



St Anne's R.C. Primary School

URN: 105725

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

07–08 March 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

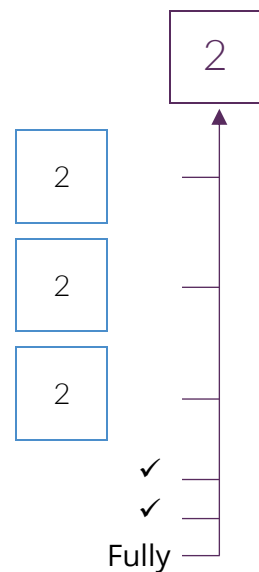
Collective worship (p.7)

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

- Relationships between members of the school family are strong, warm and caring.
- Staff are united in their drive to provide the best care and education.
- The school family ensures that all members of its community feel valued and provides exemplary support by going the extra mile for its most vulnerable members.
- The pupils at St Anne's are happy, proud of their school and enjoy their learning.
- The religious education curriculum has been developed to include a creative approach.
- Pupils are provided with opportunities to plan and lead collective worship in class and in assemblies linked to the liturgical year, key events or themes within the religious education curriculum.

What the school needs to improve

- Ensure that pupils understand and can respond to what they need to do next to improve their work.
- Provide a wider variety of prayer and liturgy opportunities to ensure pupils are engaged in moving, spiritual experiences.



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

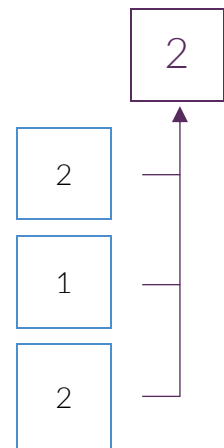
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The extent to which pupils contribute and benefit from the Catholic life and mission of the school is good. Pupils understand the mission 'We grow together in God's love'. They embrace the school's culture statement of love, responsibility and respect and embed this in all aspects of school life. Pupils understand they are valued and cared for. Their behaviour around school and in lessons is good. Pupils have respect for themselves and each other. Most pupils have an awareness of the needs of others and a good understanding of why they want to help those less fortunate. When asked why, one pupil said, "We try to be like Jesus and follow in his footsteps". Charities such as CAFOD, the NSPCC and the local Mother and Baby Unit benefit from the fundraising each class does for its nominated charity. Pupils demonstrate a good understanding of other faiths and religions. The pupils follow Catholic social teaching and support in a variety of ways to those who are most vulnerable in school, in the local community and globally. The Laudato Si leadership group spoke enthusiastically about how they supported the Catholic mission of the school and participated in an initiative to deliver the Pope's message for us to care for our common home. They described how they promoted Clean Air Day and the importance of walking to school to help look after our world. They have begun working towards the Live Simply award. Pupils will benefit from these activities in deepening their understanding of Catholic social teaching and identifying opportunities for independent and proactive responses.

Christ is truly at the heart of the school. This is because the mission statement is known, lived and witnessed throughout the St Anne's community. It has been revisited by governors, staff and

pupils. All stakeholders display great loyalty and support for the school and are proud to be a part of the school family, demonstrating great support, care and service for each other. The welcoming ethos reflects the inclusivity the school shows to all, regardless of their faith and culture. Staff are exemplary role models and work together as a team. They provide love and care for all pupils through extremely positive relationships. Their pastoral care shows a commitment to supporting anyone in need. There is access to a free daily breakfast club provided for all children which is well-attended and gives children a great start to their day. The dedicated and compassionate pastoral lead has an open-door policy and helps families in any way she can. She has been successful in accessing funding to support families in extreme difficulties. The school's pastoral work has had a significant impact in improving the lives of the children's families through providing food parcels, gas and electricity vouchers, washing machines, toy swaps and signposting parents to other agencies for support. The environment effectively witnesses the commitment to the Catholic life of St Anne's through displays and prayer spaces, which include a prayer garden and a forest school area.

The headteacher, deputy headteacher and subject leader work closely together with a shared vision for Catholic life and mission. They are inspiring role models. Staff spoke about the strong level of pastoral care and commitment to their wellbeing shown to them by leaders. Governors are dedicated to the continual development of St Anne's and they have accurate first-hand knowledge of all aspects of school life. They are involved in the drafting of the school's Catholic self-evaluation document with senior leaders. This document is honest, accurate, reflective and identifies what can be improved. To be outstanding the school needs to gather pupils' contributions which feed into this evaluation in a planned and systematic way which will allow opportunities for them to lead on planning improvements. Staff work in collaboration with its families who are positive and support the mission. Events like the 'Big Breakfast' give parents the opportunity to spend time with their children in school. Staff recognise the support offered by parents, and staff feel the parents value them. Leaders and governors are committed to restrengthening the partnership between the parish and school.



Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

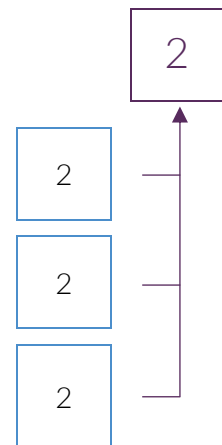
How well pupils achieve and enjoy their learning in religious education

