

## **INSPECTION REPORT**

School: St Anne's RC Primary School  
Address: Feilden Street. Blackburn. Lancashire, BB21LQ  
Telephone: 01254 580462  
e-mail address: st.annes@blackburn.gov.uk  
UNR: 119511

Headteacher: Mrs Barbara Cuff  
Chair of Governors: Mr Glyn Hughes

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Canonical Inspection under Canon 806 on behalf of the Diocese of Salford  
and inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of inspection: Thursday 31<sup>st</sup> May 2012  
Date of previous inspection: November 2008 (OFSTED)  
February 2009 by Salford Diocese  
Reporting Inspector: Sr Judith Russi SSMN

## **Information about the school**

(In consultation with the Diocesan Director of Education, it was agreed that although this Inspection fell outside of the pilot scheme time frame, it was in the best interests of the future development of the school that a direct link be made between the 5WS Inspection process and findings of the Inspection under the following categories).

St Anne's RC Primary School is an average sized primary school with 250 on role, admitting 69% baptised Roman Catholic pupils aged 3-11 years of age. However this has risen to 90% in the last two admission rounds. A growing and significant number of pupils are new to the country and many are of Eastern European origins. St Anne's has been awarded International School status and is actively linked with 14 schools across the world.

St Anne's works closely with Our Lady and St John's Catholic Arts College in a number of projects, particularly in relation to the area of specialism (the Arts).

The school also enjoys a close relationship with Blackburn College who provide access to sports facilities, the college pottery kiln and involving Year 6 pupils in the aspiration-raising programme.

The school has worked as a 'Creative Partnership School' for two years with 'Curious Minds' and has now embedded this in its teaching and learning across the curriculum..

The school serves the parishes of St Anne's and Sacred Heart. 92% of the pupils live in socially deprived areas. 71% in the bottom 25%, 49% in the bottom 10%, 39% live in the bottom 5%, 18% live in the bottom 1%, nationally for deprivation. 26.5% receive Free School Meals. The number of SEN pupils is higher than both the local and national averages at 26.9%.

Significant challenges since the last inspection include:

- Minority ethnic groups have risen 22.4% in 2008 to 42.4% in 2010 and are continuing to increase for September 2012.
- The building is gradually undergoing a redesign to comply with current building standards. New kitchens and offices have been completed. A further development phase is now pending awaiting funding.

There are 7 classes in the school and 2 Nursery sessions with extended hours.

Out of a total of 14 teachers 9 are Catholic. All teaching staff who are not Catholic are committed Christians.

## **Overall Effectiveness**

**Grade 2**

## **Capacity for sustained improvement**

## **Grade 2**

The school has made good progress with many areas that are very good with some being outstanding, particularly in the area of spirituality and spiritual education. The Governing Body and Senior Leadership Team have a clear vision of where they need to go and how to achieve this. The governors are fully supportive and act as critical friends to the school.

The Catholic life of the school permeates every aspect of the learning and relationships within the school community and provides the context for the whole learning community. Religious Education is well lead. The school has introduced the new RE programme 'The Way, The Truth and The Life', and is now ready to develop the scheme further.

The schools development plan identifies all the issues for improvement and the school is addressing them effectively.

The Senior Leadership Team recognise the importance of greater involvement by parents in their children's learning and are reviewing strategies for further partnerships.

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

1. Continue to develop links with parents and develop home learning opportunities through:
  - More frequent RE home learning activities.
  - Continuing the excellent EAL support to further engage parents.
  
2. Continue to develop assessment for learning in RE by:
  - more focused individual pupil targets identifying clear steps for improvement.
  - revisiting the marking policy to ensure diagnostic marking is in place and in line with pupil targets.
  - revisiting teacher and pupil expectations of what constitutes excellence, agree criteria for each class.
  - providing inset for all staff on assessment for learning in RE and SMSC.
  
3. Share the good practice of higher order questioning skills evident in some lessons across all key stages in order to:
  - offer greater challenge for more able pupils.
  - further develop critical thinking skills.

## **PUPILS**

### **How good outcomes are for pupils, taking particular account of variations between different groups.**

#### **Grade 2**

Pupils across all Key Stages are encouraged to reflect on the Mission Statement affirming the belief

*'that every person is created in the image and likeness of God. This belief inspires and encourages the values which are lived out every day in school'.*

Pupils referred to the fact that they are *'together in unity and harmony bringing peace to all'*. There is a pride and confidence across the school in being part of God's diverse family where each one is valued as a unique person. When asked what they valued most about St Anne's a group of pupils said being *'connected as family'*. Pupils are encouraged to reach out to those in need through engaging in activities with organisations such as CAFOD educational projects and raising funds for a wide range of charities such as St Joseph's Penny, Cornerstone, Thomas and Nightsafe, Medequip and Comic relief.

