



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. ANNE'S CATHOLIC PRIMARY SCHOOL

#### ORMSKIRK

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Inspection Date	18 November 2014
Inspectors	Mrs. Denise Hegarty Mrs. Angela Williams      Mrs. Anne Radford
Unique Reference Number	119682
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

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Type of School	Catholic Primary
Age range of pupils	4 -11
Number on roll	422
Chair of Governors	Ms. E. Rafferty
Headteacher	Mr. Joe White
School address	Aughton Street Townsend Ormskirk Lancashire L39 3LQ
Telephone number	01695 574697
E-mail address	office@st-annesrc.lancs.sch.uk
Date of last inspection	11 November 2008

# 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 a larger than average sized Catholic Primary School situated in Ormskirk, Lancashire serving the parishes of St. Anne's, Ormskirk and St. Mary's, Aughton.
- There are 422 children on roll of whom 399 are baptised Catholic, 20 come from other Christian denominations, and one from another faith or religious tradition. Two children have no religious affiliation.
- There are 18 teachers at the school including the headteacher of whom 12 are Catholic. Seventeen teachers teach Religious Education and 6 have a suitable qualification in Religious Education. Five teachers are currently undertaking the *Catholic Certificate in Religious Studies*.
- Both the headteacher and the Religious Education co-ordinator are new to their posts since 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.
- Pupils know and understand the school's Mission Statement, 'Loving God in all we do', and fully appreciate the part they play within it. Tremendous work has been done recently to produce banners which clearly demonstrate how each class has explored the Mission Statement ensuring that pupils fully understand it and can access it at their own level.
- Pupils have an excellent sense of belonging to the school community and value and respect others. They are friendly, welcoming, polite and very proud members of the school. They understand the demands and responsibilities that the living the mission places on them especially in how they form their relationships and treat each other with respect. They enjoy receiving the 'Mission Statement Award' for those pupils seen living it out.
- Pupils are encouraged to take on roles of responsibility in the school and wider community through, for example, their work as school councillors and playground leaders. Within these roles, they learn organisational skills and the importance of caring and co-operating with each other. School councillors were involved in interviewing prospective staff members, developing the spiritual garden and in charity work. They understand that they are representing the views of others and know their voices are heard.
- All pupils are actively involved in developing the Catholic character of the school by raising awareness of, and generously supporting a variety of charities including CAFOD, Nugent Care (Good Shepherd) and Marie Curie Cancer Care. Pupils contribute to and serve community projects such as singing at the local retirement home for the elderly and knitting to raise funds for Alder Hey Children's Hospital. At interview, pupils spoke enthusiastically about the work they had done for the Samaritan's Shoe Box appeal which brings joy and hope to children of developing countries.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sport and music. Through them, they learn the values of commitment, team spirit, sportsmanship and taking responsibility. When representing the school, pupils do so in a manner that reflects the school mission.
- Pupils benefit from their participation in away days and residential holidays. Year 5 pupils enjoy a cultural trip to York and others benefit from outdoor pursuits at Tower Wood Centre, Windermere. Pupils of all year groups gain much from day trips out to a variety of places including St. Anne's parish church. These experiences impact greatly on pupils' social, moral and cultural development as they gain in self-confidence, understand the value and importance of teamwork and increase their communication skills.
- Pupils 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

within the moral framework upheld by the school. Pupils display very positive attitudes to their work and behave in an outstanding manner. They uphold the rules negotiated in each class and fully understand how the consequences of breaking the rules impact on themselves and their peers. They display positive attitudes to their work and are quick to praise and acknowledge the contribution of others.

- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. The school has a plethora of evidence to support the many ways children's personal, social, spiritual and moral development progresses. Children also benefit from 'circle time' activities which have a profound impact on their social and emotional well-being.
- Children experiencing bereavement or a significant sense of sudden loss, gain comfort and support in their grieving process from the school's '*Rainbows*' group. Children with other concerns are able to cope by sharing their feelings with either one of the two school learning mentors who work to remove barriers for learning for them.
- They appreciate the opportunity to reflect in their 'Spiritual Garden' and remember former pupils of the school, in whose memory the garden is dedicated.
- Pupils are involved in service to the local faith and religious communities e.g. at Sunday Masses and school Masses on Fridays where the choir leads the singing and children read and lead the offertory processions. Pupils enjoy planning and participating in a variety of celebrations and community events including leading celebrations such as their Harvest Festival, Advent and Lent Masses and reflections.
- Each year, a group of Year 6 pupils participate in the Rotary Club Award. The choir are involved in singing at, for example, the local elderly persons' home. These experiences encourage them to be more aware of and more active within their community.
- Pupils show respect and understanding of other faiths and religions and have really enjoyed learning about Judaism and Hinduism within the curriculum. They particularly enjoyed their visit to Southport Synagogue.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements in and enjoyment of Religious Education is good.
- Pupils' attainment in Religious Education is also good overall.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development in each key stage. Their good achievement is consistently evident in assessed work, portfolios and their workbooks.
- Pupils make very good progress in relation to their starting points and capabilities and are enthusiastic learners.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good.
- 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 aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their commitment, positive attitude and excellent behaviour for learning in lessons. They take great pride in their work and interact well with their peers in group work and paired/ shared activities. They are encouraged to work independently and collaboratively.
- Learning walks and observations undertaken indicate that pupils are keen to learn, eager to participate and work hard at their tasks.

- Both when working independently and in their contributions to whole class discussions, pupils were highly motivated and committed to doing their very best. At interview, they reported that they enjoyed their lesson very much.

### **How pupils respond to and participate in Collective Worship**

- Pupils response to and participation in Collective Worship is outstanding.
- Acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response.
- They act with reverence and are keen to participate in a variety of gatherings. Their knowledge of prayer and liturgy is increasing.
- There is a palpable enthusiasm for Collective Worship as reflected in the quality of joyful communal singing, prayerful silent reflection and in the depth of participation in prayer.
- They are becoming familiar with a variety of prayer styles and with the Church's liturgical year. They appreciate and are open to the Word of God in the Scriptures showing reverence and respect.
- Pupils confidently play an active part in Collective Worship and thoroughly enjoy helping to plan and deliver their own class worship. Their liturgical skills are very well developed. Pupils of all ages are very keen to prepare worship that is relevant and meaningful to them. During discussions, children talked about how they really enjoy doing this and gained a lot from it. They are able to critically evaluate their own acts of worship and those prepared by their peers.
- Collective Worship makes a significant contribution to the children's spiritual and moral development. This is evident in the way they live their daily lives and how they react and respond to each other. They demonstrate a wonderful sincere and spiritually mature response to school prayers and Collective Worship.
- Pupils are heavily involved in leading celebrations both in school and within the parish. They demonstrate a high level of commitment and personal involvement at such times. Their response and behaviour at weekly Masses has been praised by clergy and parishioners alike.
- Children in the weekly prayer group enjoy their role and are devout and sincere in their prayers.

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

- The quality of teaching and purposeful learning in Religious Education is good with many outstanding features.
- Teachers plan very well and display very good subject knowledge. Staff members have the opportunity to attend in-service sessions provided by the Christian Education Department to support their professional development.
- Within lessons, teachers offer a range of teaching styles to motivate pupils and encourage their enjoyment of and enthusiasm for Religious Education. They take opportunities to make cross-curricular links.
- Teachers work hard and are good role models for the children to emulate. They lead by example, modelling mutual respect and encouraging the best from others.
- Teachers take into account pupils' prior learning and try to ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding. Plans include the use of the 'driver' words from the '*Levels of Attainment*' at appropriate levels for each group.
- Teachers provide opportunities for pupils to work independently and collaboratively. Some excellent use of 'talking partners' was seen on the day of inspection which really kept the children focussed on their discussions.

