



St Anne's Catholic Primary School

URN: 105521

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

03–04 July 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

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

Yes

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

Yes

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

Fully

What the school does well

- St Anne's pupils are known, loved, nurtured and celebrated as children of God.
- The dynamic head teacher has an inspiring vision and leads with authenticity and passion; she is ably supported by a dedicated deputy head teacher.
- There is a deep commitment to supporting the most vulnerable members of the school community; this has an overwhelmingly positive impact on their lives and well-being.
- Catholic social teaching is effectively taught across the entire school curriculum, all staff take responsibility for weaving it into every aspect of school life.
- Joyfully praising God through singing and music is an embedded part of the culture of St Anne's.

What the school needs to improve

- Use the expertise of the religious education team to share best practice to further improve the quality of teaching in religious education so that pupils have more creative and inspiring experiences of learning in lessons.
- Review and revise the policy on prayer and liturgy to ensure there is a clear progressive skill strategy in place for pupils to independently plan, lead and evaluate collective worship.
- Revisit the mission statement of St Anne's with all stakeholders to ensure it reflects the Catholic life and mission of the school and is known, articulated and embraced by all.

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

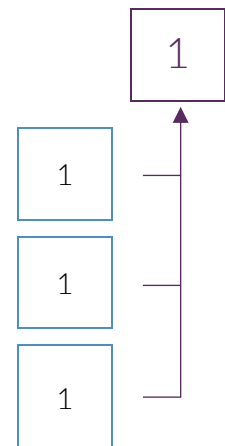
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Regardless of their faith pupils at St Anne's fully embrace the Catholic identity and talk confidently about being missionary disciples. They know that staff love them and care deeply for their well-being and they share openly how proud they are to be pupils at this school. One pupil shared, 'We are God's treasures.' Catholic social teaching is firmly embedded within the school and pupils are empowered to respond locally, nationally and globally. For example, the Growing in Faith Together(G.I.F.T.) team spoke passionately about how they serve food for the community at Rainbow Surprise. Pupils' behaviour and conduct inside and outside of lessons is excellent and mutually respectful. They understand the importance of valuing and respecting every individual as special and they know they are all unique, made in the likeness and image of God. Those of all faiths come together harmoniously as one big family at St Anne's with differences celebrated and similarities embraced. Pupils willingly take on roles and responsibilities within school, proudly talking about the impact they have had upon the mission of the school.

There is a powerful culture of genuine welcome, which is evident in relationships at all levels. All staff work as a highly cohesive unit, inspired by the vision of the head teacher and her leadership team. All share the commitment to the most vulnerable and strive to give the pupils of St Anne's the most memorable and nurturing experience of school life. One member of staff said, 'St Anne's is a unique space of love, joy and happiness- we are so lucky to serve our children.' This is a highly inclusive school. The needs of every individual pupil are wholeheartedly met, for example the creation of 'The Hive' provision which has been recognised as a beacon of good practice beyond the school. Support for families is highly prioritised and valued greatly. The work of the staff including the family support worker is seen as a lifeline with one parent stating, 'Without this school I don't know where I would be'. The school environment explicitly reflects

the school's Catholic identity. The recent addition of 'The Lodge' has provided a quiet haven for those pupils who need it most. The school's provision for relationships, sex and health education (RSHE) meets all Diocesan and statutory requirements.

Leaders and governors demonstrate an exceptional commitment to the church's educational mission, ensuring that Christ is at the heart of all that it does. Staff feel highly valued and cared for, their mental health is prioritised, and careful consideration is given to their workload. Leaders, including governors rightly see the school as a source of inspiration within the locality and are highly ambitious about the contribution it can make to the lives of those within the community. They recognise that the mission statement needs to be reviewed and are committed to doing so. There is an explicit financial commitment from the leadership to access a wide range of external expertise such as a Caritas social worker, speech and language therapist, play therapist and occupational therapist which truly enhances the experiences and life chances for the most vulnerable pupils. Parents are overwhelmingly supportive of the mission of the school and the opportunities provided for them to work in partnership. One parent said, 'This school feels like a family, the staff take the time to get to know you'. Leaders work hard to ensure a flourishing partnership with the parish, and this is highly valued by members of the school community. One example of this dynamic relationship is the weekly Thursday breakfast club held in church which is very popular and appreciated.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

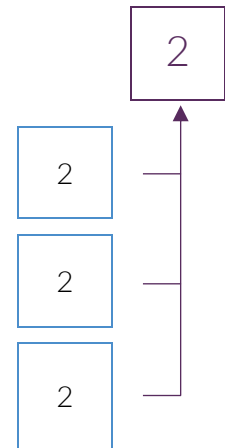
How well pupils achieve and enjoy their learning in religious education

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 have secure religious knowledge and understanding. They make good progress knowing more and remembering more because of a well sequenced religious education curriculum. As a result, pupils including disadvantaged and those with special educational needs achieve well across all the age phases. Many examples were seen of pupils confidently recalling their previous learning, for example, an upper Key Stage 2 pupil could recall their learning of Moses and the ten commandments from the previous year. In the best lessons seen, pupils were highly engaged and showed a commitment to developing their own skills and knowledge, this was evident in upper Key Stage 2 when pupils were challenged to produce and record their own Radio 4 'Thought for the Day'. To further develop in this area, pupils in all classes need more opportunities to be independent and take initiative in their learning. Work in books is of a consistently high standard and pupils convey that they are proud of the work they create and rightly so. Pupils have a good understanding of how well they are doing in religious education and what they need to do to make it better. Behaviour in lessons is consistently good as a result of the high expectations set by the staff and the way that the pupils value their religious education experiences. In some lessons seen, there was a tangible feel of excitement and enthusiasm. An example of which was observed in Key Stage 1 where the teacher revealed a treasure chest which truly captivated the pupils' imaginations.

