



Archdiocese of Birmingham

Section 48 Inspection Report

ST ANNE'S CATHOLIC PRIMARY SCHOOL

Part of The Painsley Catholic Academy
Lynton Avenue, Weeping Cross, Staffordshire, ST17 0EA

Inspection dates: 24-25 May 2022
Lead Inspector: Victoria Brickley

OVERALL EFFECTIVENESS:	Outstanding
Catholic Life:	Outstanding
Religious Education:	Outstanding
Collective Worship:	Outstanding

Overall effectiveness at previous inspection: Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- Leaders, staff and governors have a strong commitment to promoting the Catholic Life of the school. The school mission statement '*Let Trust, Respect and Love Live Here*', is placed at the heart of the school and is known and understood by staff and pupils.
- Teaching and learning is outstanding and is a strength of the school. Leaders carefully monitor provision to ensure the highest standards are maintained. Attainment and progress in Religious Education is excellent.
- Pupils are provided with a range of acts of Collective Worship that enable them to experience daily encounters with the Lord. Pupils want to become closer to God through their faith journey and become their very best in life.
- There is a strong sense of community at all levels, including local, parental and the multi academy company (MAC).
- The school and the MAC have a clear vision with an accurate understanding of its strengths and areas for development. The MAC is a strength of the school, where the mission 'Better Together' showcases the supportive ties which bring the schools together as a family.

FULL REPORT**What does the school need to do to improve further?**

- Review and refine teacher feedback and pupil responses in Religious Education.
- Provide more opportunities for pupils to plan their own prayer liturgies and evaluate them more effectively.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Outstanding
The quality of provision for the Catholic Life of the school	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Outstanding

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils' truly appreciate, value, respect and actively participate in the Catholic Life at St Anne's. They know and live out their Mission Statement. *'Let Trust, Respect and Love Live Here'*.
- Pupils know the mission statement well from an early age and can give examples on how they can live out their lives according to the mission as people of God.
- Pupils show a deep respect for themselves and each other. The behaviour of pupils is exemplary and they show an ability to listen, forgive and give thanks. Pupils are kind and compassionate to one another. During unfortunate events within the school, pupils, staff, and parents have come together as a family of God to support one another.
- Pupils take an active role in the leadership of Catholic Life. Almost all pupils embrace the demands of the school community taking leading roles within the school. For example, the Y6 spiritual group lead fundraising activities in the school and lead assemblies and prayer for the whole school community.
- Pupils recognise the importance of serving others. They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities; for example, CAFOD, Mary's Meals, the Good Shepherd Appeal, and the Ukraine Appeal. The school and multi academy company (MAC) are alert to the needs of others and seek justice for all and regularly respond to any disasters that affect the lives of their global neighbours. For example, a recent fundraiser ensure that 900 children are fed each day, for the next seven years, through the Mary's Meals appeal.
- Pupils' are polite, happy and confident. The school ensures that a bespoke personal, social, and health education (PSHE) curriculum meets the needs of all pupils and

ensures ample opportunities for pupils' social, emotional, and learning needs to be met.

- Pupils, appropriate to their age and stage, have a very good understanding of loving relationships within the context of a Catholic understanding, because the RSHE curriculum is firmly rooted within Catholic principles and teachings.
- Pupils have a full understanding of what it means to have a vocation; pupils speak about vocation as '*a calling from God*' and they are keen to use their gifts to take on roles and responsibilities within the school.
- Pupils deeply value and respect the Catholic tradition of the school through strong links with the parish, diocesan, and MAC communities. As a result, they are regularly involved with the parish, diocesan celebrations and MAC-wide retreats and activities.

CL2 The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- Staff and pupils live and breathe the school's mission which is evident through the school environment, displays, and people's interactions with one another and with the community.
- Staff are excellent role models. They enthusiastically and fully participate in a variety of school activities which reflect the Catholic Life and mission of the school, such as regular staff reflections and spiritual development opportunities.
- Prayer is central to school life and there is a strong sense of community at all levels which is clearly evident through the caring quality of relationships throughout the school. Consequently, the school is a supportive and caring community.
- The school environment reflects its mission and identity through effective signs of the school's Catholic character. Time and care is given to every area of the school with creative displays. This reinforces the welcomeness, warmth and care shown by the staff and school community effectively to ensure that pupils and their families are given the best possible surroundings to achieve and grow.
- All staff are exemplary role models to the children. This ensures that high standards of appropriate behaviours are set for and understood by the pupils. Consequently, pupils know the Christian attitudes that are expected of them and joyfully embrace these demands. The staff are a credit to the school.
- The curriculum reflects a commitment to Catholic social teaching, to care for our common home and the dignity of every human person. Subsequently, the presence of Catholic social teaching permeates the school's language and ethos.
- The parish priest visits the school regularly and has a strong relationship with the school community. As such, the school community regularly attends the celebration of Mass in the parish church.
- The school is attentive to the pastoral needs of pupils and staff and is led well by the executive headteacher, resulting in a happy and joyful community.
- Relationships, sex, and health education (RSHE) is well taught within the context of the Catholic Church. The school has consulted, undertaken training and mapped out the Relationship and Sex Education through the Ten Ten Programme.

