

INSPECTION REPORT

St Anne's Roman Catholic Primary School

Clarendon Road,
 Audenshaw,
 Manchester
 M34 5QA

Inspection date 28th November 2014

Reporting Inspector Mr J Graves, Mr D Harrison

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School	Primary School
URN	106257
Age range of pupils	3 -11
Number on roll	242
Appropriate authority	The governing body
Chair of Governors	Rev Fr J Clarke
Headteacher	Mrs E Gaffney
Religious Education Co-ordinator	Miss V Fallon
Date of previous inspection	May 2008

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3=Requires Improvement 4 = Inadequate
Overall effectiveness of the school	3	
The quality of Catholic Leadership	3	
The quality of the Word of God community	3	
The quality of the Welcome community	2	
The quality of Welfare	1	
The quality of Worship	1	
The quality of Witness	1	
The following pages provide reasons to support these judgements		

CHARACTERISTICS OF THE SCHOOL

- St Anne's is a Voluntary Aided RC Primary school in the Diocese of Salford.
- It serves the parish of St Anne's in Audenshaw, Manchester.
- Pupils are arranged in single aged classes. The admissions number is 30
- The headteacher was appointed in April 2004. The Deputy Headteacher was appointed in May 2012
- The school is situated close to the parish church.
- The socio-economic make up of the pupils is made from a diverse, inner-city urban community with an increasing number of children from new build private housing
- Standards on entry to Reception are broadly average to below average.
- 98% of learners are baptised Catholics.
- 14% of pupils are eligible for Free School Meals. 28% of pupils have been identified as having Special Educational Needs. 12% of children have English as an Additional Language
- Attendance is 97.4% for the Sept 2013 – July 2014 and 98.19% for Sept 2014 – Nov 2014.

OVERALL EFFECTIVENESS OF THE SCHOOL REQUIRES IMPROVEMENT.

St Anne's RC Primary school benefits from significant strengths in Welcome and outstanding provision in Welfare, Worship and Witness. The school provides a warm welcome to every person who enters its doors. Staff and children alike ensure that no one is left alone and that the greatest of care and love is shared. The children are very positive about their time at school. Behaviour is exemplary and the children say that they learn to care deeply for each other and more widely. The Parish Priest gives selflessly of his time to the school and has forged excellent relationships that are considered a blessing to the school community. The quality of the school's provision in Worship is outstanding and inspectors saw beautiful examples of the children praying and celebrating through thoughtful and stimulating experiences. However, the standards of the work in RE and other areas can be improved significantly. Attainment has been below the National expectation for four years and evidence in books suggests that there is, if left unaddressed, little prospect that standards will improve. Although there has been some impact from the mobility of pupils, the school's stability is still in line with national average. Enthusiastic teachers new to the profession often teach with skill but are unsure of appropriate expectations and national standards. They should visit other schools to witness outstanding teaching and high expectations, so that their undoubted potential can be realised. Leadership and management at all levels require improvement because the school is too accepting of the standards achieved and because there is insufficient urgency to move the school forward quickly. Governors are passionate about the school but are unaware of the depth of the school's issues in respect of standards and progress in RE and other areas. Hence they are not well placed to challenge appropriately. The school can only become good when the school's self-evaluation accurately portrays the school strengths and weaknesses, and when the school has a more accurate understanding of national expectations. There is capacity to achieve improvement as the areas to improve from the last inspection have been embraced by Senior Leadership, and because there is compassion and drive from the school community.

KEY STRENGTHS OF THE SCHOOL INCLUDE:

- A dedicated staff and governing body
- Excellent behaviour from the children and their positive outlook about school.
- The Parish Priest is an asset to the school community
- Children are well cared for by staff
- Worship is a real strength of the school

THE QUALITY OF CATHOLIC LEADERSHIP REQUIRES IMPROVEMENT.

There has been a period of change of staff over the last two years with the arrival of many newly and recently qualified teachers. Throughout this the headteacher has successfully maintained the Catholic ethos of the school. Senior leaders are committed to the school. The School Improvement Plan has a section devoted to the continuing development of RE alongside other curriculum and school areas including "Learners' Entitlement" and "Pupil Support and Guidance." All staff acknowledge the importance of social, moral, spiritual and cultural development, and this was observed throughout the inspection. Monitoring in the school includes many aspects, but could be improved when leading staff in quality assuring assessment. Work in RE is not of the same level as in Literacy. Good teachers are very hard working and committed, but many are not yet secure in what outstanding practice looks like.

