

St Anne's RC Voluntary Academy

URN: 147942

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

12–13 June 2025

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

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 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

2

Compliance statement

- The school complies fully with the general norms for religious education as laid down by the Bishops' conference.
- The school complies fully with all additional requirements from the diocesan bishop.
- St Anne's has responded fully to all the areas for improvement identified in the last inspection.

What the school does well

- The school is a welcoming, safe and inclusive community built securely on Catholic social teaching and gospel values.
- The school has ensured that students have ownership of the school's SACRED values, which are embedded and have led to students understanding where their service of others is rooted.
- The school has embedded strong systems and structures in all areas which has led to the creation of an exceptionally calm purposeful learning environment that is ambitious and where all are safe happy and can thrive.
- The subject leader's clear vision has resulted in a strong department that continues to secure good outcomes for all students.
- The head of school, supported by other leaders has embedded a daily pattern of prayer which is inspiring all staff to take full and active participation in this area of school.

What the school needs to improve

- Continue to extend the chaplaincy provision enabling further active participation for the spiritual development of all staff and students.
- Ensure that the leadership and training of the religious education department remains strong so that students' outcomes continue to improve.
- Allow greater opportunities for students to create, deliver, and evaluate meaningful experiences of prayer and liturgy through form time and assemblies.

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

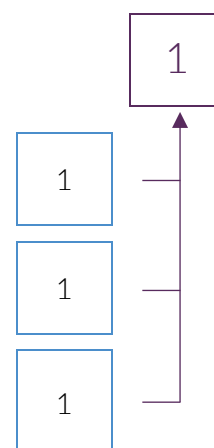
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Students at St Anne's firmly understand the distinctive Catholic identity of the school. They speak with clarity about what the SACRED values of their school are and how these link to Catholic social teaching. Their actions to respond to the needs of others are underpinned by the example of Jesus. They take a central role in terms of school and embrace the opportunities that they are given to take on a range of leadership roles. Students told inspectors that their views are taken seriously, and they are listened to by staff and leaders in the school. Students in the school treat each other, and staff, with absolute respect and behaviour in lessons, while moving around school, in assemblies and during free time is exemplary. They can clearly express that they are valued as an important member of the community and speak of themselves as 'imago Dei'. The diversity of their school is celebrated, and the culture club and culture days are good examples of this. Students articulated that they are safe, secure and happy at school. They benefit greatly from the opportunities that they are afforded including a wide range of extra-curricular activities and they take seriously their responsibilities to raise funds for charity.

Staff at St Anne's fully embrace the Catholic mission that is placed centrally. Staff use Catholic values to drive all areas of school life, from safeguarding and excellent pastoral care to the academic curriculum. As a result of this, students feel valued and cared for. The school is warm, welcoming, and fully inclusive, especially for the most vulnerable. The 'discipline with dignity' approach is embedded, and staff recognise the central role that reconciliation plays in this. Staff speak joyfully about the school and the transformation that has happened over recent years. As a result of high-quality relationships, students respond beautifully to staff and genuinely care about them. Students, parents and staff are supported through a range of strategies and interventions ranging from the St Joseph centre, food banks, and 'no filter coffee mornings' to reading groups and extra-curricular activities which all students, regardless of ability and

background, are encouraged to participate in. The
chaplaincy provision in the school is developing at a good rate and allows for a range of provisions to be offered to students. The good use of external providers enhances this provision. Relationships education is carefully planned and delivered so that all staff are supported to deliver this curriculum through a Catholic lens.

Leaders at all levels have a clear strategic approach for Catholic life and mission, that is the core of the school. The school works well with the diocese and the Emmaus trust. There is a growing partnership with local parishes and a local parish priest is supportive of the school. The school places formation of both staff and students at the heart of its development, and staff say that the school is a 'joyous place to work'. Children are the heart of the school. Leaders take the well-being of staff seriously and staff appreciate this and feel leaders listen to them and support them physically, emotionally and spiritually. The breadth of the Catholic curriculum across the school is impressive. Departments have each adopted a saint which has permeated the school. Governors take their responsibilities as the guardians of the Catholic mission seriously and they have been a full and active part in the improvement strategy. Leaders in the school are relentless in their pursuit of excellence and their self-evaluation processes is reflective of this. Leaders are committed to ensuring that all new staff to the school fully understand the mission and are able to contribute fully to it.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

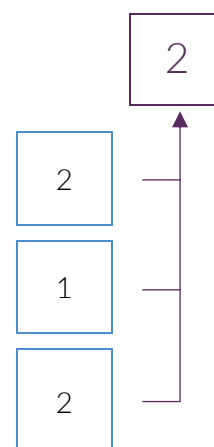
How well pupils achieve and enjoy their learning in religious education

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



Students at St Anne's make good progress in their religious education (RE) lessons. They demonstrate secure levels of knowledge, and the *Religious Education Directory* (RED) is fully implemented in line with diocesan expectations. Students with special educational needs and/or disabilities make appropriate progress as a result of the curriculum being adapted to meet their needs. Students acknowledge that their teachers know them well and as a result know what help they need. Students demonstrate good levels of religious literacy, using technical language proficiently. They are able to reflect on their knowledge and apply it to their own lives. There are good examples, in books, of students being challenged to think about their own spiritual and moral development. Students are confident when answering questions and have good levels of oracy. In lessons, students are enthusiastic about participating in their learning and they behave respectfully when they, or others, are expressing their faith. Students behave well in their religious education lessons, responding to tasks promptly. Students speak positively about their experience in the subject and they are ambitious to do well. The quality of work in their books reflects this ambition and they clearly take pride in their work. Attainment in religious education at St Anne's is in line with other core curriculum areas.

