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**The Diocese of  
Hallam  
Section 48 Report**

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**The Catholic Life of  
the School and  
Religious Education**

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**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

**THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION**

**St Ann's Catholic Primary School,  
a Catholic Voluntary Academy  
Stocksbridge**

<b>School URN</b>	140441
<b>Name of Chair of Governors</b>	Ann Ashton
<b>Name of Head teacher</b>	Sarah Eady
<b>Date of inspection</b>	17 <sup>th</sup> . February 2016
<b>Section 48 Inspector</b>	Michael D'Rozario

“ ..... An enthusiasm for the things of God”

## Introduction

The Inspection of St Ann's Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

## Description of the school

St Ann's Catholic Primary School converted to academy status on 4<sup>th</sup> December 2013. The school belongs to the parishes of St Ann's Stocksbridge and St Mary's Penistone. The majority of pupils transfer from Happy Hands Independent Pre-School. This is a smaller than the average primary school with much variation in cohort size and the proportion of children from disadvantaged backgrounds, pupil premium and special educational needs, is above the national average. Since the last Inspection, there has been a significant turnover of staff, with the current academic year being the most stable. The Governing Body has also experienced much change, including a recently appointed Chair of Governors, but since January 2016 all vacancies have been filled.

<b>Type of School</b>	Catholic Voluntary Academy
<b>Age profile of students</b>	4 – 11 years
<b>Number on roll</b>	91
<b>Number of students on Special Needs and Disabilities Register</b>	10
<b>Number of students with a Statement of Special Educational Needs</b>	0
<b>Number of Catholics on roll</b>	39
<b>Number of Other Christian Denominations</b>	51
<b>Number of other Faiths No religious affiliation</b>	1
<b>School Address</b>	McIntyre Road Stocksbridge S36 1DG
<b>Telephone Number</b>	01142 884281
<b>Fax Number</b>	01142 888972
<b>Email</b>	enquiries@st-anns.sheffield.sch.uk
<b>School Website</b>	www.stanns.info

## SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

OVERALL EFFECTIVENESS

2

How effective the school is in providing Catholic Education

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

**Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires Improvement in order to be good, 4 is Inadequate**

## OUTCOMES FOR PUPILS

### How good outcomes are for pupils, taking into account variations between groups.

The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the schools' Collective Worship	2

### The extent to which pupils contribute to and benefit from the Catholic life of the school is GOOD

- Pupils have a pride in their school and take a key role in leading its Catholic life, contributing to the 'Greater Good' through numerous fundraising events to support those less fortunate than themselves, such as CAFOD, Hallam Caring Service and St Luke's Hospice.
- The School Council comment on the respect pupils have for each other and of adults working in school.
- The extent to which pupils value, respect and take care of each other in and out of lessons is good. Year 5 and 6 children offer support to some of the school's youngest children through the playground buddy system and can identify the reciprocal benefits.
- Children are developing a deeper understanding of the importance of key celebrations in school throughout the liturgical year and take a greater role in leading school and class assemblies and Collective Worship.
- The parish Deacon is effective in supporting and contributing to the Catholic Life by working collaboratively with pupils and staff.
- Children have been introduced to different forms of prayers and have their own prayer journals that are used regularly.
- Children can empathise and appreciate the circumstances of those less fortunate than themselves and express their reasoning, such as during a recent topic on Water and the devastating effect of drought and famine. This puts their work in supporting CAFOD into context.
- Children appreciate the rewards and incentives presented to them and feel that sanctions are fair. They comment on the numerous opportunities they have to make 'the right choices'
- Outcomes for pupils are improving as they become more confident, mature, independent learners

with positive attitudes to school life. They comment on the benefits of attending a smaller school, 'where everyone knows each other and there is more time for teachers to help us with our work'

- Older pupils benefit from an outdoor retreat experience at Alton Castle biannually. Notre Dame High School and the In Reality Team provide a bespoke retreat experience for the whole school each year.
- The Rainbows programme supports vulnerable pupils within school as does an external consultant offering counselling.

