

**SALFORD DIOCESE
INSPECTION REPORT**



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

Sandy Lane Accrington BB5 2AN

Inspection date June 2009
 Reporting Inspector Mrs. Mary McGrail
 Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary
 URN 119656
 Age range of pupils 4-11
 Number on roll 306
 Appropriate authority The governing body
 Chair of Governors Mr. Bernard Holden MBE
 Headteacher Mrs. Elaine Richards
 Religious Education Co-ordinator Mrs. Ann Marie Robinson
 Date of previous inspection September 2006

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	1	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	1	
Leadership and management of curriculum Religious Education	1	

The following pages provide reasons to support these judgements

CHARACTERISTICS OF THE SCHOOL

St. Anne's and St. Joseph's is a Roman Catholic voluntary aided primary school in the Diocese of Salford. It serves the parishes of St. Anne and St. Joseph in the town of Accrington. The school is situated in a residential area on the edge of the town centre. The majority of learners live in the two parishes. Learners come from a very diverse range of socio economic backgrounds and housing. The age range of the learners is 4 to 11 years. The current indicative admission number is 47, to be reduced to 45 in September 2010. There are 306 learners on roll of whom 280 are baptised Catholics. 10% are eligible for free school meals. 59 learners have been identified as having special educational needs with 8 having a statutory statement of special educational need. 11% of the learners are from ethnic minority backgrounds. Traveller children and learners with specific and severe medical problems are welcomed into this inclusive school. The school is oversubscribed. 11 of the 12 teachers (92%) are Catholics.

OVERALL EFFECTIVENESS OF THE SCHOOL

St. Anne's and St. Joseph's is an outstanding Catholic school. It is highly effective in offering its learners a traditional Catholic education delivered through a vibrant and rich curriculum in a safe, secure and happy environment. Throughout the school community there is a strong sense of shared commitment and team work from all involved in this successful school. The school is firmly at the heart of the parishes it serves. Learners enjoy coming to school and work hard to meet the high expectations of the staff. They are friendly, polite and extremely well behaved at all times. Positive and supportive relationships are a feature of this school where everyone is valued and respected and diversity celebrated. The support and commitment of the parish priests is valued and appreciated. Learners and their families are well supported on their faith journey. The school makes excellent provision for the spiritual, moral, social and cultural development of the learners. The emotional and social needs of the learners and their families are of paramount importance. The dedicated and experienced headteacher has a supportive and hardworking staff. Together with the knowledgeable governing body they share a clear vision for the ongoing development of this successful school to realise the aims of its Mission Statement "...to provide a safe welcoming, caring and Christian environment built on love, tolerance and justice".

Improvement since the last inspection

The issues arising from the last Section 48 inspection in 2006 have been successfully resolved. Following retirements and promotions several new staff have been appointed. A deputy head was appointed internally in September 2006. 4 new teachers, including a recently qualified and 2 newly qualified teachers, were appointed in September 2008. The building has been refurbished to provide an extra classroom, new toilets for learners and staff and enhanced facilities for the disabled. The outside play area for the Foundation Stage has been refurbished and playgrounds resurfaced. Administrative areas have been extended and security fencing has been installed.

Capacity to improve

The school's self-evaluation is very thorough, accurate and honest. The governing body has appointed a new headteacher for September 2009 following the impending retirement of the very effective current headteacher. The very well organised structures for a team approach to management, linked with the support of the governing body and their shared vision for the future development of the school, ensure that the capacity to improve is good.

What the school should do to improve further

There are no major issues to address. The school is encouraged to continue to provide its learners with a high quality Religious Education provision and opportunities for its learners to develop as responsible citizens of the future.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are outstanding. The school has a clear Mission Statement which is reviewed regularly and which permeates all aspects of the life of the school. It is at the forefront of all policies and is on prominent display in every classroom and throughout the school. Every family has a copy. The dedicated and experienced headteacher gives very good leadership to the school and is ably supported by her senior management team. The governors, well led by the experienced and knowledgeable chair, share a clear vision for the development of the school. The governing body is very well informed through the detailed reports from the headteacher and the parish priest who is a regular and welcome visitor to the school. The Religious Education co-ordinator, supported by the headteacher, is meticulous in monitoring and evaluating the provision for Religious Education. Every teacher has a performance management objective relating to the religious life of the school. Home, school and parish links are very strong and these are fostered and strengthened through the Sacramental Programmes of both parishes. The school gives good support to both parishes and the home-school liaison teacher makes a significant contribution to these links. Several parishioners also work in school on a regular basis. All teachers either hold, or are in the process of acquiring, the Catholic Certificate in Religious Studies. The school's contribution to community cohesion is very good. Learners are involved in an extensive range of activities within the wider community and the recently opened Museum of Wonders is an exciting venture involving the community in the daily life of the school.