Staff subject knowledge is strong and as a result pupils learn new content well. Teachers use their assessment systems effectively to ensure that planning meets the needs of all pupils. In some lessons teachers used questions skilfully to deepen and extend the pupils' understanding and move the learning forward. In upper Key Stage 2, pupils were challenged to think morally, ethically and theologically when they were asked, 'Does poverty hold you captive?'. Staff work as a team to provide written feedback to pupils in their books which celebrates their achievements,

this innovative approach is welcomed by the pupils. Support staff work extremely hard to ensure all pupils, particularly those with special educational needs, can fully access the learning experiences. Lesson observations and book scrutiny by inspectors recognises some creative approaches that have been used to inspire learning. However, to improve further, the religious team now need to plan how to disseminate best practice across the school to ensure consistency.

Leaders and governors ensure that the religious education curriculum has at least full parity with other core curriculum subjects. It is a faithful expression of the requirements of the *Religious Education Curriculum Directory*. Subject leaders have worked together to successfully weave religious education, other national curriculum areas and Catholic social teaching into one cohesive curriculum. Leaders and governors' self-evaluation demonstrates they have an accurate knowledge of what the school does well. To further improve, leaders need to ensure they are accurately identifying the next steps based on national expectations. Leadership have astutely identified the skills and talents of the staff to create a passionate and knowledgeable religious education team who lead this area with authenticity. Governors and leaders are committed to providing high quality continual professional development to all staff, particularly those who are at the early stages of their career. This ensures that staff feel their development is prioritised with one stating, 'Even though we are early careers teachers we always feel valued, we bring back things we learn, and we are listened to'.

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 at St Anne's respond well to prayer and liturgy experiences. They show that they want to pray and they demonstrate a solid understanding of the importance of talking to God. One pupil expressed, 'By praying in our own words we can speak from our hearts to God'. Joyful singing is a hallmark of the school and pupils cherish the times when they can join together in song. As one pupil said, 'We can use our voices to praise Jesus'. As well as fully engaging in impassioned singing, pupils also happily embrace times of peaceful reflection and contemplative silence. When allowed the time and space, pupils readily engage in spontaneous prayer and enjoy being able to create and share their own prayers. Pupils show a highly secure understanding of the liturgical year and can articulate how the rhythm of prayer reflects this. Those pupils in the Early Years Foundation Stage were seen demonstrating high levels of reverence and respect during times of class prayer due to the atmosphere created for them at such a young age. Older pupils are very enthusiastic about helping to lead prayer and liturgy and they relish opportunities given to them. This enthusiasm now needs to be directed towards fully empowering pupils to independently plan, lead and evaluate prayer and liturgy so they are liberated to be at the forefront of this aspect of school life.

A comprehensively planned and well-resourced strategy is in place for daily prayer and liturgy across the whole school which pupils and parents can speak readily about. All collective worship follows the same structure of gather, listen, respond and go forth. Prayer is used as the central focus for all gatherings and provides comfort and hope during times of challenge and sorrow, as well as being a beacon during times of joy. Prayer areas in classes are given great attention and are used as inspiring focal points for reflection. Likewise, the external prayer garden is a space which allows the community to gather in prayer and praise God's world. Scripture is seasonally appropriate and pupils confidently share the Word of God with each other through

prayerful gatherings at class, key stage and whole school level. All staff fully embrace the centrality of prayer in the daily life of St Anne's and are excellent role models. Staff, particularly leaders and the religious education team, are skilled in planning and leading well-constructed prayer and liturgy. The regular 'RE assemblies' are a highlight for pupils and parents. They are welcomed as an opportunity for pupils to share in prayer and celebration with the wider community.

Prayer and liturgy are given a high priority by leaders and governors in terms of planning, delivering and resourcing. Leaders ensure prayer always has a focus and purpose. Themes for Masses and any collective worship always clearly reflect the liturgical year. Governors are dedicated to being part of the prayer life of St Anne's and they are ambitious for further enrichment and development. A key area now required in order to develop further is a revision of the prayer and liturgy policy to ensure there is a clearly identified skill strategy which explicitly outlines the expected progression of skills as pupils move through the school. All staff value professional development opportunities they are given, and the leadership are seen as a source of guidance and inspiration. Leaders and governors work hard to ensure all members of the community of St Anne's feel fully part of this inclusive, worshipping, Catholic community.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	105521
School DfE Number (LAESTAB)	3523422
Full postal address of the school	St Anne's Catholic Primary School, Moss Bank, Crumpsall, Manchester, M8 5AB
School phone number	01617405995
Headteacher	Laura Wordsworth
Chair of Governors	Patricia Ganley
School Website	www.stannescrumpsall.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	7 th December 2015
Previous denominational inspection grade	Outstanding

The inspection team

Helen Sullivan

Lead

Mary Garvey

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