CL3 How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the School

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.

- The school's leadership team, supported by the MAC, is deeply committed to the school and its mission. Leaders at all levels are fully aware of their responsibility of Catholic Life, and consequently give it the highest priority.
- Self-evaluation is regularly undertaken through the local governing body and the Section 48 committee. The supportive critical friend approach, which offers robust challenge, ensures that strong feedback is evaluative and continually drives school improvement.
- The school and MAC work closely together to form well targeted and planned improvements to further enhance the Catholic Life of the school. For example, they place high regard on continuing professional development (CPD) opportunities relating to Catholic Life, which is particularly evident through the staff induction programme, which is sustained through the best practice opportunities made available throughout the MAC. All CPD is well planned and effective.
- The school employs highly successful strategies for engaging with parents and carers to the benefit of pupils. As a result, parents have an excellent understanding of the school mission and are very supportive of it.
- The governing body and board of directors are highly ambitious for the Catholic Life of the school and lead by example. Governors make a significant contribution to the Catholic Life of the school and are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- The school responds well to the archdiocesan policies and initiatives and actively promotes the vision of the Archbishop of Birmingham by being active members of the Catholic community.

RELIGIOUS EDUCATION

The quality of Religious Education	Outstanding
How well pupils achieve and enjoy their learning in Religious Education	Outstanding
The quality of teaching, learning and assessment in Religious Education	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	Outstanding

RE1 How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Almost all pupils, including groups, make good progress in all key stages. Groups of pupils, including special education needs, are making good progress at a rate that is in line with their peers.
- Pupils have a full understanding of living as 'people of God' and are religiously literate and engaged. Because of this, they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. For example, pupils reflect as part of their prayer focus, which helps them to mature over time.

- Pupils are actively engaged in lesson and are competent learners. Pupils can clearly articulate their learning. One pupil explained to inspectors that 'This school is a lovely place to learn'.
- Pupils enjoy tackling challenging activities, and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils enjoy challenging Religious Education and subsequently, they are rarely off-task.
- Pupil achievement and attainment is good; they achieve above average attainment, and this is sustained over extended periods of time.
- The quality of pupils' current work, both in class and in written work, is good.

RE2 The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding across all key stages. Teachers are exceptionally effective in planning high-quality lessons.
- Time is used effectively by teachers to move learning forward because the PAINSLEY model ensures a consistent and evidence-based approach across all classrooms to maximise learning opportunities. Thus, pupils are aware of the expectations on them and rise to them enthusiastically.
- Teachers' subject knowledge is strong, and staff employ a wide range of teaching strategies in Religious Education lessons including, drama, creative, scripture and role play. Consequently, all pupils are engaged, highly motivated and make rapid progress.
- Pupils evaluate their learning and know how to move forward with confidence. As a result, pupils make outstanding progress.
- Teachers carefully observe and skilfully question during lessons to adapt tasks and explanations, maximising learning for every pupil, which further contributes to the rapid progress pupils make. Furthermore, teachers employ a wide range of high-quality resources, this ensures that well-planned and appropriate tasks maximise learning for every pupil.
- Teachers are enthusiastic in their delivery of lessons and have high expectations for the children who, in turn, are passionate about Religious Education.
- The quality of teacher feedback is effective. This is because pupils are given the opportunity to respond and reflect, thus improving their understanding.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring, and evaluating the provision for Religious Education.
- Leaders, governors, and directors ensure that the Religious Education curriculum fully meets the requirements of the Bishops' Conference of England & Wales in each key stage, including ensuring that the required amount of curriculum time is given to Religious Education in each key stage.
- Religious Education is at the heart of the school, and it is the building blocks for the pupils to grow and flourish. Leaders, governors, and directors ensure that Religious Education has full parity with other core curriculum subjects. As such, the subject is held in high regard by all members of the community.
- Additional requirements and policies of the Archbishop of Birmingham regarding the Religious Education curriculum are embraced and fully implemented.

- Governors and directors act as a critical friend to ensure best practice in Religious Education through regular monitoring, evaluation, and challenge. This support enables focused action planning to continue to thrive throughout the school.
- Teaching is consistently outstanding because of the opportunities through strong school leadership and through the MAC's 'RE Hub'.
- Religious Education teaching is thoughtfully planned to meet the needs of all pupils and support is given by Religious Education subject leaders across the MAC.
- Leaders and governors ensure that Religious Education is carefully and thoroughly planned to meet the needs of pupils ensuring consistency across the key stages.
- The school's own evaluation of Religious Education is robust and accurate and leads to effective school improvement plans. It is always clear to see how leaders identify areas for further development.

