

DIOCESE OF SHREWSBURY

**SECTION 48
INSPECTION REPORT**

**ST. ANNE'S CATHOLIC PRIMARY
SCHOOL**

13 JUNE 2007

INSPECTORS: S M LYONETTE
R HEDGERS

ST. ANNES CATHOLIC PRIMARY SCHOOL NANTWICH

St Anne's is a smaller than average school with approx 178 children on roll.
(Group2)

The school roll has increased from 118 in 2000 with a projected figure of 180+ in 2007/8.

The data indicates that almost all children reach the expectations for their age and the highest attaining will exceed this, demonstrating that the children make good or very good progress.

| SCHOOL DATA | 13 JUNE 2007 |
|--|--------------------------------------|
| Name of Headteacher | Mrs S M Fau-Goodwin |
| Name of Chair of Governors | Mr E G Smith |
| Name of Parish Priest | Rev Fr J Daly |
| Name of Religious Education Co-ordinator | Mrs S M Fau-Goodwin Mrs C Cameron |

| STAFFING & ORGANISATION | |
|---|---|
| Number of full-time teachers | 5 |
| Number of part-time teachers | 4 |
| Number of Catholic teachers | 5 |
| Number of teachers from other Christian faiths | 4 |
| Number of teachers from other faith backgrounds | 0 |
| How many teachers teach Religious Education? | 9 |
| Number of teachers with CCRS | 3 |
| Number of teachers with other Catholic qualifications (e.g. Theology, leadership) | 0 |

| PUPILS / STUDENTS | |
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| Number of pupils on roll | 178 |
| Number of classes | 7 |
| Organisation of classes | Year groups |
| Average class size | 25 |
| % of Catholic pupils | 71% |
| % of pupils from other Christian faiths | 28% |
| % of pupils from other faith backgrounds | 1% |
| Number of pupils on SEN register | 12 |
| Number of pupils with a Statement of Special Educational Needs | 6 |

| TEACHING TIME FOR RE PER WEEK IN - | |
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| Foundation | 10% |
| Key Stage 1 | 10% |
| Key Stage 2 | 10% |

| FINANCIAL DATA – actual expenditure over 2 years | £ |
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| English | £1000 |
| Mathematics | £900 |
| Science | £350 |
| Religious Education | £250 |

OVERALL EFFECTIVENESS OF THE SCHOOL

St. Anne's is an outstanding Catholic school, which because of the school community's commitment to living out its Mission statement provides a Catholic education that enables children to achieve high standards in their religious education and nurtures their spiritual and moral development. The welcoming environment, the care given to displaying all pupils' work and the high quality of the written work demonstrates day to day that the children feel valued and all their efforts are acknowledged. Pupils enjoy their prayer time and celebrations and enthusiastically raise money for the wider community in need. There are no key issues.

Whilst recognising and celebrating the achievements of the staff and pupils the following steps may help to consolidate the already outstanding provision:

- Time sought to support teachers' own spiritual development so that the senior leadership team is confident that the excellent systems and practice in place is enhanced even further in the future.
- The recently improved assessment procedures are evaluated to ensure that they are sustainable and that children value them as much as the activities undertaken during the topic.

The head teacher has built up a professional and dedicated team that will enable St. Anne's to continue to grow and build on their already outstanding success.

THE CATHOLIC LIFE AND ETHOS OF THE SCHOOL

"To live a life of love, rooted in faith, putting Christ at the heart of all we do"

The School SEF states that their mission is to "build up in our children a willingness and a capacity to contribute to the wider society, to the promotion of justice.... young people with dreams" and "a vision of what they want to achieve in life, sense of service, compassion for those in need, love of life, and a zest for living life to the full".

In 2006 OFSTED Inspectors reported that spiritual development was central in the care, support and guidance given to pupils.

The catholic life and ethos of the school is excellent and demonstrates that the religious character of the school is paramount to the staff, governors and pupils who try to put Christ at the heart of all they do.

The sense of mutual respect and care for each other is evident throughout the school.

COLLECTIVE WORSHIP

The senior leadership team ensures that there are a wide variety of opportunities for prayer, collective worship and liturgical celebrations, which are well planned and enjoyed by the children and staff. The Whole School Collective Worship led by the head teacher during the inspection was well prepared and all present were able to participate through prayer, song and reflection. Pupil responses from a recent questionnaire include: "it's just me and God" "The time is peaceful.. teachers give us time to reflect on our thoughts and opinions" "We can pray for our families". During discussion with Y5 pupils they said that they enjoyed the refectioin time after lunch each day.

There were a variety of photographs and samples of excellent liturgies, celebrations opportunities for prayer that have taken place during the year. Staff are willing to take part on these occasions and recently all staff voluntarily attended the celebration of First Holy Communion in the parish.

SPIRITUAL AND MORAL DEVELOPMENT AND OVERALL PERSONAL DEVELOPMENT OF PUPILS

The policies for Spiritual and Moral Development are in place. The RE leader supports teachers through team-teaching, one to one support and objectives set in Performance Management interviews. Before You Begin Time is organised in Key Stages before each topic.

The wealth of excellent evidence of special celebrations, planning, assessments and teacher evaluations of the topics indicate the high quality contribution that the school makes to this aspect of the children's Catholic education. The Reflections at the end of the Freedom and Responsibility Topics observed during the inspection demonstrated the pupils' understanding of the issues explored and their sensitivity to others differing situations as well as their own responsibilities. Children have made contributions to CAFOD Livesimply project, fair trade events, sustainability and recycling activities.

In 2006 the Ofsted Inspector reported, "spiritual moral and cultural development is excellent. ...Strong emphasis on raising pupils' awareness of cultural diversity"

PARTNERSHIP: PUPILS, PARENTS, PARISH AND WIDER COMMUNITY

There is a calm relaxed atmosphere in the school and pastoral issues are a high priority for the senior leadership team, and class teachers, who parents approach readily to discuss any problems.

During lunch the School Council chatted confidently about their role and the 2006 OFSTED reported "pupils views are heard and acted upon through a vibrant school council"

A record of all newsletters and communications with parents indicated that parents are kept well informed about all aspects of school life and religious education.

The parents' questionnaire indicated that they feel there is a strong and effective partnership with the school.

An impressive record of letters and cards of thanks were also read during the inspection. Parents appreciate work and achievements of the school and they have high expectations, which are met.

Parents have been involved in celebrations and school events during the continuing building work, which once finished will allow an even greater variety of valuable experiences of prayer and celebration to take place, hopefully with the involvement of the parish deacon. This would further extend the very good partnership that already exists with the parish.

ACHIEVEMENTS AND STANDARDS IN RELIGIOUS EDUCATION

In academic subjects data indicates that almost all pupils reach expectations for their age and some attain above national expectations.

F2 teacher assesses pupils' responses to the first topic in Here I am and uses this as a baseline assessment of the children's attainment and needs. All teachers then carefully assess work done in each topic so that by the end of KS1 and KS2 the majority of pupils are achieving high standards in knowledge, understanding and skills in religious education. Evidence of written work, discussions with pupils, planning, a variety of assessments and tracking data seen during the inspection supported this. In order to sustain and develop these standards even further, the RE leader and head teacher should continue to monitor lessons and planning checking that all lessons are differentiated to meeting the wide range of all needs in each class.

QUALITY OF TEACHING AND LEARNING

Teachers plan their work carefully and NQTs are supported by the RE leader to ensure that their assessments are carried out and expectations are high. The work seen in books indicated that teachers use a variety of activities to engage children's interest and this evokes thoughtful responses. ICT is used effectively in Religious Education lessons throughout the school and pupils are proud of the work they have done.

