visits, thereby enhancing the overall prayer life of the school. Furthermore, leaders, including governors, are committed to dedicating sufficient time and resources for prayer and liturgy, reflecting their deep concern for the spiritual formation of every member of the community. A full calendar of events has been established in collaboration with the parish priest, aiming to maintain and further strengthen the participation of pupils and the wider community. All feel valued as members of the prayer community with one member of staff commenting, 'Prayer is a fundamental daily aspect in our daily lives and both staff and pupils learn to respect the Bible and its teachings.' To further enrich the pupils' spiritual experience, there is a need to provide more opportunities for prayer and worship that empowers them to take greater ownership in planning and leadership, thereby making a significant impact on the overall prayer life of the school.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	104681
School DfE Number (LAESTAB)	3413644
Full postal address of the school	St Anne's Catholic Primary School, Overbury Street, Liverpool, L7 3HJ
School phone number	01517091698
Headteacher	Gillian Murphy
Chair of Governors	Michael Shaw
School Website	http://www.stannescatholicprimary.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	20 th November 2018
Previous denominational inspection grade	Outstanding

The inspection team

Jude Ryan

Sarah-Jane Carroll

Lead

Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement