



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. ANNE'S CATHOLIC PRIMARY SCHOOL

#### ORMSKIRK

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Inspection Date	21 January 2020
Inspectors	Mrs. Pat Peel   Mrs. Meg Buckley   Mrs. Maria Eves
Unique Reference Number	119682
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

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Type of School	Catholic Primary
Age range of pupils	4 - 11
Number on roll	376
Chair of Governors	Mrs. E. Rafferty
Headteacher	Mr. Philip Bates
School address	Aughton Street Town End Ormskirk Lancashire L39 3LQ
Telephone number	01695 574697
E-mail address	office@st-annesrc.lancs.sch.uk
Date of last inspection	18 November 2014

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St. Anne's is a larger than average sized Catholic Primary School situated in Ormskirk, Lancashire serving the parishes of St. Anne's, Ormskirk and St. Mary's, Aughton.
- There are 376 children on roll of whom 349 are baptised Catholic, 19 come from other Christian denominations and 1 child from another faith or religious tradition. Seven children have no religious affiliation.
- There are 18 teachers. Eighteen teachers teach Religious Education. Fifteen teachers are baptised Catholic, and 6 teachers have a suitable qualification in Religious Education.
- Since the last inspection a new Headteacher has been appointed and a new senior leadership team established.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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# OVERALL EFFECTIVENESS

St. Anne's is an outstanding school in providing Catholic Education.

## CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at St. Anne's. They know, own and live out their Mission Statement, *'Loving God in all we do'*.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entail such as becoming school councillors, young school leaders, play leaders and buddies.
- 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 e.g. CAFOD, Nugent Hamper Appeal, British Legion Poppy Appeal, MacMillan Cancer, Alzheimer's Society, Samaritans Purse Shoe Box collection. Within the locality they have supported the local food bank providing a base for donations.
- Pupils value and fully participate in opportunities provided by the school including a range of before, during and after school clubs such as: music, dance, choir, art and a variety of seasonal sports.
- Pupils take full advantage of the opportunities the school provides for their personal support and development. They have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, children commented that, *"Teachers really do want them to be the best they can be."*
- The choir performs at school and many parish and community events including singing at 'Brookside' the local residential home. The choir was also joined with other local schools singing ecumenically at the Ormskirk Rotary Carol Service. Some of the pupils in Year 4 are taking part in the upcoming 'Young Voices' concert being held at the Manchester Arena.
- Pupils, appropriate to their age and capability, have begun Relationship and Sex Education lessons within the context of a Christian understanding.
- Pupils benefit from undertaking outdoor residential visits. Year 6 pupils visit Tower Wood Outdoor Education Centre in Windermere, Cumbria whilst pupils from Year 5 have the opportunity to visit York.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. The school councillors are very proactive in school and in 2019 achieved the 'Parliament Ambassadors Gold Award'.
- In response to Pope Francis' call to 'Laudato Si', through their Eco awareness pupils have been involved in various causes for the benefit of others including recycling clothes, batteries, soft toys and shoes.

- Pupils are rewarded with 'Star of the Week' at their Friday celebration assemblies along with recognition for living out an aspect of the school Mission Statement. Pupils say that they are really proud to receive these awards.
- Pupils highly value and respect the Catholic tradition of the school and its links with their parish community and the Archdiocese. As a result, they respect and are involved with St. Anne's parish celebrations and activities, irrespective of their own faith commitments.
- The school benefits from a 'Prayer Room' which was redesigned and lovingly decorated by the pupils and a 'Peace Garden', again this is lovingly maintained by pupils annually in Year 4 as part of their Sacramental journey. Both are used to maximise opportunities for prayer, reflection and worship.
- Pupils are encouraged to take up the 'Faith In Action' award in Year 6 and to continue working on this when they transition to St. Bede's Catholic High School.

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, '*Loving God in all we do*' its aims and objectives are a clear expression of the educational mission of the Church. It underpins every aspect of school life at St. Anne's.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- There is a keen sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community. The school is an extremely supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays, classroom focus' and sacred reflective spaces all create an overwhelming yet calm ambience which exudes St. Anne's catholicity and ethos. This is tangible throughout the school.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. This is a real strength in the school.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer and continuous professional development opportunities such as attendance at Archdiocesan led in-service days.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for.
- The school benefits from two priests. Both visit the school regularly and have built up warm relationships with the pupils and staff. Mass is celebrated for the school community in school and in church across the liturgical year. Catechists from the parish support the pupils and their families undertaking the With You Always Sacramental programme.
- All the relevant documentation is in place and the school has made a commitment to support Relationships Education alongside Personal, Social and Health Education. This needs to be further developed across the school.
- The school has an active Parents and Friends Association which supports the school with both social and fundraising activities.