- Excellent use is made of time and resources including other adults and Information and Communication Technology to maximise learning. Additional adults in the classroom provide great support for the pupils. Teachers share lesson objectives with them, deploy them effectively and consequently, they make significant contributions to learning.
- Displays and working walls in classrooms and around the school celebrate the children's work, reinforce learning and provide opportunities for reflection on what has been taught.
- Effort and achievement are celebrated through marking and verbal encouragement. Pupils' contributions are valued and appreciated by all staff. Children are consistently praised and rewarded for good work, attitude and behaviour. This leads to a positive climate for learning. The Friday awards assembly celebrates academic achievement as well as good practice in living out the Mission Statement.
- The school has outstanding assessment strategies which provide detailed information on the achievement of all the pupils.
- The assessment of pupils' work in Religious Education is outstanding. Teachers use their assessments well to inform future planning. Records of Attainment are kept appropriately and passed on to the next teacher.
- Books generally show a very good level of marking with clear feedback on what the children have achieved and an indication of what they need to do to improve.
- Formal assessments are undertaken in line with archdiocesan requirements.
- Teachers track individual progress and enter data onto school tracking sheets which are used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are performing and tackle underachievement.
- Pupils are encouraged to evaluate their own work especially during plenary sessions at the end of lessons.

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

- The extent to which the Religious Education curriculum meets pupils' needs is outstanding.
- The school places Religious Education at the heart of the curriculum and it is clearly seen as the core curriculum subject in this school. It is under the same scrutiny and level of moderation as other core subjects.
- Using the '*Come and See*' programme recommended by the archdiocese, the school meets the requirements of the Religious Education Curriculum Directory.
- 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. The programme is well-differentiated to meet the needs of pupils.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Timetables are monitored by the subject leader and head teacher to ensure this provision is in place.
- Planning ensures full coverage of the Religious Education programme. Imaginative, creative and engaging strategies and resources, especially Information and Communication Technology, are deployed to enrich pupils' learning. Children and staff members show high levels of competence in using technology throughout lessons to enhance the curriculum e.g. video, auditory materials, cameras, laptops, iPads etc.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support. Staff members show a great willingness to strive for improvement.

- Displays around the school are linked to the curriculum and celebrate work. All classrooms have a display or working wall of the current topic commemorating children's work.
- A wide range of extra-curricular activities and educational trips enhance and support learning. These promote respect for the gifts and talents of each individual and help to develop self-esteem.
- Enrichment activities such as themed weeks e.g. art week and global week have a positive impact on the curriculum. These enable children to experience awe and wonder and develop curiosity to ask questions and search for answers.
- The Religious Education curriculum provides very good opportunities for pupils' spiritual, moral development and vocation.
- Visits out and visitors into school widen pupils' subject knowledge. Children have visited their own church and the local synagogue. Visitors include the priests of the parish who are both generous with their time in supporting the curriculum. There are also close links with the chaplain at the local high school.
- Children have explored the beliefs and values of the Jewish faith and Hinduism. This helps to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of backgrounds among pupils.
- It has a high profile, is central to the life of the school and is seen as a special part of the day.
- Collective Worship is well-planned using school and archdiocesan planners. All adults present provide excellent role models for pupils to emulate. Timings are age and stage appropriate. This ensures it is a suitable, personal experience for the children.
- Collective Worship throughout the school is stimulating and plays a key part in meeting the spiritual needs of the staff and pupils. It is valued by all participants.
- Opportunities are provided to enable full, active and conscious participation of the whole school community. A variety of experiences are provided - key stage and class - in various settings as evidenced in teachers' portfolios which include photographs and planners.
- The school grounds are used to enhance the experiences and bring in opportunities for awe and wonder. A spiritual garden has just been opened in memory of two former pupils and will provide a sacred space for members of the community to experience Collective Worship outside and to sit quietly in reflection.
- Scripture, prayer and liturgy are used very effectively as the foundation and a source of inspiration for worship.
- An excellent policy with guidelines for delivery is in place and used effectively.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles. The school ensures that appropriate formal prayers are taught at an age appropriate time.
- The school has purchased a range of music and a variety of appropriate resources which are well cared for and used effectively.
- The children and staff create visual displays for worship with a variety of artefacts etc. as focal areas for thought and reflection.
- Staff members have received training in planning, leading and evaluating Collective Worship and have embedded what they learned.

