

DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Anne's Catholic Primary School
Lightwood Road
Buxton
Derbyshire
SK17 7AN

24 May 2012
(Summer Term 2012)

URN: 112897

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Saint Anne's Catholic Primary School
Headteacher:	Mrs Claire Sierotko
Chair of Governors:	Rev Dennis Higgins
Date of Inspection:	24 May 2012
Inspection Team:	Mr Peter Giorgio
URN:	112897
Overall Grade Awarded:	2

Description of the school

Saint Anne's Catholic Primary School is situated near the centre of Buxton in the Peak District of Derbyshire. The school is an above average sized school with 300 pupils on roll. 50% of pupils are baptised Catholic and 35% are from other Christian denominations. The school serves the parishes of Saint Anne's Buxton, Saints John Fisher and Thomas More Chapel-en-le-Frith and Sacred Heart Whaley Bridge. The majority of pupils are of White British heritage. The proportion of pupils with particular learning needs and/or disabilities is below average as is the number of pupils who are entitled to free school meals.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

Saint Anne's Catholic Primary School is a good school. Pupils' standards and progress in Religious Education are good overall as a result of good quality teaching. Pupils benefit well from the school's Catholic life and are in turn keen to show care and respect to others. The school's mission statement 'to lead our children to be like Jesus...wise, caring, honest and fair today and everyday' is a lived reality and is at the very heart of the school community. Staff all share a common sense of purpose and work hard. The Religious Education curriculum provides good opportunities for spiritual and moral development.

Leadership and management are good. The headteacher leads the school well and fosters good relationships. Some monitoring systems are in place but these now need to be developed further so that they are more rigorous and incisive. This action will then enable the school to ensure that small pockets of inconsistent practice can be addressed.

The school's provision in promoting Catholic education is good. Teaching is good with some elements of outstanding practice. The school's specialism in Assessment for Learning has a positive impact on pupils' work in Religious Education. Assessment systems are in place but now need to be used more effectively in order to ensure that all pupils are making maximum progress in their work in Religious Education. Collective worship is outstanding and is a real strength of the school. The school now needs to ensure that pupils take an even greater role in the planning and leadership of acts of worship from the very youngest age.

Overall effectiveness	Grade: 2
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What does the school need to do to improve further?

- That the leadership of the school (including the governing body) develop more formalised systems for the monitoring and evaluation of both curriculum Religious Education and the Catholic life of the school which are regular, robust and incisive thereby leading to further improvements.
- That existing good practice within the school is disseminated to ensure that pupils' work in all classes is appropriately differentiated according to individual levels of ability so that progress in Religious Education is maximised throughout the school.
- To further develop opportunities for pupils to plan and lead acts of collective worship throughout the school.

The school's capacity for sustained improvement

There is a good capacity to improve at Saint Anne's. The school has made good progress since the last inspection particularly with regard to overall standards in curriculum Religious Education. Work to address the key issues from this inspection will result in the school raising standards in Religious Education further through more rigorous monitoring and evaluation and through a more formal approach to tracking pupils' progress in Religious Education and identifying pupils or groups of pupils in need of further support. The headteacher, Religious Education coordinator and governing body are all deeply committed to continue to move the school forward.

The school's capacity for sustained improvement

Grade: 2

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Pupils' enjoyment and learning in Religious Education at Saint Anne's are good, they show great interest and enthusiasm in their work and are keen to do well. Attainment on entry into the school is in line with national expectations. This information is based on the school's use of the Foundation Stage Profile. In order to ensure that more accurate information is available in terms of pupils' development of religious knowledge and understanding, it is recommended that some form of 'religious' baseline assessment is also completed. Overall, standards in Religious Education are good. Attainment data (Summer Term 2011) indicates that by the end of Key Stage 1, the vast majority of pupils are at or above the nationally expected level, the same is true by the end of Key Stage 2. Progress in the Foundation Stage and Key Stage 1 is good. It is also good in Key Stage 2 overall however, here there are also pockets of satisfactory progress which would indicate that standards could be even higher. These areas will be more easily identified once the school implements a more robust and rigorous system of monitoring and evaluation. Evidence from lesson observations and the school's tracking data for Religious Education shows that pupils with particular learning needs and/or disabilities make progress which is in line with that of their peers.

In the Foundation Stage and Key Stage 1, pupils were able to build a 'bridge of friendship' by thinking about ways in which they could help others. They were also able to understand that in the gospel story of Zacchaeus, Jesus reached out to those who were often ignored or shunned by the rest of society. In Key Stage 2, pupils were able to relate the message of a number of gospel stories to their everyday lives. The best learning outcomes are achieved when learning objectives and activities are appropriately pitched to children's levels of ability through the use of 'driver' words.

The extent to which pupils contribute to and benefit from the Catholic life of the school is good. A great sense of community is evident in the school and is also manifested in the exemplary behaviour of pupils who show an extremely caring attitude towards each other. Members of the school council spoke very positively about their school, describing it as a, 'friendly and caring place'. Pupils take on a range of responsibilities such as playground pals, lunchtime friends and prefects. When asked, pupils responded that they felt safe and that any bad behaviour or bullying is dealt with immediately. The

contributions that pupils make to school life are celebrated in the weekly 'good news assemblies' for each key stage.

Pupils participate in acts of worship with great reverence and respect. A beautiful classed act of worship for the whole school was observed on the day of inspection. It was led by pupils in Years 4 and 5 and included a range of features such as drama, story and song making it an appropriate vehicle through which children of all ages could derive meaning. Pupils spoke with great confidence and singing was of very high quality. At the moment, pupils from Year 6 lead acts of worship for other classes in the school. In order to develop this further, the school now needs to provide greater opportunities for pupils to take on the planning and leadership of acts of worship from a very early age.

