

St Anne's Catholic Primary School

URN: 141062

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

20–21 June 2024

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

Religious education (p.5)

The quality of curriculum religious education

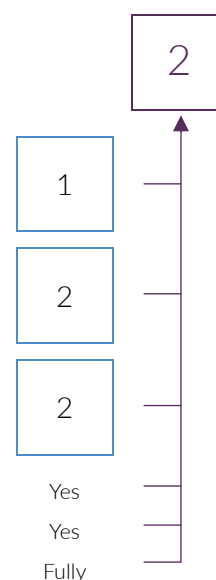
Collective worship (p.7)

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

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

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

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



What the school does well

- The school's mission statement 'With Christ in our hearts, we live life to the full' is highly visible in the joyful community that is St Anne's.
- Engagement with parents is a strength of the school: parents talk about staff that regularly go 'over and above' to care for the most vulnerable.
- There are extremely effective parish links, and the parish priest is a frequent visitor in school.
- Pupils enjoy their learning in religious education and behaviour is excellent.
- Prayer and liturgy are a priority when planning for the school year: it is thoughtfully resourced and highly valued by the whole community.

What the school needs to improve

- Improve the accuracy of self-evaluation in religious education and collective worship, ensuring it is robust and challenging.
- Continue to develop prayer and liturgy allowing pupils to become highly skilled in planning celebrations of the word which are creative and inspirational.
- Provide more opportunities within lessons for pupils to reflect on their work and carry out peer and self-assessment.

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

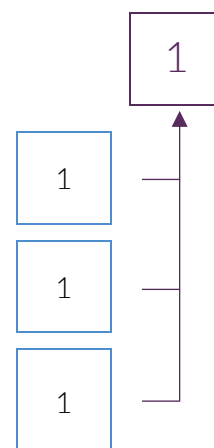
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils are proud to attend St Anne's Catholic Primary School. They talk about 'letting the school badge shine' with pride. They understand the positive impact the school mission statement, 'With Christ in our hearts, we live life to the full', makes to the life of the school. Pupils are keen to take up leadership roles. They willingly fill out application forms to become members of the Faith Council or School Council. The Faith Councillors are excellent role models for other pupils, supporting whole school worship weekly and arranging fundraising events. School Council representatives are proud of their commitment to taking care of the environment. They talk about the inspiration of Pope Francis and have shared resources on *'Laudato Si'* in assemblies. They are proud to put this into practical action by 'litter picking, monitoring water usage and switching off lights in school. Pupils are proud of the diverse nature of their school. They show a deep respect for one another and the wider parish community. They enjoy learning about other faiths. Those pupils that are not Catholic feel comfortable when articulating their beliefs and are able to contribute effectively. Pupils feel happy, confident, and secure in their relationships with peers and adults. Pupils talk about staff who are 'kind and helpful'.

The quality of provision for Catholic life and mission at St Anne's is excellent and staff are strongly committed to the school. The sense of community is extremely joyful, exemplified by a staff comment that 'Everyone knows everyone, we are one big family'. Many different stakeholders appreciate the hospitality and how they are made to feel extremely welcome. The school environment reflects the Catholic nature of the school. For example, there is a high-quality display outside the library created by the Faith Council. There are also scripture references on the walls and displays in the hall, corridors, and every classroom. Pupils and staff are provided with many and varied opportunities to pray and deepen spiritual understanding. Parents talk

about the positive impact that this has on family life. Chaplaincy is well planned and given a high priority when organising the life of the school. Leaders are well supported by the parish priest who visits school on a regular basis. School uses *'Journey in Love'* to deliver the relationships education curriculum. Leaders consulted with parents and governors and parents have access to these curriculum resources when requested.

Dedicated leaders and governors are unrelenting in their promotion of the Catholic life and mission of St Anne's. They work in partnership with the Blessed Christopher Wharton Trust, the diocese, and local schools. Parish links are strong. The school is highly effective at engaging with parents. Many parents responded extremely positively to the survey sent out by inspectors and interactions over the course of the inspection were very complimentary of the school. Parents understand and support the school's mission and speak very highly of all staff. They describe staff that 'regularly go over and above'. The team around vulnerable pupils is highly valued and well-resourced by leaders and governors. The employment of a pastoral worker exemplifies the commitment by leaders to the well-being of families and staff. Effective professional development and coaching enables staff to develop and secure their knowledge and understanding of Catholic life and mission when they join the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

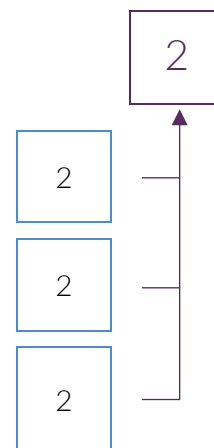
How well pupils achieve and enjoy their learning in religious education

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



Pupils' outcomes in religious education are in line with, or above other areas of the curriculum. Progress can be seen during lessons and through looking at books. Behaviour in lessons is very good. Pupils listen attentively and are very keen to answer questions. When previous learning is revisited, pupils show good subject knowledge and use accurate religious vocabulary. For example, in the Early Years the children had been on a visit to the local church. They were able to recall and correctly name many of the objects they had seen, showing accurate use of religious vocabulary. Pupils talk about religious education lessons positively. For example, one pupil told inspectors that the lessons 'Tell me about things that happened in the past, and Jesus teaches us to be humble, generous, and kind'. Work in pupils' books is of a good standard showing they work with interest. However, there were few opportunities for self and peer assessment in the lessons observed and the books scrutinised by the inspectors. Pupils enjoy a range of activities in religious education and show independence when completing suitably differentiated tasks. The routines around marking are understood by pupils and they respond well to questions posed by the teacher.

