



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST. ANNE'S CATHOLIC PRIMARY SCHOOL

### ORMSKIRK

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Tuesday 11 November 2008

Inspectors            Ms. Nora Finnegan    Mr. David O'Brien  
                                 Mrs. Anne Radford

URN                    119682

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Catholic Primary
Age range of pupils	4 -11
Number on roll	438
Chair of Governors	Mrs. Liz Rafferty
School address	Aughton Street, Townend, Ormskirk, Lancashire, L39 3LQ.
Telephone number	01695 574697
E-mail address	head@st-annes23.lancsngfl.ac.uk
Date of last inspection	29 November 2005
Headteacher	Miss Paula Wilson

## Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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.

## Description of the school

St. Anne's is a larger than average Catholic Primary School which serves the local parishes of St. Anne's and St. Mary's, Aughton. The social and economic circumstances of the area indicate relative advantage. The proportion of children eligible for free school meals is well below the national average. The number of children with learning difficulties and/or disabilities is also below average though the number with a statement of special educational needs is above. The vast majority of children are from a white British background. Children enter the school with skills that overall are above what is usual for their age. There are 438 children on roll of whom 418 are baptised Catholics and 20 come from another Christian denomination. There are no children from an *Other Faith* tradition. There are 16.5 members of staff, 11 of whom are Catholic. Ten of the sixteen teachers who teach Religious Education have a Religious Education qualification.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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## **Overall effectiveness of the school**

St. Anne's is a good school with some outstanding features. It is a caring, supportive community, underpinned by a strong Catholic ethos which establishes a positive climate for work. The leadership and management are good in developing the Catholic life of the school through the Mission Statement. As the Mission Statement says "Loving God in all we do" is at the heart of this community. Positive relationships have been established by working in partnership with home, parish and the local community. Standards are good. Learners achieve well and make satisfactory progress in relation to their capability and starting points. Overall teaching is good. Assessment is good and is beginning to provide clear guidance on learning. The school is good in meeting the Religious Education curriculum needs and interests of most learners. Learners' behaviour is good. The Religious Education subject leader provides good leadership and support to staff. The quality of Collective Worship is outstanding overall. Curriculum Religious Education makes a good contribution to spiritual and moral development of the children. Collective Worship makes an outstanding contribution to this development. The school is outstanding in promoting community cohesion. This is evident by the links fostered with the parish, St Bede's High School and both the local and wider community.

**Grade: 2**

### **Improvement since the last inspection**

The school was previously judged as good. It had two key areas for development from its last Section 23 Inspection in November 2005. Since then, all members of the school community have been consulted during the formal review of the Mission Statement. Children have been given lots of opportunities to explore the statement at their own level. The school has aims, which were shared with parents through the school website. These need to be more closely linked to the Mission Statement and practical objectives, which show how they are being lived out in the daily life of the school, need to be developed. The Religious Education coordinator has provided in-service to support the ongoing development of planning, teaching and learning and formal assessment. Time and finance have been provided for the development of the coordinator and for whole staff in-service. The Religious Education handbook and the Collective Worship policy have been updated. In-service has been provided to further develop teachers understanding of Collective Worship and a planner, adapted from the National Liturgy Office model, developed. Parents and carers are given detailed information about what is taught in Religious Education and are invited to participate in celebrations. Resources have been updated. Religious Education and the Catholic life of the school are evaluated on a regular basis.

**Grade: 2**

## **Capacity to improve**

The school's self-evaluation is comprehensive but its view of its overall performance does not reflect the evidence seen by the inspectors. It has judged itself higher in all areas, except two, than it actually is. The self-evaluation document needs to be more specific. Strengths and areas for development, highlighted by the monitoring process, need to be identified clearly. The development strategies and the projected timescale, to address areas for improvement, need to be more precise. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and will be influenced by the findings of this inspection. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is good capacity for further improvement.

### **Grade 2:**

#### **What the school should do to improve further**

- The governors need to put a strategic plan in place to enable the Religious Education coordinator to improve the quality of teaching and learning in Religious Education so that all children are enabled to reach their full potential;
- Develop a more effective self-evaluation of Religious Education and the Catholic life of the school which takes into account the views of all stakeholders;
- Continue to implement the targets set out in the school self-evaluation documentation.