Teaching assistants are valued in classes and help to focus those pupils who need extra support. Religious Education is held in high regard and the amount of time taught meets the statutory requirements, although it was evident that opportunities to include Religious Education in other lessons are positively embraced. This was seen in the Y6 history topic.

To ensure that the outstanding teaching and learning in the school continues to be consolidated INSET opportunities could be planned to explore and support the teachers' own understanding of the scriptural and spiritual dimensions of the concepts covered in the Here I Am topics.

LEADERSHIP AND MANAGEMENT IN DEVELOPING CATHOLIC LIFE AND ETHOS OF SCHOOL

The Catholic life of the school is given a high profile in the day to day running of the school and the head teacher has a clear and inspirational vision of the school as a Catholic community. The ethos, systems and procedures in place assist all staff in playing a valuable role in contributing effectively to the school's mission. The senior leadership team takes its monitoring role seriously and since the last inspection has successfully implemented all the key issues from the last inspection, including:

- Strengthening links with parents
- Carrying out teacher evaluations to assist future planning
- Audit of RE resources
- Increased number of Religious books in designated library area
- Job description for RE leader ratified by governors
- Whole school approach to planning assemblies.

The senior leadership team is looking to widen the involvement of the governing body and staff in the important task of school self-evaluation so that the SEF becomes a shared working document. In this way they will be supporting the work of the head teacher who "is outstanding and successfully promotes the distinctive Catholic character of the school" OFSTED 2006.

LEADERSHIP AND MANAGEMENT IN RELIGIOUS EDUCATION

The head teacher and the Religious Education Leader work well together to provide excellent leadership for this important aspect of school life. The leader is well organised, hardworking and conscientiously provides support for members of staff. She has provided much support for NQTs by team teaching and guiding them through topics.

Leaders have plans to develop a prayer room so that resources for prayer and spiritual development are enhanced even further.

The head teacher and leader monitor plans, assessments and lessons on a regularly and have plans to improve resources and space for prayer in the future.

Their leadership skills, enthusiasm, personal faith and commitment contribute to the success of this outstanding Catholic school.

INSPECTION JUDGEMENTS

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| Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate | Judgements |
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| OVERALL EFFECTIVENESS OF THE SCHOOL | 1 |
| The Effectiveness and efficiency of the provision of Catholic education in meeting the needs of pupils. | 1 |
| Steps needed to be taken to improve the provision further. | 1 |
| The capacity of the school to make further improvements. | 1 |

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| THE CATHOLIC LIFE AND ETHOS OF THE SCHOOL | 1 |
| The Mission Statement reflects the gospel and the Catholic purpose of the school. | 1 |
| Pupils have an understanding of the school's mission and appreciate its ethos. | 1 |

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| COLLECTIVE WORSHIP | 1 |
| The school provides frequent and high quality opportunities for prayer, collective worship and liturgical celebrations. | 1 |
| Staff and pupils are encouraged to be actively involved in prayer, worship and liturgy. | 1 |
| Collective worship contributes to the spiritual and moral development of pupils. | 1 |

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| SPIRITUAL AND MORAL DEVELOPMENT AND OVERALL PERSONAL DEVELOPMENT OF PUPILS | 1 |
| There are whole school policies for spiritual and moral development. | 1 |
| How well the school contributes to the spiritual and moral development through the whole curriculum and life of the school. | 1 |
| Behaviour of pupils. | 1 |
| How well the school contributes to the social and cultural development of pupils. | 1 |

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| PARTNERSHIP: PUPILS, PARENTS, PARISH AND WIDER COMMUNITY | 1 |
| Pupils consider themselves to be valued and respected and recognise the responsibilities that this involves. | 1 |
| Pupils have opportunities to take on responsibilities within the school and participate in service within the wider community. | 1 |
| Pupils make a contribution to the community and beyond the school. | 1 |
| Parents are informed about the school's mission as a Catholic school and are encouraged to participate and contribute. | 1 |
| The school fosters effective links with the local parish. | 2 |
| Priests and parishioners are invited and welcomed to some school events. | 1 |
| The school has good links with other schools. | 2 |