- They are able to provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, governors and members of the community to participate in a variety of celebrations of the Come and See programme and the Church's liturgical year e.g. Ash Wednesday, Harvest and Christmas.
- Pupils are able to attend the parish Mass each Friday morning. Parents, governors and parishioners are invited to attend these occasions.

### **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. They provide a high standard of Catholic education with great enthusiasm.
- They are wholly committed to promoting and developing the Catholic life of the school and show an excellent understanding of and commitment to the Mission of the Church. This is reflected in the school's own Mission Statement and motto, '*Loving God in all we do*' and in how leaders lead by example and develop such wonderful relationships that exist across the community.
- All who form part of the school community including parents, priest, governors and children were involved in the development and annual 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. It is displayed prominently throughout the school and used on all documentation. Beautiful banners have been commissioned to depict the statement and are proudly displayed throughout the school.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement. Children are frequently rewarded for living out the school's Mission Statement.
- Leaders and all members of school staff are justly proud of the strong and tangible welcoming, Catholic ethos that underpins the work of the whole school community. This enables both children and adults to flourish in a nurturing environment where each person is loved and valued.
- All adults in school show great respect for the dignity of others, especially the children in their care. They freely give of their time to support their needs and are the embodiment of Christian values.
- The head teacher has created an excellent team spirit among the staff and parish. He values the contributions of all members of this community and leads the Catholic life of the school in an excellent, unassuming manner. This helps to create an atmosphere where staff and pupils alike can be happy in their work, support one another and are interested in each others' achievements. At interview, the school council unanimously agreed that they 'loved everything about their amazing school'.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It gives an accurate picture of the Catholic life and work of the school.
- The analysis provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying targets, timescales and lines of accountability.



- The school provides excellent induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it. In-service sessions provided by the Christian Education Department are attended, most members of staff have the *Catholic Certificate in Religious Studies* (or are currently studying to achieve it) and Religious Education features regularly on the staff meeting agenda.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders. An excellent policy and guidelines for its implementation are in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils, such as involvement in *Come and See for Yourself*, Masses, Lent and Advent reflections led by one of the priests in the parish. These are good opportunities for reflection and contemplation.
- The '*All that I Am*' programme is used alongside '*Come and See*' to provide resources for Education for Personal Relationships.
- Matters of social justice are given high importance with many examples of awareness- and fund-raising for a variety of good causes e.g. Macmillan Cancer Support, Nugent Care and CAFOD.
- Leaders strive to ensure that children are equipped with the skills needed to become responsible global citizens and take every opportunity to promote the health, safety and well-being of all.
- The school has recently become a Forest School in keeping with its positive approaches to raising awareness of environmental issues.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are very positive relationships at every level within the school and within the parish community. There are extremely close links with the parish and many visits are made to the church during the year. Good communication and strong links between home, school and parish ensure awareness and understanding of the school's Catholic life at all levels.
- The school supports the archdiocesan sacramental preparation programme, '*With You Always*' very well. Many of the staff members are catechists working within it.
- There are termly meetings between the parish clergy, the subject co-ordinator and the head teacher to plan and organise celebrations. At Christmas time, for example, a highly engaging carol service, to which all members of the community are invited, is held in church and led by pupils and staff. This is considered an opportunity to forge even closer links between the school and parish.
- Leaders acknowledge the important role parents and carers play and so they are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through newsletters and the school website. They are incredibly supportive and affirming of the school. There is a highly organised and supportive Parents and Teachers' Association.
- Governors fulfil their responsibilities outstandingly. They are fully committed and kept well-informed about the Catholic Life of the school. They have effectively helped to shape the direction of the school through their high profile in the school close involvement in its Catholic life. They regularly attend the whole school celebrations, Acts of Worship and special liturgies throughout the year.

