



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. ANNE'S CATHOLIC PRIMARY SCHOOL

HUYTON

Inspection Date 4 October 2016

Inspectors Mrs. Denise Hegarty, Mr. David Ashley,

Unique Reference Number 104477

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

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 284 (315 including Nursery)

Chair of Governors Mr. Brian Roberts

Headteacher Mrs Maggie Keating

School address Marina Crescent
Huyton
Knowsley
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Date of last inspection 22 November 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 is a slightly larger than average-sized Catholic Primary School situated in Huyton, in the Knowsley district of the Archdiocese and serves the parish of St. Agnes, Huyton.
- There are 284 children on roll, of whom 279 are baptised Catholic. There are 5 pupils attending the school from another Christian denomination. There are currently 31 children in the Nursery attending part-time, 26 of whom are Catholic the rest have no specified religious affiliation.
- There are 14 teachers at the school, 8 of whom are Catholic. Eleven teachers teach Religious Education and 11 have a suitable qualification in Religious Education. Three further teachers are currently enrolled and studying for the *Catholic Certificate in Religious Studies*.
- The Headteacher and the Religious Education Co-ordinator were in post at the time of the last inspection.

Key for inspection grades

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

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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. They thoroughly enjoy their life and work in school and are proud to belong to this school community.
- Pupils know and understand the school's Mission Statement - 'Living and working as Jesus taught us' - and understand its importance in the day to day life of their school. They are fully aware of the part they play within it. Pupils were also involved in its recent review and evaluation.
- Pupils are outstanding ambassadors for the school. They value and respect the views and opinions of their peers and consistently display kindness and consideration at all times. This leads to an extremely cohesive community. Even after just a few weeks in school, children in nursery had obviously settled well into their school family. They worked and played happily together and responded extremely well to adults present.
- Relationships across the board are outstanding. There is a real culture of mutual respect and Christian values are truly evident in day to day activities.
- Pupils' behaviour, both for learning and in general around the school is excellent and has often been commented on by visitors to the school. On the day of inspection, their behaviour was exemplary.
- Pupils are actively involved in developing the Catholic character of the school through, for example, their support of local, national and global charities e.g. Nugent Care (Good Shepherd), Marie Curie Cancer Care and CAFOD. Through this support, the pupils raise awareness of social justice and the needs of others. School councillors spoke enthusiastically about their charity 'Race for Life' and about how children had made food hampers for the less fortunate.
- They have worked hard throughout this Jubilee Year of Mercy to undertake Corporal Works of Mercy and look out for the needs of the vulnerable. Toiletries, food etc. have been collected for refugees, cards sent to the sick and prayers written to remember those who have died. Work undertaken on Catholic Social Teaching in their Religious Education lessons through the CAFOD 'Universal Church' topics, has obviously had an impact and enabled them to further develop their sense of justice and fairness. Pupils also work to support the parish, 'We Can Make a Difference' campaign to support families in Albania and Suriname.
- Older pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as playground leaders, reading buddies and confidently mentor younger pupils and learn to develop their organisational skills. They are keen to take opportunities to serve others in a variety of other roles e.g. as school councillors and class monitors.
- Pupils benefit from participation in away days, retreat and residential activities. Year 6 pupils attend a residential experience at Boreatton outdoor pursuits centre in Shropshire. This helps them to develop a sense of co-operation and team building within the group.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They 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 and behave very kindly towards one another.

- Pupils fully avail themselves of opportunities to meet their potential in all aspects of school life and benefit from a range of out-of-school activities including sport and music. There are performing arts clubs and other opportunities provided that enable the children to take part in singing, dancing and performing in front of an audience. The school choir, for example, sing in the annual Young Voices Concert at the Manchester Arena. In their sports teams, children have the opportunity to develop their talents competitively with much success at local and county level.
- An extensive range of extra-curricular activities such as Eco Club, Calculator Club, Art and Craft Club support and develop children's gifts and talents. These have a high take up and are these achievements are recognised through Children's University Awards
- Pupils are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. They enjoy visiting St Agnes' Church and willingly read and serve at Mass.
- They show respect and understanding of other faiths and religions and have benefitted from visitors of other faiths and religions who have shared their beliefs and practices with them.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- In general, their attainment in Religious Education is high.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- 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 similar to their peers. They are enabled to participate fully in lessons and achieve their potential. They respond very well to suitably differentiated tasks provided and to the great support from additional adults in the classroom.
- Analysis of assessments undertaken provides evidence of pupils generally attaining at least an appropriate level for their age and stage of development in each key stage and many exceed this expectation.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing according 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' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour in lessons. On the day of inspection, pupils remained diligently on task showing sustained concentration as they excitedly went about their work.
- Pupils are encouraged to work independently and collaboratively. Throughout their group work, they co-operate extremely well and treat each other kindly. In paired/shared discussions, they willingly consider and respect the views and opinions of others.
- They are anxious to learn, improve their knowledge, understanding and skills as they become independent learners. Generally, pupils are highly motivated, enjoy a challenge and apply their learning well.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship. They are keenly aware of what is happening in the world around them and react by making appropriate, prayerful responses.

- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. Their liturgical skills are developing well as they have many opportunities to participate in, and prepare for masses, assemblies and celebrations.
- Children are familiar with a variety of prayer styles and speak out confidently in heartfelt prayer from an early age.
- Pupils appreciate and are open to the Word of God in the Scriptures showing great respect.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils have a good understanding of religious feasts and seasons and are increasingly able to use suitable Scripture, artefacts, hymns and prayers.
- They are confident in preparing and leading worship from their earliest years and thoroughly enjoy doing so. An Act of Worship observed on the day of inspection delivered by Year 6 pupils demonstrated how competently they were able to prepare, plan and lead worship. Other pupils listened attentively and joined in willingly with prayers, hymns and responses.
- They have become increasingly adept in researching and demonstrating suitable resources for worship that fit in with the given theme. They have produced power-points and found suitable film clips to spread the message from Scripture and have thoroughly enjoyed doing so.

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 consistently highly effective in ensuring that pupils are interested, engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a wide range of teaching styles and strategies to motivate and inspire pupils.
- They provide welcoming, vibrant classroom environments to stimulate learning. Each classroom had a working display of children's work from their latest topic.
- Detailed lesson plans were produced for the day of inspection indicating teachers' outstanding commitment to their pupils and to the school.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. At their interview, children in Years 2 and 6 spoke about how they found their lessons fun and how they 'learned a lot' in them. All agreed that they had to work hard.
- Teachers take into account pupils' prior learning and consistently ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding.
- They provide opportunities for pupils to work independently and collaboratively and encourage them to record their work in a variety of different ways.
- Teachers have high expectations of their pupils in terms of work, attitude and behaviour.
- Key words from the topics are displayed and re-iterated and this enables pupils to assimilate these into their religious vocabulary. Effective use is made of the 'driver words' from *The Levels of Attainment in Religious Education* in questions, tasks and feedback to pupils.
- Time is regularly devoted during plenary sessions for pupils to reflect on their learning.
- Good use is made of time and resources including Information and Communication Technology to maximise learning. Lessons are generally well-paced so as to maintain pupils' interest and move learning on.
- Additional adults are deployed very effectively to support learning. They are good role models and interact very well with the children. It was obvious to inspectors that additional adults are well-planned for and play a significant role in children's learning.

They work together closely with their teachers in meeting the needs of all pupils. Relationships within classes between adults and pupils are outstanding.

- There is rigour in planning, monitoring and assessment.
- Pupils are informed of their progress and how to improve both orally and through marking. The system of marking, used consistently by the staff, is very effective in informing pupils of how well they are doing and what they need to do to improve. It helps to promote pupils' self-esteem.
- The assessment of pupils' work in Religious Education is outstanding. The school has excellent assessment strategies which provide accurate and detailed information on the achievement of all the pupils. These have become well-embedded over time. Teachers are able to identify how well pupils are achieving and tackle any underachievement.
- Effort and achievement are celebrated especially through the Friday Rewards Assembly.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding. It meets pupils' needs outstandingly.
- 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 the different mixed age classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. Great care is taken to ensure that all pupils have access to the curriculum and barriers to learning are removed as far as possible.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning is thorough and 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 and deploys modern resources including Information and Communication Technology effectively.
- Enrichment activities such as the use of the Seal programme have a positive impact on the curriculum, as does the use of visits and visitors e.g. from CAFOD ambassadors. On the day of inspection, a police officer shared how he took up his vocation in the police and was committed to his work.
- The many extra-curricular activities provided by the school promote personal skills, Christian values, community cohesion and inter-school collaboration.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. Teachers enable pupils to reflect on their place in the world and to respect the uniqueness of each individual made in the image and likeness of God. They are taught to celebrate their own gifts and talents as well as those of others.
- Children have explored the beliefs and values of other faiths and religions including Judaism and Hinduism. Other religions are studied in rotation. This helps to promote tolerance and respect for those who think differently and to celebrate the diverse world in which we all belong. Visitors of another faith and other religions have shared their experiences and practices with pupils.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding.
- It has a high profile and is central to the life of the school. It reflects the Catholic character of the school.
- This is a community that regularly prays and worships together.
- Collective Worship materials are delivered in an engaging and prayerful manner. All adults present provide excellent role models for pupils to emulate.

- An up-to-date policy is in place to direct and guide teachers. Planning from both adults and children is consistently good.
- There are appropriate, modern resources in each classroom which are used effectively to enhance worship. Suitable focus tables are provided in each of the classes to provoke reflection. A variety of settings are used, both inside and outside. CAFOD resources are used extremely well giving a global dimension to worship and enabling pupils to appreciate the needs of others.
- 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 provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers, in turn, provide 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. The pupils thoroughly enjoy this opportunity and respond enthusiastically and with great skill in an age appropriate manner.
- Opportunities are provided for parents, carers, governors and 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.
- All recommendations for improvement from the previous inspection and monitoring visit have been addressed and implemented in full.
- They show an outstanding understanding of and are deeply committed to the Mission of the Church.
- This commitment is reflected in the school's own Mission Statement, 'living and working as Jesus taught us.' All who form part of the school community, including children, were involved in the development and review of the Mission Statement. It directs and guides every aspect of school life and is a useful tool by which the school evaluates its effectiveness. All members of the community know and understand it and live its message out in their day to day lives.
- At the weekly Rewards Assembly, as well as pupils' achievements being celebrated, acknowledgments are made to those who follow their Mission Statement.
- Leaders are committed to giving pupils the best possible opportunities during their time in school. They are truly enabled to 'live life to the full'.
- Very good opportunities are provided for the staff and pupils to play an active part in Catholic Life and Mission of the school e.g. in their support for charities that care for the vulnerable and less well off.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. These systems are embedded and clearly impact on future planning.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge. It is rigorous, accurate and clearly identifies lines of accountability along with deadlines for completion.