Teachers are confident when delivering religious education. Time has been given to plan units of work jointly with the religious education coordinator. In addition, staff regularly seek the expertise of the parish priest to clarify knowledge and understanding. The priest has supported teaching in the classroom and at church. All teachers demonstrate a deep level of commitment when delivering religious education lessons. Teachers celebrate pupils' efforts in a variety of ways. This regular positive praise motivates the pupils to work well. The policy for feedback and marking is consistent. Teachers provide feedback within lessons, and regularly mark pupils' books. Pupils clearly understand the marking policy and are given time to respond. In the strongest lessons support staff were active throughout, reinforcing teachers' questioning and

the subject knowledge being taught. Good use has been made of 'Enrichment' books and 'Big RE' books across the school to capture creative religious education tasks, including drama and group discussions. Quick Response (QR) codes are seen in many books which relate to videos from different lessons.

All leaders ensure that the school curriculum for religious education is a faithful expression of the *Religious Education Curriculum Directory (2012)*. The curriculum design ensures that 10% of time is devoted to religious education. It is considered a core subject by leaders and governors. The leadership team work together to ensure that there is consistency in the implementation of policies and strategies. The time given by the religious education leader to improve planning and differentiation is having a positive impact, ensuring teaching is never less than good and some aspects of teaching observed are outstanding. Leaders invest in staff training, resulting in most teachers having strong subject knowledge, delivering lessons in a creative manner. The curriculum for teaching other faiths has been well planned. For example, the school uses progression documents provided by the Blessed Christopher Wharton Trust to ensure progression when teaching other faiths. Leaders also purchased books to allow staff to plan creative lessons and support teachers' subject knowledge. Staff are confident to ask questions, praising the leadership team for their open manner and support. Leaders, trust employees and governors carry out a variety of monitoring and evaluation tasks for religious education. The school also works with a school improvement group of six other Catholic schools. The religious education leader is determined that the subject should be of the highest quality. She has recently introduced pre-assessment and post-assessment tasks to assess learning. Additionally, source packs have been introduced to support upper Key Stage 2 pupils in increasing their religious literacy. These and many other initiatives in the last two years are leading to improvement in pupil outcomes. However, the school's self-evaluation of the inspection grade descriptors is not yet rigorous or challenging enough to accurately gauge where the school is not yet outstanding.

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

Pupils respond well to experiences of prayer and liturgy provided at St Anne's. They behave with respect and reverence and value the opportunity to reflect in prayerful silence. The youngest pupils have established good routines. They make the sign of the cross and sing short songs at established points within the worship, maintaining pupil engagement. Pupils of all ages contribute to class-based worship in an age-appropriate manner. For example, in a Key Stage 1 celebration of the word, pupils read out prayers and a short story which illustrated the gospel. Pupils in upper Key Stage 2 plan in small groups to deliver celebrations. Scripture readings are appropriate in length, however pupils do not always read them in an audible voice. Pupils know the mission statement well because this is recited at the beginning of each liturgy. The pupil chaplaincy team, known as the Faith Council, speak proudly of the impact they have had on the prayer life of the school and the opportunities they have created for voluntary prayer sessions. For example, they have created a prayer space in the school's entrance hall, where pupils can reflect and write their own prayers. Pupils evaluate the liturgies they have planned and training to ensure that these evaluations lead to improvement is on-going.

Prayer and liturgy are central to the daily life of St Anne's. Pupils and staff have several opportunities throughout the week to join in a variety of prayerful gatherings. Staff choose seasonally appropriate scripture to share with pupils. Links with the parish are strong. Older pupils attend Mass half-termly in the parish church on a rota-basis. The parish priest also celebrates whole school Masses for dedicated events and holy days. Families appreciate the provision for prayer and liturgy and are eager to attend services whenever they are invited. St Anne's uses the diocesan music programme, giving pupils the opportunity to learn new hymns and be part of a choir. The staff's commitment is a strength of the school. Staff work hard to support one another and follow the training given by the leadership team. All celebrations of the

word contain moments for silent reflection, giving space to all present 'to talk to God and say their own prayers.' Adults are very good role models inspiring pupils to participate prayerfully and sing with enthusiasm.

Leaders place the highest priority on planning the liturgical year. They ensure that all holy days of obligation and other significant times are celebrated with Mass. Pupils can receive the sacrament of reconciliation during Advent and Lent. A clear policy for collective worship, including the introduction of 'faith practices' and progression, has been developed. These are used consistently by staff. There is a clear progression of expectations as pupils move through school. The youngest pupils were observed choosing symbols for the worship table and responding to the teacher with confidence. Secure routines have been established, including planning sheets and evaluation questions for older pupils. Pupils were observed greeting the gospel through words and actions. Upper Key Stage 2 children work together in small groups. They plan liturgies that link to a theme of their choice which includes virtues and class saints. Teaching staff plan and lead celebrations of the word for one another, ensuring training and monitoring of worship is ongoing and frequently discussed. Leaders and governors review the quality of prayer and liturgy, observing collective worship, and seeking the views of pupils. However, the school's self-evaluation of the inspection grade descriptors is not yet rigorous or challenging enough to accurately gauge where the school is not yet outstanding.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	141062
School DfE Number (LAESTAB)	3803369
Full postal address of the school	St Anne's Catholic Primary School, North Street, Keighley, BD21 3AD
School phone number	01535210600
Headteacher	Paul Booth
Chair of Governors/Trustees	Nick Watson
School Website	www.stannesrc.net/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Blessed Christopher Wharton Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	26-27 April 2017
Previous denominational inspection grade	Good

The inspection team

Diane Todd
Emma Everett

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