



St Ann's Roman Catholic Primary School

URN: 133284

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

12–13 March 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

3

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

2

Religious education (p.5)

The quality of curriculum religious education

3

Collective worship (p.7)

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

3

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishop's Conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has fully responded to the areas for improvement in the last inspection.

What the school does well

- The headteacher is committed and passionate about her role in school and is supported well by other senior leaders and governors who demonstrate skill and expertise.
- The culture of welcome ensures that all, including new staff, visitors and families feel included and valued in their roles.
- There is a clear commitment to supporting vulnerable families through resource, support and highly skilled staff.
- The school works in partnership with parents and the parish to develop links and enhance the Catholic life and mission.

What the school needs to improve

- Develop the use of self-evaluation with staff, governors and pupils to improve provision and outcomes across school.
- To consistently provide a religious education curriculum that ensures higher expectations and aspirations for all pupils.
- Develop the use of assessment and feedback across school in its wider sense to enable staff and pupils become more confident in knowing what they need to do to ensure appropriate outcomes.

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

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

2

St Ann's School is a welcoming community, where every effort is given to involve everyone in living out the Catholic faith. Pupils clearly understand the mission of the school, and this is regularly reviewed and discussed. Pupils within school are happy, confident, and share that they feel secure. Good foundations are developed in Early Years, and pupils understand that they follow the teachings of Jesus. A pupil in Reception said, 'Jesus is the son of God.' Pupils enjoy and are eager to participate in Catholic social teaching, although, due to the significant change of a new school build, this area needs to be enhanced and promoted to be lived fully. Pupils are able to share ideas of support locally, including St Joseph Penny, harvest and food bank, however, knowledge of national and global issues is limited. Behaviour within school is good, and within discussions, children have shown respect for others. One child in Year 2 said, 'It is not about the colour of your skin and you don't judge a book by its cover.' Pupils value the school's chaplaincy provision and will actively participate, and school recognises that more needs to be done to expand experiences and opportunities.

The mission statement is known and has a visible impact on the life of school through the behaviour policy and assemblies. Staff at St Ann's are committed to the mission statement across the school and actively participate in activities which reflect this, such as fundraising and parish events. St Ann's has a real sense of community, built on strong relationships, and the ethos shines through the children. The headteacher leads with love and humility, and high-quality relationships are evident across the school. There is a culture of welcome that is appreciated by parents and they are confident that school is a welcoming and nurturing. The school has an open-door policy. There is a clear sense of hospitality, especially to those most vulnerable and this extends to various cultures allowing them to live and pray in fidelity to their

own commitments. During the inspection, pupils who were fasting were encouraged to spend time together in prayer. The new school environment reflects its Catholic character and mission, having been built with a vision of sustainability. The staff room and intervention rooms promote the dignity of each person and senior leaders have a clear vision for the school grounds as they become established. Next steps for chaplaincy provision are identified and school leaders are eager to develop this area. Provision for Relationships, Sex and Health Education (RSHE) meet the diocesan requirements, however pupils struggle to articulate what they have learnt in this key area.

Leaders and governors are able to articulate their Catholic vision and mission accurately, identifying the strengths and areas for development. Policies are established with clear links to the school's mission. The new school build promotes the bishop's vision for the diocese and its commitment to sustainable schools. Senior leaders attend appropriate professional development and training provided by the diocese, however, leaders must ensure that this permeates into school action. Parish links are developing, and school leaders recognise that the school is at the service of the local Church. The parish priest is a welcome presence within school and works closely to develop and enhance the school's life and mission. Parents truly value the partnership with school and shared their experiences of warm relationships and support given by staff. They were eager to discuss how St Ann's is a place where the whole child is loved and developed. One parent said, 'We are a family and the school goes above and beyond for its families.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

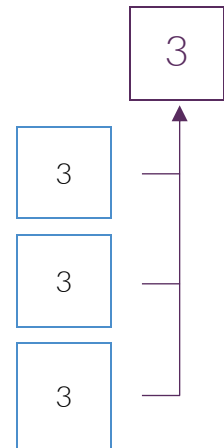
How well pupils achieve and enjoy their learning in religious education

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 enjoy their religious education lessons, and good behaviour and attentiveness are shown when lessons are engaging, such as peer discussion, group activities, research, debate and hot seating. Although there is a commitment from all to develop secure knowledge, understanding, and skills through the scheme used (mapped against the Bishops' *Religious Education Curriculum Directory*) its use is inconsistent across school. As a result, many pupils make limited progress as they struggle to know more and remember more. Although there was evidence of increasing religious literacy in some classes, many pupils found it difficult to talk about what they had learned. Pupils work independently, but in some cases, have limited opportunities to use their own initiative and therefore work shows limited creativity and individuality. Pupils were eager to talk to inspectors about their learning; and through discussion it was recognised the considerable potential and enthusiasm to develop. Currently, this is not being recognised or harnessed consistently. Religious education opportunities are limited in their range, which limits pupil's potential to know and respond at a deeper level. Pupils do have experience of strategies for promoting response and reflection, however, they are limited in their ability to talk about what they are learning or what they need to do to improve.