There are many beautiful displays around the school which reflect the school's distinctive Catholic ethos.

How good outcomes are for pupils, taking account of variations between different groups	Grade: 2
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LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

Leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school to a good standard. All leaders and managers demonstrate a clear commitment to the educational mission of the Church. The headteacher provides good leadership and is eager to continue to move the school forward – she places great importance on the moral and spiritual development of all pupils within Saint Anne's School. The coordinator for Religious Education is passionate about the subject and the contribution that it makes to pupils' development in all aspects of their personalities. It is clear that a great deal of development has taken place in curriculum Religious Education since the school's last inspection. Staff who are new to the school or who are not Catholic receive good support from both the headteacher and coordinator for Religious Education. This often takes the form of 'before you begin' staff meetings for each new topic of the scheme of work for Religious Education however, additional support is also given to any staff who may require it. The staff at Saint Anne's are a cohesive unit who live out the school's mission statement in a very tangible way. There is a strong sense of team work and support which leads to a high sense of morale and belonging.

Although leaders and managers show a good understanding of the school's areas for development and a genuine desire to ensure that these are tackled, there is an overreliance on informal methods of monitoring and evaluation or infrequent activities which often result in the same conclusions being made. In order to continue to raise standards in curriculum Religious Education further, it is important that formal, frequent and robust monitoring and evaluation methods are implemented and that outcomes from these activities are addressed rigorously. The importance that the school places on Religious Education is evident in the fact that Religious Education appears at the front of the school development plan however, the activities included within it should be more clearly focussed on raising standards in curriculum Religious Education with a sharper focus on specific, time-scaled action points required to complete each objective.

Parents generally hold a very positive view of the school and are pleased with its work. This was evident in the results of a parent questionnaire sent out by the school in October 2010. The school should now consider gathering the views of parents on a more frequent basis and also allowing parents to evaluate the school's Catholic life. There are few complaints but where these do occur, the school is able to show evidence of the use of a range of strategies in order to resolve issues in a constructive way.

Community cohesion is an outstanding feature of Saint Anne's School. Pupils mix well across the school from the youngest to the oldest and the school has worked hard to welcome pupils with English as an additional language. Effective links are in place with other local schools which result in pupils from Saint Anne's taking part in a wide range of activities which complement the school's curriculum. Examples of these include links with Saint Thomas More School and the Open Centre. Pupils in Years 5 and 6 spoke enthusiastically of their recent visit to a Buddhist temple. The school is keen to arrange further opportunities for pupils to make visits to other places of worship. Links with the parish are strong and the Parish Priest is a regular and welcome visitor.

The school's governing body is appropriately skilled and works hard to support the school. There are a number of governors who are relatively new to their role at the moment however, once this situation becomes more stable, the governing body will be well equipped to act as a critical friend to the school. The chair of governors who is also the parish priest works tirelessly to support the school and shows a particular interest in the school's provision for Religious Education. Frequent visits are made to the school and these include visits with a specific focus on Religious Education, however at present, no formal recording of these visits takes place. It is important that in future, these visits are noted and that once more formal systems of monitoring and evaluation are embedded, governors receive reports of these activities.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 2
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<p>PROVISION</p> <p>How effective the provision is in promoting Catholic Education</p>
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The provision of Catholic education at Saint Anne's is good. The quality of teaching and learning is good overall. During the inspection, the vast majority of teaching observed was good – some lessons also contained elements of outstanding practice. The main features of outstanding practice include teachers' enthusiasm and passion for the subject. In these cases, pupils' interest is captured and they produce work of a high standard. In the most effective lessons, lesson objectives and activities were also carefully tailored to pupils' different levels of ability through the use of 'driver' words. Good use is made of questioning which enables pupils to develop their understanding further and meaningful links are made with other areas of the curriculum such as English. In the majority of lessons observed, differentiation was by task which means that pupils were working on tasks which were suited to their level of ability. The work scrutiny carried out during the inspection showed that this practice is generally the norm however, in some classes, pupils all seem to be completing the same task in their books. This is an inconsistency which should be addressed. Pupils with particular

learning needs and/or disabilities are well supported by teaching assistants during lessons. In all classes, the quality of relationships was extremely good.

The marking of pupils' work in Religious Education is effective and good use is made of Assessment for Learning strategies such as pupils self-assessing their learning and also responding to teachers' comments about their work. Through this dialogue, pupils are helped to see how they can improve their work further.

The school has recently introduced a new system for tracking of pupils' progress in Religious Education throughout the school. Assessment activities are carried out by all classes and samples of work are moderated externally in order to validate the school's judgements. The next step is to now use this data so that it informs planning and appropriate interventions for pupils or groups of pupils who may require further support. In order to ensure that procedures in place for Religious Education are comparable to those for other core areas of the curriculum such as English and mathematics, the school could also set appropriate targets for pupils to reach in Religious Education at the end of each year and key stage.

The school's provision for collective worship is outstanding. It is clear that prayer, worship and the Eucharist are at the very centre of the school's life. Pupils are given opportunities to take part in a wide range of acts of worship which reflect both the liturgical year and the Religious Education topics being studied. Evidence of the school's provision for collective worship is kept and acts of worship are also evaluated. In order to develop further, it is suggested that this monitoring now becomes more incisive with ideas of how future acts of worship could be developed or improved next time.

How effective the provision is in promoting Catholic education	Grade: 2
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Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	2
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	2
How well pupils progress and enjoy their learning in Religious Education.	2
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils respond to and participate in the school's Collective Worship.	2
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	2
How effectively leaders and managers promote community cohesion.	1
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How effective the PROVISION is in promoting Catholic education.	2
The quality of teaching and how purposeful learning is in Religious Education.	2
The effectiveness of assessment and academic guidance in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	1