### **How well pupils achieve and enjoy their learning in Religious Education is GOOD**

- The school has successfully introduced the 'Come and See' programme and is now working to moderate its assessment, develop quality resources and share best practice.
- There is much variation within the attainment of pupils in Religious Education due to small cohort size. Attainment in Religious Education is currently below that in Reading, Writing and Mathematics.
- School has prioritised assessment in order to raise attainment and this will have a positive impact on the outcomes for pupils.
- Children are becoming religiously literate and developing skills appropriate to their age and abilities. They comment on how much they enjoy Religious Education lessons.
- Children are improving their knowledge and understanding in Religious Education and are developing their competence as learners through the principles of 'mastery'
- Religious Education is now given a high priority and pupils are encouraged to be independent and have the opportunity to improve their work.
- Systems are now in place for monitoring the quality of teaching and learning and recording pupils' progress. These findings are being used to support strategic future planning to raise standards.
- All groups of learners make progress according to their abilities and pupils value the support offered to them in lessons.
- Cross curricular themes that include drama, the Immersion Unit, new technologies and art engage pupils within Religious Education lessons.

### **How well pupils respond to and participate in the schools' Collective Worship is GOOD**

- Children demonstrate a growing reverence and respect during Collective Worship as evidenced during the whole school Reconciliation Service.

- Pupils’ response to and participation in prayer and worship is good.
- They are being introduced to a variety of styles and forms of prayer, including reflection during Sacred Circles, the Wednesday Word and class liturgies to which parents are invited. Their liturgical formation is developing well.
- The pupils’ behaviour and participation at all celebrations and during Collective Worship is outstanding.
- Children are taught formal prayers and provided with numerous opportunities to say and write their own, as evidenced during the school assembly, in their daily prayers and prayer journals.
- Children enjoy leading class assemblies, some of these have been based on the Old Testament such as David and Goliath. The Religious Education co-ordinator commented on how this provides enrichment to ‘Come and See’ and deepens pupils’ understanding of both the Old and New Testaments, enriching the Catholic tradition.
- Parents appreciate the opportunity to participate in the Wednesday Word class liturgies and comment on how well the children prepare and lead Collective Worship. They also commented on the Friday celebration assemblies that include religious themes.
- The school leads the Pentecost Parade and joins with the wider community within the town centre in prayer and celebration.

## **PROVISION**

### **How effective the provision is for Catholic Education**

The quality of teaching and how purposeful learning is in Religious Education.	<b>2</b>
The extent to which the Religious Education curriculum promotes pupils’ learning.	<b>2</b>
The quality of Collective Worship provided by the school.	<b>2</b>

### **The Quality of teaching and how purposeful learning is in Religious Education is GOOD**

- Teaching observed that was good or better led to purposeful learning and motivated, interested and engaged pupils.
- The Religious Education Co-ordinator has observed all classes and judges teaching in Religious Education to be good or better in 84% of lessons.
- Good leadership, direction and guidance by the Religious Education Co-ordinator supports the teaching of Religious Education.

- Where teaching needs to be improved, the Religious Education Co-ordinator is taking steps to ensure that this is addressed promptly to ensure consistently good and better teaching throughout the school.
- The school has forged links with a Specialist Leader in Religious Education to support school improvement in Religious Education. This is having a positive impact in further developing the subject knowledge of teachers and increasing their confidence in teaching the Come and See Religious Education programme.
- Assessment in Religious Education is to be further developed following the recent review of the school marking and feedback policy.
- The positive relationship between teachers and pupils is strength of the school.
- School should consider an agreed planning format to ensure that lessons are well differentiated, build on prior learning and enable all pupils to achieve success.
- All lessons observed had clear learning objectives relating to the 'Come and See' programme.
- Questioning skills enabled the vast majority of learners to engage, participate and build upon previous learning.
- In teaching that is good or better time is used very effectively to maximise the learning opportunities.
- In good or better lessons, teachers use a range of teaching styles to match the needs and interests of the learners, such as the effective use of ICT, music, art and role play.
- Where teaching is good or better, resources including other adults are deployed effectively and make a good contribution to pupils' learning.
- Self-improvement targets are being developed through marking and feedback and in the best lessons, pupils are given the opportunity to respond.

**The extent to which the Religious Education Curriculum promotes pupils' learning is GOOD**

- The 'Come and See' programme meets the needs of all pupils through carefully differentiated activities and in some cases, cross curricular links.
- Pupils comment on how much they enjoyed the activities provided within the school curriculum as it supported their sense of belonging and enjoyment.
- In some instances, children are provided with opportunities to deepen their thinking and empathy

on issues raised during lessons, including philosophical argument and reasoning, such as in the topic on Water and the effect of drought and famine. This emphasises the work of CAFOD.