## **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.
- Religious Education is very much at the core of the curriculum in St Anne's School. Senior leaders and all involved in the school community are committed to improving and further developing Religious Education. A suitable budget is provided to enhance provision. Religious Education is regularly on the agenda at staff meetings and features highly on the school's development plan.
- Monitoring takes place as part of the school's monitoring cycle. Timetables are monitored to ensure that 10% quality time is dedicated to the teaching the subject. The subject leader monitors and evaluates the planning, assessments and children's workbooks. The headteacher monitors teaching and learning through learning walks. Appropriate feedback and support is given as necessary. Actions are identified and acted upon.
- The quality of teachers' planning is excellent. Using the archdiocesan planners, teachers plan comprehensively and differentiate work quite well using the 'driver words' from the *'Levels of Attainment'* booklet. With higher expectation of pupils and more challenging tasks especially for the higher achievers, standards in Religious Education could be further raised and children's full potential met.
- The subject action plan feeds into the School Development Plan and into the Self Evaluation Document. Actions identified are regularly reviewed and addressed.
- Continuing professional development opportunities are provided for all and additional support/induction given to new or inexperienced staff members. Newly qualified teachers also attend the archdiocesan induction programme.
- Formal assessment tasks are undertaken in line with archdiocesan guidance. Staff members are familiar with and secure in their levelling of work. Assessments are moderated by colleagues and accurate levels agreed.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- The subject leader is outstanding in guiding Religious Education. She shows real commitment and enthusiasm and ensures that RE has a high profile in staff meetings throughout the year. She is new to the post since the last inspection, has undertaken training for new co-ordinators and has regularly attended archdiocesan training and briefing sessions and introduced new initiatives when appropriate. A plethora of excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Governors are kept well-informed by subject leader and head teacher through the curriculum committee and head teacher reports. They are interested and proactively involved. Progress in Religious Education is shared with the governors so that standards can be monitored by them and they can challenge the school to improve.
- Both priests from the parish liaise closely with the subject leader to ensure the high profile of the subject and to monitor the development plan and plan for further improvements. They are fully supportive of the school and are frequent visitors who help with aspects of the *'Come and See'* programme and provide liturgies and Masses in Church.
- Newsletters are provided for parents and carers each term, which outline the curriculum and indicate how they can help to support their children's Religious Education. Their views and opinions are sought.

- Parents receive a useful and informative annual report on the progress and achievement of their children and are kept further informed through verbal reports on Parents' Evenings. They are consulted on a variety of issues and encouraged to support their children's learning through a number of initiatives.
- Achievement and effort are celebrated especially at the end of week assemblies which are much appreciated by pupils and parents alike as spiritual, prayerful celebrations.

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

- Continue to implement the targets set out in the school's self evaluation document and the subject action plan. This includes:
  - increasing the opportunities for parents to attend Collective Worship;
  - undertake further lesson observations;
  - encourage staff members to undertake the Catholic Certificate in Religious Studies;
  - implementing peer marking to help exemplify an understanding of the criteria needed to raise standards in Religious Education.
- Improve standards in Religious Education by:
  - having higher expectations of pupils, particularly the more able;
  - differentiating work more consistently and effectively to challenge pupils and meet the needs of all individuals and groups including higher achievers.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	2
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
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	1

## **LEADERS AND MANAGERS**

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

<b>Key to judgements: Grade 1 is Outstanding; Grade 2 Good; Grade 3 Requires Improvement and Grade 4 Inadequate</b>
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