THE QUALITY OF COLLECTIVE WORSHIP

Provision for collective worship is outstanding. The school has a comprehensive policy for prayer and worship. Throughout the school year learners, families, staff and parishioners share a wide range of opportunities to develop their relationship with God through whole school and class Masses celebrated in church and in school. A Healing Mass and a Welcome Mass for new families emphasise the links between school and families. All families take part in this inclusive provision and no child is withdrawn from any aspect of collective worship. The supportive parish priest is significant in facilitating opportunities for prayer and worship. His pastoral care is recognised and valued by the whole school community. Well organised assemblies, led by classes on a rota system, involve learners in praising, thanking and petitioning God through prayer, music, readings and drama. During inspection the assembly led by Year 2 on the theme of "Challenges" was very impressive as was the class worship in Year 3. This was an outstanding example of class participation in a genuine spiritual experience for all present. Parents are very supportive and attend the assemblies in good numbers. Prayer has a high profile and the school prayer book has recently been updated. Learners are familiar with the traditional prayers of the church and are happy to share their spontaneous prayers with others. At all prayer sessions observed learners were very reverent and respectful. Year 6 know several prayers in French thanks to the links with the local Catholic high school. Learners enjoy time for reflective, communal and silent prayers. Other faiths are celebrated in assembly themes and a file of liturgies and assemblies has been developed over the years.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good. Learners enter the Foundation Stage with a range of skills that are below what is typical for their age. They make good and consistent progress throughout all key stages with examples of very good progress in each key stage. By the end of Key Stage 2 learners have a very good knowledge of their faith. The learners of all ages discuss their ideas using good religious vocabulary appropriate to their age and ability. They take pride in their presentations which include very good examples of extended pieces of writing in Key Stage 2. By the end of Key Stage 1 many write their own interpretations of bible stories in well constructed sentences. The learners appreciate their active involvement in school decisions through the school council, the anti bullying committee, the glasses club and the eco-schools committee. The older learners accept responsibility willingly training as "guardian angels" by making a commitment to care for the younger ones, particularly the more vulnerable. They provide generous support for local, national and international charities. To demonstrate their commitment to caring for those less fortunate they support orphaned children in Tanzania and supply warm clothes for a mountain village in Nepal.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The inspector agrees with the school that the quality of teaching and learning in Religious Education is good. An example of outstanding teaching and learning was observed in Key Stage 1. Teachers plan their lessons very carefully. Those teaching the same year groups plan jointly to ensure learners in mixed age classes receive their curriculum entitlement. Lessons have pace with clear objectives which learners understand. Teachers demonstrate good questioning skills and have high expectations for good work and behaviour. Tasks are set which meet the needs of all learners. Those learners who need extra help are well supported by the teaching assistants. Resources, including new technology, are carefully prepared and used effectively. The school has fully implemented the assessment procedures as recommended by the diocese. Each class has a file of levelled and jointly moderated exemplars of learners' work. All work is well marked with good work praised and constructive suggestions given for how work could be improved or developed. Learners have good attitudes to their learning. They are keen to be involved in discussions and settle down to written tasks quickly and quietly. They show a genuine interest in their work and take pride in their presentations. They work well in pairs and in groups and their behaviour at all times is very good.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The Religious Education curriculum has been judged by the school as good. The inspector judges it to be outstanding. All lessons in Foundation Stage and Key 1 are based on *Moving the Vision On*. Teachers have attended training to familiarise themselves with the updated version of *REvision 2000* for Key Stage 2 and this will be fully implemented by September 2009. The time allocated to curriculum Religious Education meets both national and diocesan requirements. The diocesan World Faiths programme is used effectively in Key Stage 2 and the school's commitment to community cohesion and global citizenship is integral to its Religious Education curriculum. The school is recognised for its creative approach to curriculum development and Religious Education is integral to this approach. Parents are kept informed of the work their children are undertaking. Activities and visitors to the school enhance the overall provision. Weekly visits by learners from a special school widen the understanding of St. Anne's and St. Joseph's learners. The very well organised Sacramental Programmes of both parishes have a positive effect on the Religious Education curriculum. There is good support from the Catholic Rescue and the Traveller Achievement Service. Together with collective worship and its celebration of a wide range of religious and cultural festivals this ensures that the Religious Education curriculum plays a significant role in developing the spiritual, moral, social and cultural awareness of the learners. No learner is withdrawn from Religious Education lessons.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The school has evaluated the leadership and management of curriculum Religious Education as outstanding and the inspector agrees. The chair of governors meets regularly with the headteacher and Religious Education co-ordinator. The co-ordinator herself is very experienced and has been in post for many years. She is meticulous in her monitoring of the planning, teaching and learning of the subject. As an outstanding teacher of Religious Education she leads and supports her colleagues by example. She is well respected by the staff who defer to her expertise and knowledge. She is very well supported by the headteacher who ensures that the monitoring and evaluation of the Religious Education curriculum is as equally rigorous as with other core subjects. The co-ordinator attends diocesan training for her professional development and leads staff meetings to keep teachers informed of new initiatives. She is very involved in one of the parishes and with the home-school liaison teacher is also involved with the parish Sacramental Programmes. Resources for Religious Education have been audited, catalogued, supplemented and stored on disc. They are of good quality and quantity. Every class has a very attractive and well maintained focal point for prayer and outstanding displays throughout the school clearly reflect its faith life.