- The 'Peace Garden' is used throughout the year, weather dependent, as a place to reflect and worship.
- The school provides in-house before and after school provision throughout the year. This is popular and well attended.

### **How well leaders and governors promote, monitor and evaluate the provision for 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 is deeply committed to the Church's Mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- Since the last inspection the school has undergone a significant transformation. Not only has the school building been redeveloped but the school Mission Statement is truly alive. It is being lived and celebrated in all aspects of school life not just in areas of the curriculum. Pupils, staff and governors all recognised the visionary approach the headteacher has taken since his appointment and this is to be commended.
- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Leaders and governors have made a concerted effort to build on and enhance the relationship with St. Bede's Catholic High School of which it is a feeder school. Both the chaplaincy provision and various curriculum subjects has benefitted from this mutual sharing of expertise.
- Relationships at every level are outstanding in this very friendly, warm and welcoming school community.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, sends out regular newsletters including the Wednesday Word, has an up to date website and Twitter feed. As a result, parents and carers have an outstanding understanding of the school's mission and are supportive of it.
- The home, school and parish community links are well forged at St. Anne's. One of the priests is the Link Governor with responsibility for Catholic Life, Religious Education and Collective Worship.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Many of the governors are active in the parish and they make a valuable contribution to the Catholic Life of the school. They are very supportive of the school's Mission.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school. The school has been proactive in supporting SYNOD 2020 with pupils and their families and are currently looking at ways to support The God Who Speaks as part of the Bishops' of England and Wales directive on the Year of the Word.

# RELIGIOUS EDUCATION

## 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 good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- This was particularly evident in a mixed Year 1/2 class where pupils were challenged during the plenary session to 'make links' to what happened in the scripture passage they had read about John baptising Jesus to their own baptism. Pupils spoke animatedly of the Holy Spirit and them having the same 'courage, bravery and strength' to forgive others and to do God's work in the world today.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate well and understand how well they are doing because they are very familiar with the Driver Words from the draft *Standards in Religious Education*.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils enjoy a range of activities and respond well to opportunities which extend their learning. Behaviour for learning is good because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both orally in class and in written work, is good but could be much better. Some pupils do take pride in their workbooks, but this is not in the majority. Presentation in books is not always of a high enough standard and whilst every effort is being made to address this, currently it is not reflected well enough especially within Key Stage 2.
- Rejoice celebration books are testament to the wealth of work pupils have undertaken throughout topics.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.
- Pupils have been taught about Judaism and Hinduism as part of their Come and See lessons. In the Summer term pupils will look at Islam. This helps to promote tolerance and respect for those who are different from themselves.

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

- The quality of teaching, learning and assessment in Religious Education is good.
- On the day of inspection there was some outstanding practice observed with the majority good.
- Staff are currently using the Archdiocesan template for planning Religious Education. This is more effective in EYFS and Key Stage 1 where pupils carousel a range of continuous provision activities which meets their individual needs in the mixed aged classes. However, in Key Stage 2 teachers are sharing lesson plans and activities which are not always tailored well enough to the needs of pupils in each class. This needs to be rectified to ensure quality provision is made for the needs of all the pupils.

- Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. In some classes staff need to provide more opportunities for greater depth and challenge by using the driver words not just in the lesson objective but throughout lessons including in the plenary. This will enable the most able children to pre-empt the next steps in their learning.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are motivated and concentrate well in lessons.
- In books there is evidence of continuity in lessons and across sequences of lessons although some books have limited amounts of work in them. Work is not always high quality or very well presented. Steps have been taken to address this across the school not just within Religious Education lessons, but it is too early yet to see a difference.
- In the best lessons observed, teachers used questioning techniques very well and the pace is good. They adapted explanations using the language of the new standards i.e. driver words catering for the needs of all pupils.
- High quality resources e.g. Come and See website, God's and Church's Story, audio and visual media are employed to engage pupils in their learning.
- Other adults are used effectively to optimise learning for pupils who need their support and encouragement to maximise their outcomes.
- The school has adopted their own methods for marking in line with other curriculum subjects including verbal and written. It reinforces assessment for learning. This is effective and not onerous on staff well-being.
- Achievement and effort are celebrated immediately leading to good levels of motivation from pupils.