- The school meets the requirement of the Bishops’ Conference allocating at least 10% curriculum time to the teaching of Religious Education.
- The school provides opportunities for children to engage in learning about other world faiths such as Judaism and Islam and has correctly identified the need for further development in this area.

### **The quality of Collective Worship provided by the school is GOOD**

- Acts of Collective Worship now reflect the Catholic character of the school through children’s participation in a range of assemblies, liturgies and prayer. The school values the visits of the Parish Priest and Deacon on these occasions.
- Opportunities are provided by the school for children to pray in a formal setting.
- Some children are growing in confidence in expressing their private intentions within their prayer journals.
- Children now take part in planning and leading worship during class assemblies and take a pride in doing so. They incorporate new technologies, drama and music within their assemblies.
- The Religious Education Co-ordinator takes an active lead in guiding and planning for worship.
- Parents are invited to attend acts of Collective Worship and appreciate the opportunity of doing so.
- The Parish Priest and Deacon commend the work of the school.

## **LEADERS AND MANAGERS**

### **How effective the provision is for Catholic education**

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	<b>2</b>
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	<b>2</b>

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils is GOOD**

- Governors and senior leaders promote the Catholic Life of the school through their involvement in

governance and fulfilment of the legal requirements.

- Provision is monitored by the Religious Education Co-ordinator through lesson observations and work scrutiny and a report is included within the Headteacher's report to governors on a termly basis.
- School leaders are in the process of evaluating the responses from pupil and parent surveys and the impact of provision on the Catholic Life of the school. There is evidence to show much improvement since the last Inspection.
- A robust action plan that is aligned to the SED has been reviewed regularly by school leaders and Diocesan representatives to ensure targets are met within agreed timescales and that provision is enhanced.
- The Religious Education Co-ordinator has secured better provision in Religious Education through organising and delivering CPD that relates to the 'Come and See' programme as well as modelling teaching and coaching colleagues.
- Following attendance at diocesan events, the Religious Education Co-ordinator has effectively disseminated information to staff.
- The lead governor for the Standards Committee works closely with the Religious Education Co-ordinator in monitoring, evaluating and promoting the Catholic Life of the school.

### **How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is GOOD**

- The school has now introduced effective systems for tracking, monitoring and evaluating teaching and learning in Religious Education and are beginning to measure its impact.
- The Religious Education Co-ordinator supports less experienced colleagues with planning and assessment.
- Class teachers undertake termly assessments and the Religious Education Co-ordinator collects and analyses pupil data in order to measure pupil progress and inform further improvement. Pupil data is scrutinised and then forwarded to the Diocese.
- Pupils expressed gratitude for the support they received during Religious Education lessons from teachers and teaching assistants.
- Pupils generally make good progress in lessons and are now being challenged to attain the higher levels within Religious Education. Portfolios of work and moderation of assessments support this judgement.
- The Catholic Life of the school has been given a greater priority by the school and this is evident

when speaking with parents and pupils. Parents state that they are pleased with the outcomes for pupils and how their children benefit from the teaching and experiences they receive in school.

- Governors discharge their canonical and statutory duties effectively.

**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
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**The overall effectiveness of St Ann's School is GOOD.**

- The school has undertaken a review of its Mission Statement since the last Inspection. This is evidenced in the quality of care and strong relationships within the school and community. Children and parents are proud of their school.
- Children enjoy coming to school and are eager to please. They can explain what they are learning in Religious Education lessons.
- The Religious Education Co-ordinator has worked with determination to successfully support the implementation of the Catholic programme 'Come and See'.
- Children have numerous opportunities to plan and lead Collective Worship.
- Teachers are enhancing their subject knowledge as they gain greater familiarity with the 'Come and See' programme.
- In classes where teaching is most effective the standards in Religious Education are good.
- School leaders and governors are striving to further improve provision and have accurately identified strengths and areas for further development.

### **Recommendations:**

- To ensure high quality teaching and learning in Religious Education.
- To accurately embed assessment and to ensure moderation is consistent throughout the school.
- To raise attainment in Religious Education supported by a Raising Attainment Plan and through making more effective use of assessment.
- To ensure children have the opportunity to respond to the advice given to them when their work is

marked during 'improvement time'.

- To continue to offer high quality professional development to all teaching staff to ensure 100% of teaching is good or better.
- To work in partnership with governors to implement an action plan to ensure Religious Education and the catholic life of the school remains a core priority.
- To include evaluative judgements and impact statements within the School Self Evaluation Document.
- To provide more opportunities for children to learn about other world faiths and traditions.