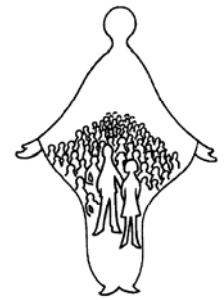


**SALFORD DIOCESE  
INSPECTION REPORT**

**ST. ANNE'S AND ST. JOSEPH'S  
ROMAN CATHOLIC PRIMARY SCHOOL  
Accrington**



Inspection date September 2006

Reporting Inspector Mrs. Margaret Dolan

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

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Type of School	Catholic Primary
Age range of pupils	4-11
Number on roll	293
Appropriate authority	The governing body
Chair of Governors	Mr. Bernard Holden MBE
Headteacher	Mrs. Elaine Richards
Religious Education Co-ordinator	Mrs. Anne Marie Robinson
Date of previous inspection	January 2001

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<b>The Inspection judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b>  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
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	

*The following pages provide reasons to support these judgements*

## **CHARACTERISTICS OF THE SCHOOL**

St Anne's and St Joseph's is a voluntary aided Roman Catholic Primary School serving the parishes of St Anne and St Joseph in Accrington. The school has a wide catchment area ranging from disadvantaged children to children from higher socio economic backgrounds. The age range of the learners is from 4 to 11 years and the admission number is 50. There are presently 293 learners on roll of whom 274 are baptised Catholics. 7% of learners claim free school meals. 35 have been identified as having special educational needs and 2 have a statutory statement of special educational need. There are 12 teachers of whom 11 are Catholics.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

St Anne's and St Joseph's is a good Catholic school which is well led by a committed and enthusiastic headteacher. She is well supported by her senior management team and able staff. The headteacher and Religious Education co-ordinator have an accurate view of the school's strengths and areas for development. There is a marked family atmosphere which establishes a good climate for work. The school is at the heart of the parish and surrounding community. Standards are above average. Pupils achieve well and make good progress in each key stage. The Religious Education curriculum is well planned and owned by the school. The behaviour of the pupils is exemplary. The Catholic ethos of the school is strong with very good provision for the pupil's spiritual and moral development.

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

Three key issues arose out of the last Section 23 inspection in January 2001. The review of the curriculum Religious Education policy now takes place on two occasions during the year. The Religious Education co-ordinator attends the diocesan co-ordinator courses and gives strong support and guidance to her colleagues. The staff are keen to accept her support because she is so approachable. The prayer and worship section of the Religious Education policy is very comprehensive and includes many examples of good practice within the school. In all classes the recommended 10% of time is devoted to the teaching of curriculum Religious Education.

### **Capacity to improve**

The school's self-evaluation is good. Religious Education is well monitored and there are good examples of children's work in the assessment files. 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**

- Building on existing areas of monitoring and evaluation establish more rigorous ways of assessing pupils' attainment and progress.
- Include details of class liturgy and prayer and worship opportunities in the teachers' planning.

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

The leadership and management of the Catholic life of the school are outstanding. The Mission Statement is reviewed regularly and precedes all policies and procedures. The governors fulfil their tasks responsibly and have a clear vision for the future of the school. They are both supportive and challenging to the headteacher. Governors are kept well informed through the comprehensive headteacher's reports regarding the religious life of the school. There is a designated governor who oversees developments in Religious Education. The parish priest and chair of governors are frequent and welcome visitors to the school. The chair of governors is involved in moderation and target setting throughout the curriculum and is very aware of the expectations in curriculum Religious Education. The commitment and supportive nature of the governing body has a significant impact on the Catholic life of the school. The staff begin the school year with time for reflection and prayer together. Priority is given to Catholic applicants when making teaching appointments and professional development in religious studies is encouraged. The Religious Education co-ordinator has the development of the Religious Education curriculum as one of her performance management objectives. Over the past year there have been three training sessions on world religions and one session developing the school prayer book. Aspects of other areas of the curriculum are regularly incorporated into Religious Education lessons including science, with the 5 senses in creation, art with the use of collage work and the use of a video recorder to include aspects of information communication technology.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Provision for collective worship is good. There are regular assemblies led by the headteacher and there is a weekly celebration assembly. The headteacher leads regular assemblies on being good friends and children in Year 6 are trained as 'Guardian Angels' to assist other children in the school and as a guard against bullying. Mass and class assemblies are prepared by class teachers and are of a high standard. They are well prepared and the planning involves the children. Parents and members of the parish are invited and welcomed to these assemblies. During inspection play script writing from the literacy lesson was used to develop the stories of Jesus' healing miracles. Children evaluate assemblies with written evaluation from Year 6 for the headteacher's assemblies and all the school evaluating class assemblies. During healthy schools week prominence was given to a voluntary healing Mass in the evening which was well attended by the children and their families. Provision for classroom prayer and worship on non-assembly days is good. Candles and artefacts are used to convey a sense of reverence and awe and the sympathetic use of images on the interactive whiteboards and reflective music add to the atmosphere. Children are able to recite traditional prayers with accuracy and reverence and they are given the opportunity to write and recite their own prayers. Children from Key Stage 1 led the bidding prayers at the celebration assembly and one class had a prayer tree where children were encouraged to add their own prayers. The children use prayer pebbles to focus on particular themes and parents and parishioners have requested pebbles to help with their prayer in difficult moments in their lives. The Religious Education co-ordinator leads a prayer group which meets at lunchtime during Lent, Advent and the months of May and October. Parents are made aware in the school prospectus of their right to withdraw their children from curriculum Religious Education and collective worship but this facility has never been requested.