### **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 and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect in each phase and key stage. Since September the school has incorporated the Nursery setting into its own provision.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation.
- Leaders and governors have made a commitment to provide staff with the opportunity for Continuous Professional Development by undertaking the Catholic Certificate in Religious Studies (CCRS), Catholic Leadership Programme (CLP) and National Programmes Qualifications (NPQs).
- The subject leader regularly attends Archdiocesan in-service training and meets together with other schools to support monitoring and evaluation of the subject.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are fully embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by best practice in Religious Education.

- Whole school tracking is in place and the school has begun to adopt a different approach in line with the Bishop of England and Wales directive regarding the draft Interim Standards. Since the adoption of I-Track, staff have a much clearer picture of the vulnerable groups within their own classes. Over time, meeting their needs should begin to show an upward trend in Standards across the school.
- The subject leader is a real strength in the school. She has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. She is passionate and highly committed to the role. Since the monitoring visit she has continued to drive forward the curriculum.
- Leaders and governors need to ensure that Religious Education is planned to meet the needs of different groups of pupils rather than as now whole cohorts. This will have a much greater impact on Standards across the school.

## **COLLECTIVE WORSHIP**

### **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.
- Pupils act with reverence and are keen to participate in Collective Worship.
- Pupils sing joyfully and John Burland music is used to good effect.
- Pupils are routinely involved in planning, preparing and/or leading worship with confidence, enthusiasm and a degree of independence. Some pupils have taken part in the Worship Warrior training supported by the In Another Place Team.
- Pupils are not yet regularly evaluating Collective Worship. This needs to be further developed across the school to ensure that all pupils have the opportunity both as a leader and a participant.
- Pupils value and participate voluntarily in liturgy and say that they really enjoy Collective Worship in class, outside and together in larger groups.
- Pupils' early foundations are excellent. The youngest pupils are enabled to join in familiar Mass responses and sing Alleluia's.
- Pupils have a very good understanding of the Church's liturgical year, its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.

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

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. However, evidence suggests that there are inconsistencies in the quality of experiences being delivered by staff. It is recommended that a review of the elements that make up an effective Collective Worship takes place to ensure that staff are modelling first-hand quality Collective Worship.
- Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction although evidence suggests on occasion staff ask questions and encourage the pupils to respond with 'hands-up' which becomes more like a lesson than enabling them to have a reflective encounter with God.



- Collective Worship and resourcing are given a high priority in the school. The school has purchased three wooden altar tables and individual wooden crosses to support teachers delivering Collective Worship.
- The Prayer Room is used extensively for prayer, worship and Mass during the week and the outside Peace Garden is used weather permitting.
- Staff have a very good understanding of the Church's liturgical year, seasons and feasts.
- The themes chosen for worship reflect a very good understanding of the liturgical seasons and the Catholic character of the school.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good.
- One of the parish priests presides at Mass for key celebrations throughout the Church's liturgical year and supports in class during some Religious Education topics.

### **How well leaders, 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 know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is an up to date policy in place.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts. They make these accessible to the pupils in a contemporary context.
- Senior leaders of Collective Worship within the school are excellent models of good practice for staff and pupils.
- Leaders promote pupils' planning and leading Collective Worship. However, care needs to be taken to ensure that every act of Worship is facilitated and supported by the class teacher throughout and that pupils only play a small part within it. Groups of pupils should not be delivering Collective Worship unsupported.
- Governors are always invited to school celebrations across the Church's year.

### **What the school needs to do to improve further**

- Further develop the work being undertaken in Catholic Life by:
  - continuing to embed '*Journey in Love*' into lessons to support Relationships Education.
- Further develop the work being undertaken in Collective Worship by:
  - undertaking training to ensure teachers are skilled in delivering effective, quality Collective Worship;
  - ensuring teachers facilitate all Collective Worship experiences.
- Raise the standards of attainment in Religious Education further by:
  - continuing to develop planning for Religious Education which incorporates the Standards to meet the needs of all pupils in each class;
  - continuing to address the areas identified on the Self Evaluation Document.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***