They would benefit from seeing outstanding practice in other schools to help them continue on their journey of development. Behaviour of the children is a joy and this leads to them displaying very positive attitudes to learning. The governors, who are regular visitors to the school, share the school's ethos and goals and are profoundly committed and loyal to St Anne's. However, by increasing their understanding and awareness of standards of attainment and achievement of other similar schools, they will be better placed to provide greater challenge to school leaders and staff in ensuring that all children make at least expected progress. This can be achieved by drilling down using independent methods of quality assurance, responding positively to evidence generated through internal and external review and by increasing their awareness of appropriate standards that many similar schools aspire to.

THE QUALITY OF THE WORD OF GOD REQUIRES IMPROVEMENT

The school's Mission Statement is at the heart of the school, but the school is only partially successful in meeting its own aims and objectives. On too many occasions children's work in RE is below that expected and they are not guided on how to improve. The Mission of the school is "to help every person here to achieve his or her best in work or prayer?" This was represented very effectively in one lesson when children were challenged to comment on justice and injustice throughout the world. This lesson also showed the school's RE Policy in practice where it states that it aims to "encourage the development of a moral awareness through reflection upon the human condition in the light of the Christian message." The Mission Statement is known by the children and this was shown when children were interviewed. Each class devotes 10% of teaching time to RE. Religion, social, moral, spiritual, cultural and emotional experiences are woven into the curriculum. For example, the displays in communal areas of the school reflected learning on Native America, Chinese Creation, Hindu Creation and "Viva Espana." The strongest teaching was observed in the Early Years and at the top of the school. Young teachers in the school are very enthusiastic and capable, however, in some cases, they are unclear about how to raise expectations and would benefit from seeing practice in other schools. They should also consider, where appropriate, using the skills of Teaching Assistants more productively. The RE Curriculum is driven by the scheme, "The Way, The Truth and The Life." Assessment of RE does not always accurately cross reference the work in children's books. Scripture is known, understood and made relevant for the children in the school. This was demonstrated during a whole school assembly where children led reflection on Advent with Isaiah and the "Stay Awake" Parable. A variety of teaching and learning methods are employed to help the children understand God's Word, for example use of talking partners, YouTube, iPads, drama, dance as well as written activities. Religious Literacy is encouraged and this was observed when children in Key Stage 2 were able to explain the names of the four different Sunday's in Advent. Displays around the school promoted Word, for example: God's creation.

THE QUALITY OF WELCOME is GOOD

In general, visitors are made welcome to St Anne's, but this should be made consistent towards all who visit the school whatever the circumstances. There is equality of opportunity for all children at St Anne's and this was seen during lessons as all children are given equal importance, and all are respected. In one lesson about justice, children were particularly saddened about the injustices they discussed. The staff collectively ensure that all children are well supported. The Parish Priest is a regular visitor to school and is well known, valued and appreciated by the children and staff. He holds classes in art and sign language. The community strives to hold the dignity of each person in high regard. The school aims to "develop close liaison with parents in recognition of the fact that the home/school partnership is fundamental to the child's social development". Parents interviewed confirmed this, saying they had attended meetings for specific areas of provision and that they had filled in recent questionnaires. They said that the staff were never dismissive of their concerns. The school tries to reach all parents in various ways, including a start of year calendar of school dates, its website and Twitter ([@StAnnesRC1](https://twitter.com/StAnnesRC1)). There are Parent Voice meetings and a recent one sent parents a short questionnaire to collect their views on good times to hold various meetings in school. It was observed that children are made to feel very welcome upon reaching school in the morning, with a warm greeting from staff at the school entrance to the yard, and again when they reached their classrooms. In order for teachers to 'live life to the full' they should experience the cultures of other schools and apply examples of good practice to continue to improve their own.

THE QUALITY OF WELFARE is OUTSTANDING

Parents describe the school as a happy, calm place where there is equality, where children support each other and apply their knowledge, and they are taught to think for themselves. An aim of the school Behaviour Policy is to "create a joyful, Christian atmosphere of caring and respect for each other" and this was observed during the