## **Achievement and standards**

Learners' attainment on entry to the school is above that expected nationally. The percentage of children with learning difficulties and/or disabilities is below the national average but, the number with statements of special educational need is higher than the national average. The proportion of children eligible for free school meals is also below the national average. Most learners, in relation to their capability and starting points, make satisfactory progress in Religious Education. Standards in Religious Education are good overall. There are no significant differences in performance by learners of different gender or ethnic background. Children with learning difficulties and/or disabilities make good progress in Religious Education with the help provided by other adults and, in some classes, differentiation of tasks to meet their needs. In a small minority of classes more able children are given challenging tasks which enable them to make outstanding progress. This good practice needs to be shared throughout the school in order to enable all children reach their full potential. The school checks on the progress made by all children through assessment and some challenging and positive marking. The use of challenging marking needs to be more consistent throughout the school. The ongoing use of the information gathered through the monitoring of planning,

teaching and learning and the scrutiny of the formal assessments will enable the school to raise standards further. Children show a developing confidence in discussion and feedback and have a good knowledge of the subject and its relevance to their lives. Most children show an enthusiasm for the subject while undertaking their work.

The behaviour of children throughout the school is good. The children are enabled to make a good contribution to the school and wider community e.g. exploring practical ways of living the Mission Statement, organising a 'Bring and Buy' sale for Nugent Care.

## **Grade 2:**

# **Quality of Provision for Religious Education**

## **Teaching and learning**

Overall, the quality of provision for Religious Education is good. The evidence in workbooks and the observation on the day of inspection show that teaching is good overall. Two outstanding lessons were observed on the day of inspection. Where teaching is outstanding lessons are very well planned taking account of the needs of different learners within the class. Teaching is clearly focussed on the learning objective and use is made of the "driver words" from the attainment targets to enable children to fully understand the purpose of the lesson. Teaching is confident and enthusiastic and creative use is made of a wide variety of resources to challenge and stimulate all the children in a variety of ways. The learning needs of all children, including those who are more able, are addressed through use of imaginative teaching and learning strategies. Challenging differentiated tasks and good support, for those less able, provided by other adults ensures that all children are enabled to make outstanding progress. Learning is summed up very effectively during the plenary session and related to the objective. Use of self-assessment enables learners to check on their own progress and celebrate their new knowledge and skills. Children are also given time to reflect at a deep level in order to relate their learning to their everyday lives. Sharing of the above outstanding practice through the monitoring process is essential in order to raise standards in teaching and learning and ensure that all children are enabled to reach their full potential. In most classes the learning environment is creative and stimulating and display is used to support teaching and learning.

The quality of planning in the classes where there was good or outstanding teaching is very good. The monitoring process needs to identify strengths and ensure consistency across the school to ensure that the needs of all children are met. Monitoring of lessons and workbooks will identify strengths in teaching and learning. Sharing of these with all teachers will ensure that standards are raised. Good pace and timing, which maintained the interest and concentration of children, was observed in those lessons which were good or better. This kept children focussed on the task. The learning objective was shared and explored at the beginning of the lesson and revisited at the end when learning was summed up. The tasks given enabled

the children to work well independently and collaboratively. In some classes children's religious literacy is developed very well by the identification and use of the key words for each topic. A good introduction to formal assessment has been made. This enables the school to identify the progress being made. Teachers need to use this information to inform future planning, particularly when differentiating work to meet learners' varying needs.

Parents and carers involvement in their children's Religious Education is good. They are sent a *Here I Am* newsletter which gives them detailed information about the topics being studied. This enables them to become involved in their children's Religious Education. Parents/carers are also invited to celebrations. They receive regular verbal and written reports of their child's progress.

## **Grade: 2**

### **Curriculum**

The school is good in meeting the Religious Education curriculum needs and interests of most learners. Those children who are less able are very well supported in all classes. The good practice of challenging the more able, which was observed in a few classes, needs to be shared throughout the school. Through using the *Here I Am* programme recommended by the Archdiocese the school meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. The leadership of the school ensures that quality time is given to the positioning of Religious Education on timetables. Children are given opportunity to apply their learning to their own lives e.g. how to be a "child of the light". The use of role play, music, information communication technology and other creative activities by some classes enrich the delivery of the Religious Education curriculum. The work undertaken on *Other Faiths*, Judaism, Islam and Hinduism, has helped the children understand how others make sense of the world in which we live and also promotes tolerance and respect for those whose views differ from our own. The contribution made by a member of staff greatly enriched this process. Strong links are made with home, parish and the local community. The school chaplain supports the school well. Catholic beliefs and values are at the heart of learners' spiritual and moral development. This is evident in classrooms and throughout the school. Overall, the Religious Education curriculum makes a good contribution to learners' spiritual and moral development. Children have a good sense of right and wrong and are given opportunities during topics to develop this e.g. how "being a child of the light" would affect their behaviour and actions.