Whilst some teachers are confident in their subject knowledge, this is not consistent across all classes in school, and in some cases, there is an over-reliance on the scheme, which limits creativity and rich learning opportunities. Planning is not yet clearly linked to pupils' current assessments, and learning for most pupils is limited. School expectations are not as high as they should be, and children do not value religious education as they do other subjects, although they shared their eagerness to achieve in his subject. Presentation, broader opportunities, and marking and feedback need review and development to help raise the profile of religious education across school. Feedback to pupils is inconsistent and makes limited impact on the

attainment of pupils. There has been a commitment to training within religious education; however, school would benefit from a consistent approach to enable any new approaches to have meaningful impact. In the best lessons, activities provided did consider the different groups and needs, however this was not typical across the school.

The curriculum is faithful to the *Religious Education Curriculum Directory*, however recent curriculum changes to a previously used scheme, have not had a positive impact on standards and provision. Leaders have ensured that appropriate professional development from the diocese and in-house has been provided to staff, but any impact is in its infancy. Whilst the headteacher, in her role as subject lead, has a clear vision and the expertise to fully achieve it, she is limited in her ability to secure the best outcomes due to time constraints and other commitments. The school have recently appointed a new religious education leader who can articulate what the next steps for the curriculum are in school. The governors recognise that the subject needs improvement, and whilst receiving reports on the curriculum they recognise there are limited links between the monitoring evidence and how this contributes to the self-evaluation. Governors should ensure that the strategies and rigour the school implements in other areas is consistently applied to religious education.

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

3

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

3

3

At St Ann's, pupils respond to the experiences of prayer and liturgy, and appropriate to their age, pupils understand the ways praying is part of the Catholic tradition. Although pupils have had opportunities to work with others, and prepare prayer and liturgy, this is inconsistent across year groups and Key Stages. Pupils in EYFS led prayer confidently and displayed awe and wonder as their prayer flower opened up to God. Pupil discussions reflect that many pupils struggle to make connections between prayer and the wider life of the school. Although some pupils displayed awareness of how prayer experiences can lead to action, they struggled to give any concrete examples. In upper Key Stage 2, pupils were able to reflect on how they could go forth in their life. Pupils spoke eagerly, and relished the opportunity to lead prayer and liturgy; however, opportunities are currently sporadic, lack consistency and routine. The school would benefit from ensuring that opportunities within classrooms are routinely planned.

Prayer and liturgy are appropriately planned at whole school level and form a central part of life. This has been evident in Masses, and celebrations at Advent and Lent. There is a daily pattern of prayer that is reflected throughout the school. Seasonally appropriate scripture is central to the prayer and liturgy, and these are chosen to help those actively participate. Within a prayer and liturgy in Key Stage 1, pupils confidently read the gospel and responded appropriately. During a beautiful school hymn practise, pupils and staff used their musical gifts to enhance the prayer and liturgy experiences for all. These talents then permeate to the parish and are used to enhance Mass and are warmly welcomed by pupils, parents and parish community. Although reflective music is used appropriately, school should incorporate song and hymns within the class provision. In the best examples, music and meditation create a reverent and respectful experience for all. The school has benefited from a new build; however, children could not yet articulate where they can go to pray, and a designated space

would help enhance provision. Although classroom prayer spaces consistently represent the Church's liturgical seasons, they are limited in their impact on school prayer life.

The school policy on prayer and liturgy needs to be more comprehensive, and secure practice should be widely shared across the school to encourage all to benefit. Leaders have considered the different skills and differentiation in prayer; however, practice remains inconsistent. Holy days and key days across the liturgical year are celebrated, and members are able to access the worship. Although it is recognised that leaders understand the variety of ways to pray, staff and pupils would benefit from further professional development, and school should continue to utilise expertise from within the diocese and the strengths in school. Pupils spoke eagerly and relish the opportunity to lead prayer and liturgy; however, opportunities are sporadic and lack consistency and routine. All classes would benefit from ensuring that opportunities for prayer within classrooms are routinely planned. Leaders and governors appropriately budget for prayer and liturgy resources. To improve outcomes, they should focus on increasing the impact of collective worship, ensuring that self-evaluation includes the views of all stakeholders.

Information about the school

Full name of school	St Ann's Roman Catholic Primary School
School unique reference number (URN)	133284
School DfE Number (LAESTAB)	3582077
Full postal address of the school	St Ann's Roman Catholic Primary School, Derbyshire Lane, Stretford, Manchester, M32 8SH
School phone number	01618657705
Headteacher	Mrs Maria Noctor
Chair of governors	Mr Paul Giblin
School Website	www.stannersrcprimary.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	6 th July 2017
Previous denominational inspection grade	Outstanding

The inspection team

Mrs Vanessa Knowles	Lead
Mrs Zoe Mabbott	Team
Mrs Fiona Robinson	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