

**SALFORD DIOCESE  
INSPECTION REPORT**



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

Inspection date November 2005

Reporting Inspector Mrs. M. Dolan

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

Type of School Catholic Primary  
 Age range of pupils 3-11  
 Number on roll 250  
 Appropriate authority The governing body  
 Chair of Governors Mrs. C. Pope  
 Headteacher Mrs. B. Cuff  
 Religious Education Co-ordinator Mrs. B. Cuff  
 Date of previous inspection March 2000

<b>The Inspection judgements are:</b>	<b>Grade</b>	
Overall effectiveness of the school	2	Explanation of the Grades  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	2	
<i>The following pages provide reasons to support these judgements</i>		

## **CHARACTERISTICS OF THE SCHOOL**

St Anne's Roman Catholic Primary School, Feilden Street, Blackburn serves the parish of St Anne in Blackburn. St Anne's is a long established and well regarded Voluntary Aided school which is regularly oversubscribed. The area is considered to be disadvantaged although the children come from a wide range of socio economic backgrounds. 28% of the children are in receipt of free school meals and 11% are from an Asian heritage cultural background. There is a nursery offering up to 52 part time places and children remain in the main school until they are 11 when they leave for secondary education. The admission number is 30 and there are currently 250 pupils in the school of whom 197 are Catholics. 22% of the children are identified as having special educational needs and one child has a statutory statement of special educational needs. There are 9 full time and 2 part time teachers and 9 (82%) are Catholics.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

St Anne's, Blackburn is a good Catholic school which is well led by a very committed headteacher whose enthusiasm is seen throughout the school. She is ably supported by an acting deputy headteacher and a very supportive staff. The headteacher is well respected by parents, pupils and staff. The school is successful in implementing the aims of its Mission Statement. Relationships are good and the children are keen to achieve in an atmosphere of love and understanding. The headteacher took up her post this term and is very keen to continue and enhance the positive ethos in the school.

### **Improvement since the last inspection**

The headteacher is the Religious Education co-ordinator and is developing systems to monitor the planning for, and provision of, *REvision 2000*. The school piloted the diocesan project, 'World Religions and People of other Faiths' and this has now been adopted. Assessment in Religious Education is established and will be further developed with the introduction of the diocesan assessment system. Parents are informed of the work which will be done in Religious Education in summaries at the beginning of each term and are invited into school for assembly on Friday mornings. The governor with responsibility for Religious Education is the chair of governors.

### **Capacity to improve**

The school's self-evaluation is good. Monitoring is developing and there are good examples of children's work from each age group in the coordinators file. The headteacher is aware of the needs of the staff and children and there are high expectations of all members of the school community. The school's capacity to improve is therefore good.

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

- Develop a system of assemblies with regular input from the children in their presentation and content
- Building on existing areas of monitoring and evaluation establish more rigorous ways of assessing pupils' attainment and progress.

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

The leadership and management of the Catholic life of the school are good. The governing body is very competent and fully aware of what happens in school. The chair of governors is the governor with responsibility for Religious Education in the school and the headteacher is the Religious Education co-ordinator. This partnership demonstrates the high priority given to the Catholic life of the school. The Mission Statement is at the heart of all the decisions made by the governing body and is regularly reviewed. It is prominent in all schools policies and procedures. The headteacher and staff of the school are good role models and parents are welcomed into a supportive atmosphere. The staff began this school year with a time of reflection and prayer together as part of their in-service training programme. Priority is given to Catholic applicants when making teaching appointments and professional development in Religious Education is encouraged. Two teachers are at present studying for the Catholic Certificate in Religious Studies.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Provision for collective worship is good and there is a policy for this. There are regular assemblies led by the headteacher and opportunities for prayer and reflection in classroom situations. Provision for classroom prayer and worship is good. It is well presented and the school would benefit from using it for whole school or key stage assemblies. Regular assemblies involving children preparing topics from their curricular Religious Education syllabus would further enhance collective worship in the school. In one class assembly on anti-bullying, the children talked about their role as peacemakers sharing their experiences as a friend with partners and then telling the rest of the group. In other classes pupils were preparing for Advent and the children in the Foundation Stage considered all the things we need to thank God for. Children were given opportunities to write and recite their own prayers and in one class the children 'posted' their prayers to God. The younger children had prepared a Christmas concert telling the story of the nativity with narration and singing appropriate to their age.