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

Achievement and standards in Religious Education are good. The teachers have high expectations and the standards in the children's Religious Education books are comparable to those in other areas of the curriculum. The children enjoy their Religious Education lessons and were happy to talk with the inspector about favourite pieces of work in their books. Work is generally marked well. There is an atmosphere of calm and diligence in the school and the children are keen to produce their best work. The children in Key Stage 2 were able to discuss their part in the Sacramental Programme and were able to use the correct terms for the administering of the sacraments. There is a commonality of approach from the staff when positive reinforcement is given for good behaviour rather than negative discipline strategies. The children raise money for local and international charities and have sent backpacks to India containing stationery and warm clothing to a mountain village in Nepal. The Key Stage 2 children have begun the 'World Religions' topic and there are photographs and displays around the school giving positive images of other faiths and cultures. A Muslim child in one class was included when she was asked about her prayer to thank God for all the wonderful things in life. The children have a partnership with a school in Kenya and they exchange information and photographs. The children were able to discuss their feelings and the feelings of others and this was incorporated in one class into the story of David and Goliath.

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

The quality of teaching and learning in Religious Education is good with some outstanding features. The classrooms are well organised with a prayer focus area prominent in each room. The support staff are well deployed to meet the needs of the learners. Children with special educational needs were seen to be encouraged and supported in their work and new pupils from Poland were given help to develop their language skills. The teachers have a secure knowledge of the subject. Planning is clear and concise and the lessons were interesting and appropriate for the age of the children. The quality of the planning would be further enhanced if details of class liturgy and prayer and worship opportunities were detailed in it. The diocesan assessment file is being used in school and there are plans to expand its use further. The school is now encouraged in its work of building on existing areas of monitoring and evaluation in order to establish more rigorous ways of assessing pupils' attainment and progress. The quality of the work produced is very good and is expected to conform to literacy standards which are already in operation in the classroom. Different genres are used to vary the style for the children and this includes poetry, story and play script writing. There are whiteboards in each classroom and these are used very effectively as a teaching aid. There were examples of their use as a storyboard to portray images for creation and with family photographs to explore feelings with the younger children. The children are attentive in lessons and complete their work. Parents are kept well informed through newsletters and parents meetings.

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

The quality of the Religious Education curriculum is good and is consistent throughout the school. *REvision 2000* is used and the children make steady progress through each key stage. 'World Religions and People of Other Faiths' is used to meet the needs of the children and evidence of the project is seen around the school. There is a particularly good display about Hinduism in the hall and a Muslim family have made an interesting display of artefacts. The admission of children from the travellers' community and Polish children has challenged and enhanced the curriculum. New perspectives are seen through the cultures of these children and the pupils are keen to help the new children develop their language skills. The Religious Education curriculum is reviewed twice during the year and includes lesson observations, book scrutiny and the examination of planning files to encourage consistency and progress. Parish links are encouraged by the ladies of the parish who run a knitting club at lunchtime and pass on attitudes of faith and community. The liaison with the associated Catholic high school is good and the children move smoothly from Key Stage 2 to Key Stage 3. Subject leaders liaise and share resources with the high school. Year 6 are taught French by teachers from the high school and technical support is offered on a weekly basis. Joint in-service training days have been arranged to develop links between the staff of the schools and a joint carol service is held in December.

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

The Leadership and management of curriculum Religious Education are good. The Religious Education co-ordinator works well with the headteacher and other members of staff and has a clear understanding of the school's expectations. She attends diocesan training and reports back to the staff on any new developments. The provision for Religious Education is monitored, assessed and evaluated and an annual report is sent to the governors' curriculum committee for analysis. Each class has an assessment file and examples of written work have been collected and annotated. There is also a collection of assemblies, Masses and liturgies from events during the year. Teachers spend the correct amount of time on Religious Education in accordance with national and regional guidelines. Priority is given to Religious Education in the School Development Plan. The plan informs future priorities within the context of budgetary considerations. The resources for Religious Education are stored in well-organised topic boxes providing easy access for all the staff. A large amount of the Religious Education budget has been spent recently on purchasing books and artefacts to resource the 'World Religions' project. The headteacher's regular reports to governors list all achievements and developments in the Religious Education curriculum and its links to the spiritual life of the school.