## **Grade: 2**

# **Leadership and Management**

## **Religious Education**

Leadership and management in raising achievement and supporting all learners in Religious Education are satisfactory. There is a clear vision for the subject within the mission of the school but there is a need for more focus on raising standards in teaching and learning to promote the personal development of learners. The Religious Education coordinator provides good leadership for the staff who share a commitment to the subject's aims and values. She shows a genuine enthusiasm for her role and is fully committed to her task. She has worked hard to ensure that all new initiatives have been introduced. A good handbook guides and directs all staff in their delivery of Religious Education. Coordinators' meetings are attended on a regular basis and information is disseminated to all staff during staff meetings or in-service time. Staff are also given opportunity to attend topic days to support them in their planning and delivery of Religious Education. Performance in Religious Education is monitored on a rota basis through scrutiny of planning, workbooks and assessment, lesson observations, questioning of learners and monitoring of displays. This enables the school to share good practice and further raise standards. St. Anne's is socially inclusive by providing equality of access and of opportunity for most learners to make progress. Sharing of outstanding practice will ensure that the needs of more able children are fully met. Of the 16 staff teaching Religious Education 10 have a suitable qualification. Other adults are planned for and are involved in supporting teaching and learning during lessons. Priorities for the subject are clearly identified and targets set. Religious Education is funded on par with other core subjects and quality resources have been purchased. The headteacher and the Religious Education coordinator keep governors fully informed of the strengths and areas for development relating to Religious Education. Governors discharge their responsibilities in a good manner and are very involved in the life of the school.

## **Grade: 2**

## **Catholic Life of the School**

There is good leadership and management in developing the Catholic life of the school through the Mission Statement. St. Anne's is a place in which the Mission Statement is at the heart of the community. "Loving God in all we do" permeates every aspect of its life and work.

Since the last inspection all members of the school community were consulted during the formal review of the Mission Statement. The new statement, "Loving God in all we do" highlights the philosophy of education in this Catholic school. The school has aims which have been shared with parents though the school website. At present these do not fully link to the Mission Statement. When the Mission Statement is next reviewed the governors and all members of the school community would benefit from guidance from a member of the Archdiocesan team to enable them to reflect on Church teaching regarding the mission of a Catholic school. This would enable them

to review the present statement and develop clear aims and practical objectives, which show how the aims are lived out in the daily life of the school. It would also ensure that all members of the school community have greater ownership of the Mission Statement. The school has worked very hard to ensure that the children have been given time to explore how they can live out "Loving God in all we do" through their actions. The Mission Statement informs all school policies and plans and is displayed in classrooms and around the school. The governing body are active and supportive. The chaplain supports the school's Catholic life and mission in a pro-active way.

**Grade: 2**

## **Collective Worship**

The quality of Collective Worship is outstanding overall. The school provides Collective Worship in a variety of ways for each child daily, in class, or key stage gatherings. This fulfils government and Archdiocesan guidance. An outstanding policy gives clear guidelines to support the planning and delivery of Collective Worship wherever and whenever it takes place. Teachers and children plan and deliver Collective Worship. The school has adapted the planning format provided by the liturgy office to ensure that all Collective Worship is an enriching experience. Parents/carers are invited to participate in celebrations. Acts of worship include various forms of prayer, scripture, power-point presentations, reflection and other elements that support liturgical formation. Worship stimulates reflection on spiritual and moral issues and on personal beliefs. The Collective Worship observed was outstanding overall. Children and adults actively participate in acts of worship. In some classes they are also given quality time for reflection at the end of Religious Education lessons. Collective Worship makes an outstanding contribution to spiritual and moral development.

**Grade: 1**

## **Community Cohesion**

The school is outstanding in promoting community cohesion. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference and values diversity. In some classes equal opportunities are ensured through provision of a challenging Religious Education curriculum which meets the needs of all learners. Parents and carers are involved in decision-making and the life of the school. They are invited to celebrations, receive regular newsletters and have opportunities to share their views e.g. questionnaires, consultation group of parents. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education Programme, *Here I Am*, provides outstanding support to community cohesion. Learners have had opportunity to explore the beliefs and values of other faiths: Judaism, Islam and Hinduism. St. Anne's has strong links with the local community e.g. the parish, local High school, Home for the Elderly etc.

The school community shows a concern for the well being of those less fortunate than themselves in their support of local and global charities e.g. Nugent Care, CAFOD, Jospice, Ghana project etc.

**Grade: 1**