Each classroom has its own prayer corner and there are many high quality religious displays around the school. Teachers keep their own resources in the classrooms and earlier in the year there was an audit of Religious Education books and artefacts and new items were purchased. Throughout the school the children prayed reverently on every occasion. There is a Legion of Mary group from Years 5 and 6 which meets regularly and works in the community with a retired teacher from St Anne's School. The Sacramental Programme is conducted in the parish and supported by the Year 3 teacher. This is complex due to the roles of three different priests in the life of the school. The children in Key Stage 2 learn about other religions through the diocesan syllabus. There have not been any requests from the parents for withdrawal from any part of the Catholic life of the school.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

Achievement and standards in Religious Education are good. The work in the children's books is well presented and marked and compares well with the high expectations in all the subjects. The standard across the school is consistent and shows progress relevant to the age of the children. The children were able to talk about their experiences while preparing for the Sacramental Programme and were beginning to learn the correct liturgical words. The children have a good knowledge of bible stories and are able to compare these stories to their own lives. The children in Year 5 were able to recall the story of Bartimaeus and talked about enlightenment as an Advent reflection. Pupil's attainment at the end of each key stage is in line with national standards. Pupils were able to discuss the work in their books, explain the objective of the lessons and what they felt they had achieved.

The school has an effective discipline policy and the children have taken part in an anti-bullying week to coincide with the national project. Children are kind and complimentary to each other and respond positively to the atmosphere of praise in the school. The school shows particular concern for those needier than themselves and regularly raises money for charities including THOMAS, CAFOD and the Catholic Rescue Society. It is keen to promote help in the community including delivering Harvest parcels and visiting the senior citizens through the Legion of Mary group.

## **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

Teaching and learning in Religious Education are good and follow the procedures of the school's policy. Lessons are planned to be inclusive and differentiated to take account of children's needs. When children are given work to complete the tasks are dependant on the ability of the children and teaching assistants are well-deployed to support children with difficulties. In Year 1 support from a teaching assistant enabled the children with special needs to participate fully without distracting other children when recording their bidding prayers. Children work well when given the opportunity to discuss their ideas with other pupils in group work and in pairs and to listen to the views of others. A good example was seen in Year 3 when the pupils discussed in pairs how to be peacemakers. Overall the pace of the lessons is good and resources are well organised and used in the classroom.

Information communication technology is used appropriately to enhance lessons. Interactive whiteboards are used in all the classrooms and pupils are able to demonstrate skills in using them. The older children produced a very good power point display to enhance prayer in their classroom.

A range of teaching strategies is used to include and interest the children. Children in Year 1 recorded their bidding prayers on a cassette recorder and were able to listen to their own prayers as an end of the day reflection. Rigorous systems for assessment are being developed and will inform future planning.

## **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The quality of the Religious Education is good and follows the Salford Diocesan *REvision 2000* syllabus. Long, medium and short term planning ensures full coverage of the curriculum. Time allocation for Religious Education conforms to national and local requirements. The curriculum is broad and balanced and assessment opportunities are used to measure the progress of individual learners. All teachers have a sound subject knowledge.

Work throughout the school takes account of the needs of all pupils. There is an equal opportunities policy and the school aims to be inclusive in its delivery of the Religious Education curriculum.

The school is sensitive to the multi ethnic mix of its pupils and people in the local community and positively promotes respect and understanding through the World Religions syllabus. The school informs parents of their rights to withdraw pupils from Curriculum Religious education and collective worship but no such requests have been made.

Time is given in staff meetings for the review and development of Religious Education and changes are reported informally to the governing body.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

Leadership and management of curriculum Religious Education are good. Teachers attend appropriate in-service training provided by the diocese and report back to the whole staff. Assemblies, masses and class assemblies are prepared by class teachers. Religious education figures prominently in the school improvement plan. The plan informs future priorities and budgetary considerations. The time allocation, duration and timetabling of Religious Education is appropriate.

The Religious Education co-ordinator keeps an assessment file and a system of monitoring and evaluating teaching and learning in Religious Education is developing. Examples of written work have been collected from different age groups but these need to be annotated, with notes on teaching and learning observed in the classroom added. The school intends to use the new assessment profile produced by the diocesan Religious Education team.