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 say they enjoy their religious education lessons. They show good levels of engagement and a desire to achieve well. Work in religious education books is presented to a good standard. There is a good quality and quantity of work produced in all classes that is comparable with other subjects taught within the school. The school marking and feedback policy has been recently revised and staff plan to use this to identify and share with children the next steps in their learning. Assessment of what has been learnt takes place after each unit of work, with check in and out tasks and a summative assessment activity informing the teacher's judgement. The subject leader has rightly identified that this requires further development. Within lessons links are made to pupils' prior learning to enable knowledge to be built on, from year to year. In one lesson, links were skilfully made to children's own experience when the early years class teacher showed the children photographs of themselves from the previous day living like Jesus, sharing resources and being kind and supportive to each other. The religious education lesson in the early years class created a sense of awe and wonder for children, who were enthusiastic to continue their learning in activities planned in continuous provision. Consistent routines and strategies including revisiting prior learning, a focus on key vocabulary and pupil discussion in the best lessons, means that pupils are enabled to deepen their knowledge and make good progress. In Year 5, when looking at reconciliation through exploring the Parable of the Prodigal Son, the children thought deeply about the feelings of the main characters and used key vocabulary well in their discussions with each other. In Year 6, pupils were confident in making links between scripture passages and new learning. All staff are committed to the value and

importance of religious education which positively impacts on their pupils who see it as an important subject. In addition, all pupils show high levels of moral and spiritual development as every member of staff is a very positive role model to all the pupils.

Teachers and all staff members plan lessons which are appropriate to the phase they are teaching. Teachers feel that they are well-supported in developing their knowledge, understanding and delivery of religion and that they have been fully involved in the development of the school's curriculum and approach to teaching religion. Teachers have carefully considered how learning can be presented using creative approaches such as art and drama. The variety of approaches to learning have assisted in lessons being motivating for most pupils. Work in religious education includes a variety of written tasks, including prayers, letters, and responses to questions. In some lessons, drama was used to enable pupils to show empathy and understanding of Bible stories such as the Good Samaritan. Teachers and teaching assistants work well together to support all pupils in their learning. This is particularly evident for less able pupils and pupils with additional needs who are seamlessly included in learning. Questioning, scaffolding and independent work is skilfully adapted to ensure that they learn well too and make good progress from their starting points.

Considerable time, energy and resources have been used by the school's leaders to ensure that religious education has a high priority across the school. Leaders have considered carefully the needs of their pupils and tailored a curriculum which allows them to flourish and enjoy their religious education lessons. School leaders have put in place structures and strategies to ensure that religious education is being taught well. The religious education leader's determination to continue to improve the provision of religious education is evident. His monitoring is beginning to reflect some of the improvements made. He has sought out support from other subject leads and the diocesan religious education adviser, whilst ensuring professional development is regularly carried out. Class teachers know that they can come to him for support and advice, which he readily gives.



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



The experiences of prayer and liturgy provided by school engage pupils and leads them to active participation. Pupils respond well to the experiences and enjoy the opportunities to pray. Pupils are encouraged to go forth at the end of prayer and liturgy sessions carrying out an identified mission to help the pupils take the message away with them. Good examples of this were witnessed when children reflected on love on the theme of Mother's Day and were given prayer cards and, in another session, small hearts to share with people that needed their love. The school encourages an emphasis on the liturgical calendar. This enhances the focus areas and influences the prayer life of school resources, and scripture reflects the Sunday Gospel and liturgical colours are familiar to all. Pupils understand their role during prayer and worship and were observed taking a lead. The St Anne's Ambassadors plan for and lead prayer and liturgy regularly and during the inspection led a whole school assembly on peace that was carefully planned to engage all, even the site manager who joyfully sang the hymns chosen by the children. The children are guided by staff who encourage them to reflect and evaluate the quality of prayer provided. The St Anne's Ambassadors were able to talk confidently about how they plan their experiences, explaining how they reflect on their week, pray for those they love and how prayer is related to their lives.

The school plans appropriately for prayer and liturgy and it is at the heart of school life. There is a daily pattern of prayer that is linked to the prayer life of the Church. Music is used well to gather and pupils in some collective worships were observed singing, adding vibrancy to their experience. Suitable scripture is used that is relevant to the liturgical year and has relevance to

the pupils and their level of understanding. Pupils would benefit from further work on the liturgical year to embed their knowledge. Resources to support planning are available for all staff to follow. As staff grow in confidence and experience, they are encouraged to be less dependent upon these materials, but it gives a consistent starting point for all. Staff help pupils to plan, participate in and deliver prayer and worship. The next steps are to help pupils to explore the different types of prayer, including the use of traditional and spontaneous prayer, silence and meditation to create a more spiritually uplifting experience. Staff value the opportunities they have to gather for personal times of worship which include the headteacher's special half termly reflections, prayers or scripture shared at the start of staff meetings, a weekly morning staff collective worship planned and led by different members of the team, and during prayer and worship with pupils.

The policy for prayer and liturgy is accessible for all and is fit for purpose for new and experienced staff to follow. It needs to be updated to reflect the areas for development and enhancements to experiences. The religious education leader provides high-quality support to staff at all levels and leads by example. Leaders, including governors, understand the different levels and skills of participation that are reflective of the age and capacity of pupils. The school has worked hard to develop a reflective prayer garden which is accessible to pupils. As a result, they understand the importance of prayer and liturgy. Leaders, including governors, recognise the importance of prayer and liturgy and allocate their budget accordingly to provide good quality resources and quality experiences. Leaders regularly evaluate the quality of worship, and on-going training and support for all staff in developing and delivering collective worship is a key component in the leadership plan of the subject leader. The parish priest who has recently joined the parish is keen to support leaders in doing this.



Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	105725
School DfE Number (LAESTAB)	3533401
Full postal address of the school	St Anne's Catholic Primary School, Greenacres Road, Oldham, OL4 1HP
School phone number	01617705401
Headteacher	Amy Wainwright
Acting Chair of Governors	Andrea Entwistle
School Website	www.stannesrc.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	5 th November 2015
Previous denominational inspection grade	Outstanding

The inspection team

Annemarie Bell Lead Inspector
Danielle Ellison Team Inspector

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