inspection when children learned in a calm, happy atmosphere. The children could explain how they feel safe and valued. They said that teachers made them feel safe, and when asked if they were all valued they said that everyone was always included in work and play. The School Council said that the children gave them their views on life in the school, and that they presented them to the headteacher who addressed them. The Mission of the school is in “supporting and forgiving each other” and one child said of this, “If someone hurts you and they say sorry, don’t be cross, forgive them!” The atmosphere was found to be a calm and happy one. One of the aims of the school’s Behaviour Policy is to “develop a sense of self-discipline, thereby encouraging all children to be responsible for their own actions.” The children who were spoken to during the inspection said that teachers help you know your responsibilities. This was particularly evident with the Youth Catechists who perform their special responsibilities with pride. Children’s behaviour was observed to be excellent at all times. Staff and pupils demonstrate a high level of respect towards each other and this was observed during the inspection when children in Key Stage 1 were working together in groups exploring the feelings of Mary at The Annunciation. Children who are ‘Playtime Ambassadors’ do a very good job of assisting the staff in keeping the children feeling safe and valued and children spoke very positively about this. Children raise funds for worthy causes including the Good Life Orphanage and Caritas. Sex and Relationship Education is delivered using the scheme “In The Beginning” which relates to the modern world and holds up Gospel Values of love, dignity and respect. The scheme is in line with the school’s Sex and Relationship Policy which states that “care is taken so that no child is stigmatised because of his or her family background.” Relationships between staff and children, as well as among children themselves, are excellent, and this was shown in all lessons and aspects of the school day observed.

THE QUALITY OF WORSHIP is OUTSTANDING

The school’s Prayer and Worship Policy aims to “provide opportunities to nurture each child’s relationship with God, building on the foundations laid by the family and parish.” This was seen in action during the assembly which was well attended by parents and families, and led by the children. Everything that is the Mission of the school is “for the honour and glory of God” and this was seen in the confident delivery of the class assembly observed. Children write their own prayers for annual Masses, put together a school prayer book and act appropriately during times of reflection. Children are respectful and reverent and this was observed in a prayerful session in the Early Years. There are school assemblies each day and parents are invited to join these on Fridays. Parents value this. Children are familiar with prayers and have opportunities to write their own. There is a weekly challenge from the head and deputy for religion, every Thursday, taken from what the children know as Statements to Live By. Within worship, children appreciate that all faiths have a path to prayer. Children spoke very confidently about the opportunities that they have to write their own prayers and to read them out in class. In some classes this was described by the children as prayer cards, a prayer wall and a prayer book. The school wishes to look at creative ways to further teach about other faiths. The prayer life in the school reflects the Catholic character at the centre of the school, based on the Gospel values of Love, Peace and Joy. The Chaplaincy team were very positive about their role and excited as to how it will develop.

THE QUALITY OF WITNESS is OUTSTANDING

The Mission Statement states that the Mission is “to celebrate whatever is good and to follow in the footsteps of Jesus” and this was seen around the school with displays that celebrate children’s work and achievements. The children show consistently good behaviour upholding the ethos of the school. Children have the opportunity to relate the Word of God into their own lives, and reflect on how they can bear witness to it, for example, in a lesson about Advent where children discussed how Mary was expecting the baby Jesus, and how members of the school community felt when they were expecting new babies into their families. Attendance is high and the school’s self-evaluation feels this reflects the positive culture in the school, with Catholic values at the heart. The pupils are actively encouraged to be proactive citizens working for the common good. To develop Witness to be at its most secure, the next step for the whole school community is to ensure that it adopts a culture of open minds and hearts when monitoring, evaluating and reflecting on all aspects of the school’s provision.

AGREED AREAS FOR DEVELOPMENT

- For governors to provide more rigorous challenge to the evidence that school provides by adopting more far reaching methods of quality assurance.
- For teachers to be given full entitlement to opportunities to view outstanding practice of teaching and assessment in other schools as part of a plan to continue their own development, so that the standards of attainment in the school in RE and other areas can rise quickly.

28th November 2014

Dear Pupils,

Seeing you all on our visit to St Anne's school was very enjoyable when we came to inspect your school for the Bishop. We really enjoyed our time with you. Your school is a place where many of you feel safe and secure.

You have a lovely environment to learn in at St Anne's. It was a joy to see your lessons and we were sorry we didn't see all the classes. It was lovely to see your activities; your work, your prayer and worship sessions, your very polite manners. Thank you.

You treat each other with love and care – and your behaviour at all times was excellent. You are a credit to your school and to your families.

Your teachers work very hard and so does your headteacher. We have tried to help your school by giving them some ideas to make what they do for you even better than it already is.

We spoke to some of your mums and dads, and just like you, they are very proud of your school.

Thank you for our day at St Anne's.

God bless all in your school,

Mr J Graves and Mr D Harrison

(Section 48 Inspectors)

St Anne's RC Primary School, Audenshaw

Summary Report to Parents

On 27th November 2014 the school was inspected in accordance with section 48 of the education Act 2005. The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

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