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| The school contributes to the life of the community. | 1 |
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| ACHIEVEMENTS AND STANDARDS IN RELIGIOUS EDUCATION | 1 |
| How well all pupils make progress taking into account variations between pupils and groups of pupils | 1 |

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| QUALITY OF TEACHING AND LEARNING | 1 |
| How effective teaching and learning are meeting the needs of all pupils. | 2 |
| Appropriate use and rigour of assessment. | 1 |
| How well pupils enjoy their work. | 1 |
| The extent of parents / carers' involvement in their children's learning. | 1 |
| How the curriculum meets diocesan requirements. | 1 |

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| LEADERSHIP AND MANAGEMENT IN DEVELOPING CATHOLIC LIFE AND ETHOS OF SCHOOL | 1 |
| The school has taken effective steps to promote improvement since the last inspection. | 1 |
| Strategic planning reflects and promotes the school's mission. | 1 |
| There are opportunities for professional and spiritual development, which assist all staff in understanding and contributing to the Catholic, mission in the school. | 2 |
| The school undertakes rigorous self-evaluation of all aspects of its Catholic life. | 1 |
| The school is effective in achieving full inclusion of all its pupils regardless of faith background. | 1 |
| The Governing Body helps shape the vision and direction of the Catholic life of the school. | 1 |
| The Governing Body has a good understanding of the strengths and developmental needs of the school as a Catholic school; supports and challenges the leadership team. | 1 |

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| LEADERSHIP AND MANAGEMENT IN RELIGIOUS EDUCATION | 1 |
| How effectively the R.E. coordinator leads and supports staff. | 1 |
| How effectively performance is monitored and improved through quality assurance and self-evaluation. | 1 |
| The adequacy of resources and accommodation. | 2 |
| How effectively resources are used to achieve high standards. | 1 |

PARENTS' QUESTIONNAIRE (R.E. Inspection June 2007)

| | Strongly agree | Agree | Disagree | No tick/ Spoiled |
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| 1. The school provides a welcoming atmosphere | 70% | 30% | | |
| 2. I recognise "Christ is at the heart of all we do" as the motto of the school. | 70% | 30% | | |
| 3. The leadership and management of the school reflects its Catholic identity. | 64% | 36% | | |
| 4. The spiritual and moral development of the children is a strength of the school. | 77% | 23% | | |
| 5. My child is cared for and supported. The children have a voice within the school e.g. school council. | 70% | 30% | | |
| 6. My child enjoys taking part in the daily acts of collective worship, masses, services and liturgies. | 58% | 38% | 2% | 2% |
| 7. I enjoy coming to masses and class-led assemblies. | 70% | 24% | | 6% |
| 8. Parents work in partnership with the school to promote the Mission. | 38% | 51% | | 11% |
| 9. I find the termly newsletter to parents about Here I Am topics informative and useful. | 49% | 49% | 2% | |
| 10. The school has good links with the parish and Father Daly. | 68% | 26% | | 6% |
| 11. My child enjoys getting involved with helping charities such as Good Shepherd, CAFOD and NSPCC | 53% | 41% | 2% | 4% |
| 12. (If applicable) My child has been well-prepared to receive Sacraments of Reconciliation and Eucharist. | 38% | 2% | | 60% N/A |
| 13. I am given opportunities to look at my child's Here I Am work and discuss any concerns or achievements alongside all other curriculum areas. | 60% | 38% | | 2% |
| 14. (If applicable) My child has enjoyed participating in the lunchtime prayer group- May, October and during Lent. | 37% | 17% | 4% | 42% |
| 15. I feel the teaching of R.E. is good throughout the school. | 81% | 19% | | |