- This analysis provides a great basis to celebrate the school's strengths and outlines 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. Leaders continue to promote the *Catholic Certificate in Religious Studies* to further improve the subject knowledge and understanding of staff. Uptake is outstanding.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An excellent up to date policy is in place.
- Leaders, governors and managers promote the spiritual and moral development of both staff and pupils. They ensure quality time for reflection and lead by example.
- There are outstanding, positive relationships at every level within the school. This promotes a shared vision and enables school aims to be met. Success is built on and celebrated.
- The care, guidance and support provided by leaders and all staff members are outstanding and lead to positive outcomes for pupils and contribute to the wonderful relationships that exist. For instance, great effort is made to facilitate a smooth transition between key stages. A welcome assembly celebrates and marks the transfer from Foundation Stage and involves older pupils preparing special gifts – dance, artwork, cards etc.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. The Learning Mentor, with help from the School Council, raises awareness of bullying and how it can be overcome.
- Prayer, worship and the liturgical life of the school reflects and respects the diversity within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They complete an annual questionnaire and their views and opinions are valued and considered. They are highly supportive of the school. On a recent questionnaire, one family recorded, 'In our opinion, it is the best start to education our children could have.'
- The headteacher provides outstanding leadership for the Catholic Life of the school. She works exceptionally hard to ensure staff and pupils are fully aware of the Church's Mission. She strives continually to improve outcomes and provision.
- Her monthly newsletters to families celebrate what is happening in the school's Catholic Life and individual children's achievements. This keeps parents and carers informed. They are thus able to share this celebration.
- There is close liaison with the parish and the school offers good support to the sacramental programme. Parents and pupils are encouraged to fully participate in the process. Through links with the church, the school has made an impact on the lives of those in need in Albania and Suriname through the 'We Can Make a Difference' campaign.
- The parish priest is very supportive of the school and makes a good contribution to the work and Catholic dimension of the school.
- Governors are outstanding in fulfilling their responsibilities. They place a strong emphasis on the Catholic life of the school. They have effectively helped to shape the direction of the school through the way they challenge leaders and continually strive for improvement.

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.

- The school appreciates that Religious Education is the core subject in the Catholic school and treats it accordingly.
- There is a robust programme for the monitoring and evaluation cycle that is well-embedded and includes scrutiny of work, planning, lesson observations and data analysis. Effective, developmental feedback is given and good practice is celebrated and shared.
- Monitoring data is used very effectively to evaluate the schools performance and plan for future improvements.
- Continuing professional development opportunities are provided for all, both in-house and from the Christian Education Department. Good induction procedures are in place and all permanent teachers are required to undertake the *Catholic Certificate in Religious Studies*. Religious Education is regularly on the agenda for staff meetings.
- Teachers provide excellent teaching and learning opportunities and consistently address the specific needs of their classes, cohorts and individuals.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and Records of Attainment maintained appropriately.
- Assessment information is levelled, moderated, collated and tracked by the subject leader and shared with the leaders and governors
- The subject leader is outstanding in guiding Religious Education. She is a good role model for all staff and shows great commitment. She introduces new initiatives when appropriate and provides support as required. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary. All archdiocesan meetings and briefing sessions are attended and information is cascaded to all staff.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability. This information feeds into the subject action plan and is monitored throughout the year.
- A designated link governor liaises with the subject leader and reports to other governors.
- Parents are consulted regularly and provided with *Come and See* newsletters each term and half-termly curriculum outlines. These assist parents and carers to support their children's Religious Education. Invitations to *Rejoice* celebrations at the end of topics are given to parents and carers at strategic times. Progress is reported verbally on parents' nights and in writing on each child's annual report.
- An informative website keeps parents, carers and the local community informed of what is happening in the curriculum and the Catholic Life of the school.
- The generous budget is used effectively to provide new resources and continuing professional development.
- Achievement and effort are celebrated both in the head teacher's monthly newsletter and at the weekly Rewards Assembly.

What the school needs to do to improve further?

- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
 - undertaking the '*Come and See for Yourself*' reflections consistently before each topic;
 - further developing the assessment of Religious Education with a focus on higher attainers;
 - continuing to develop the school grounds with areas for Collective Worship.
- Further raise standards in Religious Education by:
 - involving pupils in the evaluation of their own work more consistently;
 - consider using the Archdiocesan planning format to facilitate differentiation.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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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	1

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