Teaching in religious education at St Anne's is strong. Teachers have excellent subject knowledge and pedagogical understanding, and they consistently set the highest of expectations for students in their lessons which results in excellent work being produced. Teachers draw easily on their own expertise to enthuse students. Lessons are planned carefully so that misconceptions can be addressed, and progress can be made by all. In lessons, there is evidence of the needs of all students being met which is a result of staff knowing the individuals well and recognising what adaptations such as appropriate scaffolding need to be made to ensure that all can achieve irrespective of their starting points. Teachers use a wide range of resources to stimulate and stretch students which in turn leads to high levels of engagement in lessons. Questioning and dialogue is a strength in the department and the quality of discussion

is very good as a result. Student achievement is celebrated, and the department continues to grow this strategy in line with the whole-school approach. In lessons, and in books, it is clear that students are given every opportunity to reflect on their knowledge and what impact this has on their own lives and faith development.

Leaders at all levels in the school have prioritised religious education as the 'core of the core', and, despite significant challenges, have ensured that this has remained at the heart of whole-school improvement. The department is well resourced and funded. The ambition for St Anne's to 'be outstanding in all that we do', and to be 'unashamedly ambitious for all' has permeated the religious education department and their practice is at least as good as that of other departments. The subject leader is to be commended for his clear vision for the department and for ensuring that his own expertise is used effectively to support others in the department, continued training will support this. The *Religious Education Directory* influenced curriculum has been sequenced appropriately allowing students to develop knowledge and skills which allows them to progress to their next steps. Leaders are thinking carefully about how they can continue to ensure that all students, irrespective of starting points, can achieve. Enrichment in the department is developing in line with the whole-school improvement planning, and leaders have prioritised this as an area of development. The quality assurance systems in religious education are robust and there is clear evidence that analysis always leads to effective and prompt action.

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

As St Anne's continues its improvement journey, prayer and liturgy is now central to the lives of the students in the school and they participate respectfully and appropriately with the variety of prayer that they are offered. Inspectors saw students singing readily and reading in assembly, participating in chapel meditation and praying during form time, as well as in the voluntary rosary group. In each of these moments of prayer there were opportunities for students to reflect on their faith. The large, well-represented Growing in Faith Together (GIFT) team write prayers every week for the whole-school to say before they leave for the weekend and they take this responsibility very seriously. Students were able to articulate to inspectors the importance of prayer and how projects such as the prayer garden are an integral part of their school life and faith development. Students reflect on being a praying community, for example praying for staff who are unwell, for each other and for the needs of the world. Students demonstrate good understanding that prayer is rooted in the word of God. Students are beginning to have a sense of ownership of the prayer life of the school and this is an area of growth.

Prayer is now routinely part of school life and is increasingly gaining momentum. Staff say that in comparison to previous years prayer has 'exploded in the school'. Form teachers lead prayer each day with their form and there is evidence that this reflects the prayer life of the church with weekly Gospel reflections, Lenten and All Souls reflections during form time. Staff from across the school are supported to model and lead prayer during assembly time, in chapel meditation and with their forms. The confidence and skill of staff is developing at a good rate and the strategic plan for prayer and liturgy is supporting this. Music, drama and art are playing an increasing role in the prayer life of the school to good effect, the production of *Nativity Rocks* at Christmas had a large number of students participating. The school chapel is well-used and is well cared for. Work with local parishes is increasing and a local parish priest now plays a central role in terms of chaplaincy and formation. The school recognises that sacramental provision is

part of the next stage of their improvement journey and the

foundations have now been laid for these experiences to be meaningful and effective.

Leaders are building upon the excellent work that has happened in recent years in terms of Catholic life and mission to develop further the provision for prayer and liturgy. Leaders are executing a clear plan of training to support staff to effectively lead and support prayer and liturgy. Leaders are active in modelling collective worship for staff and as a result staff are gaining confidence in their own delivery. Leaders recognise that supporting students to develop their participation, and leadership of prayer is an integral part of their next stage of improvement. It is recognised that currently, the opportunities to celebrate the sacraments in school are limited but it is clear that the trajectory for this necessary improvement is good and this is because the formation of staff has been securely achieved. Staff are deeply appreciative of the training that they have had, and a number of staff told inspectors that the school has brought them back to their faith. The continued development of a chaplaincy team that fosters and grows the prayer life of the school will undoubtedly allow this area to achieve the leaders aim of ensuring authentic full and active participation in the prayer life of the school

Information about the school

Full name of school	St Anne's RC Voluntary Academy
School unique reference number (URN)	147942
School DfE Number (LAESTAB)	3564006
Full postal address of the school	St Anne's RC Voluntary Academy, Glenfield Road, Heaton Chapel, Stockport, SK4 2QP
School phone number	01614328162
Headteacher	Sheldon Logue
Chair of local governing body	Sean Thorpe
School Website	https://www.stannes.academy/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Emmaus Catholic Academy Trust
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	11-16
Gender of pupils	Mixed
Date of last denominational inspection	17 January 2017
Previous denominational inspection grade	Requires improvement

The inspection team

Andrea O'Callaghan	Lead
Rachel Thompson	Team
Sinead Colbeck	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