COLLECTIVE WORSHIP

The quality of Collective Worship	Outstanding
How well pupils respond to and participate in the school's Collective Worship	Outstanding
The quality of Collective Worship provided by the School	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	Outstanding

CW1 How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding. This is because prayer and liturgy are thoughtfully planned to ensure that it is engaging, resulting in all pupils showing reverence during times of prayer. Consequently, pupils are keen to participate and join in acts of worship.
- Pupils prepare and lead worship with confidence and enthusiasm. They are creative and resourceful in their planning of liturgy, meaning that pupils experience a wide variety of prayer styles during their time at St Anne's.
- Pupils have an excellent understanding of the Church's liturgical year, seasons, and feasts. Because of this, they are able to speak about it confidently. Appropriate to their age and ability, teachers support pupils to prepare and take part in excellent acts of Collective Worship. For example, during the inspection, all Y5 pupils within the MAC took part in a collective worship where scripture, artefacts and music were shared beautifully.
- Parents speak enthusiastically about how their children know their class saint and what this means to them, demonstrating the impact of pupils' spiritual development because of the systems the school has established.
- The community perceive the school as a family of God, where all stakeholders are truly valued as an inclusive faithful community with a developed sense of respect for other faiths. There is a culture of welcome and inclusivity at St Anne's.

CW2 The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school; praying together forms the heart of the school family. As a result, a sense of tight-knit community is heightened at St Anne's.
- Collective Worship has a clear direction, purpose, and message. Assemblies and masses are given the highest possible priority, ensuring pupils and adults are able to engage with high quality, positive opportunities for spiritual and moral development. This is also because the planning of prayer and liturgy are given a high priority and staff want to provide the best possible age-appropriate experiences.
- Staff have a strong understanding of the Church's liturgical year and are supported within the MAC through regular professional development opportunities. This means that all opportunities for prayer compliment the rhythm of prayer in the Church and pupils learn about this frequently during their time at St Anne's.
- Staff support and help the pupils to deliver and plan collective worship. Consequently, pupils understand the purpose of Collective Worship and the wide variety of methods and styles of prayer that are available to them to use with one another.
- Regular opportunities are planned to provide attendance for other adults. Governors, parents, parishioners are frequently invited to Masses, assemblies, and celebrations.

CW3 How well leaders and governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and the parish priest support the staff to have a full understanding of the Church's' liturgical year.
- Leaders are excellent role models and are visible as leaders of Collective Worship within the school and MAC. They extensively promote pupils' planning and leading Collective Worship in a variety of contexts. As a result, thought is given as to how to develop pupils' prayer skills during their time at school, and the school actively encourages pupils planning and leading of Collective Worship in an age-appropriate way.
- Leaders within the school and MAC, place high regard for staff CPD opportunities in the formation and planning of Collective Worship. This ensures that the school is constantly seeking to enhance its provision of prayer and liturgy.
- Leaders and governors review Collective Worship as part of their self-evaluation processes and ensure monitoring and evaluating is fully embedded into the monitoring cycle. Their contribution to monitoring and evaluation is both accurate and robust, leading to further developments regarding prayer.
- Collective Worship is prominent throughout the school day with prayers led throughout the school day.

SCHOOL DETAILS

Unique reference number	142208
Local authority	Staffordshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	3-11
Gender of pupils	Mixed
Number of pupils on roll	223
Appropriate authority	The board of directors
Chair	Kenneth Wilson
Executive headteacher	Karen Bennett
Telephone number	01785 663128
Website address	www.st-annes-weepingcross.staffs.sch.uk
Email address	office@st-annes-weepingcross.staffs.sch.uk
Date of previous inspection	April 2015

INFORMATION ABOUT THIS SCHOOL

- St Anne's is a broadly average sized primary school located in the parish of St Anne's, south of Stafford.
- The percentage of Catholic pupils is currently 63.2%.
- The percentage of disadvantaged pupils is broadly in line with the national average.
- The percentage of SEND pupils is below the national average.
- The percentage of pupils from minority ethnic origins is broadly in line with the national average.
- The percentage of pupils with EAL is broadly in line with the national average.
- Attainment on entry is below average.
- Since the last inspection, St Anne's has become part of The Painsley Catholic Academy. The leadership structure of the school has changed: Karen Bennett is the executive headteacher of the school, as well as at another school in the MAC; Matthew Killeen is the head of school.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Victoria Brickley and Jean Richmond.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across 6 Religious Education lessons to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.

- Meetings were held with the chair of governors, the Catholic Life link governor, the executive headteacher, the CEO, the RE hub lead, parish priest, parents, pupils.
- The inspectors attended a whole school Mass, class and whole school Collective Worship and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the RE action plan, teachers' planning and Catholic Life folders.