EYFS pupils demonstrated a high level of confidence in answering questions and taking part in learning activities. Teachers employed very good visual teaching aids to enable all pupils to take part. EAL support staff were proactive, innovative and highly effective in accessing learning for children new to spoken English. The use of song, movement and dressing up enhanced the story of Joseph and learning for many pupils.

Learning in Religious Education across the school was found to be mainly good with some outstanding features. The introduction of more challenging key words for the very able pupils would have improved pupil learning further.

In Key Stage 1 pupils were encouraged to be creative, independent learners. There was a good use of role play which encouraged pupils to consider more deeply the 'Why' questions in the story of Thomas. Excellent movement and mime was used in the Year 2 class to tell the Pentecost story. It was clear that pupils were really enjoying their learning and having fun doing so. The very able pupils would have benefited further from greater challenge.

Key Stage 2 pupils in Year 5 were clearly being challenged to come to a deeper understanding of the Our Father. The lesson was well planned and differentiated. Pupils worked well together. The lesson recognised the prior knowledge of the class and aimed high. The outcomes were good but the most able pupils needed deeper questioning and direction in order to understand the finer points of their task.

Pupil progress is good overall. Those with special needs are very well supported and challenged.

Pupil behaviour is exemplary. The inclusion of all pupils is central to the shared vision.

## How effective the provision is for Catholic Education

Grade 2

The Way, The Truth and The Life scheme is being introduced throughout and is well supplemented by a range of appropriate resources to meet the diverse nature of the school. The challenges facing the school due to the significant number of non English speaking families particularly in EYFS and Key Stage 1 are considerable. However the school is responding very well due to the excellent support given to pupils for whom English is their second language.

Pupils spoke very freely about the importance of religious education. Many pupils demonstrated a high level of prior knowledge and were able to make links with their learning and daily lives. In responses to questions about why Joseph's brothers were so cruel to him, one pupil was able to identify jealousy as the issue and then link it to his experience on the playground the day before. A further example of the impact of pupils learning in RE was clearly seen in an outstanding Year 6 Dance/Drama lesson focusing on the Olympic values. Pupils were able to clearly identify and relate Gospel values to significant world challenges. In exploring the issue of the misuse of power in the world today, one group identified the need to see authority as service in the spirit of Jesus washing the feet of his disciples and not as power of one person over another.

Where questioning by teachers was good or better, pupils showed a readiness for a greater emphasis on AT11 orientated teaching which calls for the application of doctrine and teaching to daily life.

Assessment of RE has been identified as a key area for ongoing development by the school. Assessment is in place and teachers are now preparing to introduce specific individual targets for each child.

Behaviour for learning was found to be outstanding. There is a joyful and focused atmosphere throughout. Pupils are proud of their school and keen to share their experiences and points of view. Pupils felt loved, valued, safe and individually appreciated for who they are. The school is well placed to take pupil leadership and involvement in decision making to a higher level.

Pupil's spiritual, moral, social and cultural education was found to be outstanding. Three lessons were observed where SMSC interventions were clearly evident. A Year 3 and a Year 4 class worked together using an Art and Crafts project to create a Spirituality Tree. Pupils were highly motivated and focused throughout. Excellent behaviour resulted in the two classes working very well together. The Year 6 Spanish lesson demonstrated an innovative and thought provoking lesson requiring the pupils to critically examine data from a sociological point of view in order to identify the social justice issues across the Spanish speaking world. The Year 6 Dance/Drama lesson challenged the class to think deeply about their beliefs and values and how these might challenge society today.

PSHE and SRE are taught throughout the school. The Governors regularly revisit the schools provision and have a clear policy of setting PSHE and SRE within the teachings of the Church and their Mission Statement. *'Sex education in school will be set against the backdrop of the school's teaching, and sited within the context not only of the child's*

*physical and emotional development, but also within that of their spiritual and moral growth’.*

## **LEADERS AND MANAGERS**

### **How effective leaders and managers are in developing the Catholic life of the School**

<b>Spirituality:</b>	<b>Outstanding</b>
<b>Word:</b>	<b>2</b>
<b>Witness:</b>	<b>2</b>
<b>Welcome:</b>	<b>1</b>
<b>Worship:</b>	<b>2</b>
<b>Welfare:</b>	<b>1</b>

The Catholic life of the school is confidently articulated and in some aspects inspirational. The many challenges facing the Governors, Headteacher and SLT are responded to with a passionate commitment for those in the greatest need.

The Catholic life of the school as seen through its Welcome, Witness, Worship and Welfare of the community permeates all aspects of school life.

The Legion of Mary meets weekly for prayer and engagement with the local community through visiting the elderly and people in need. Prayer and worship take place daily in all classes. Pupils enjoy liturgies and prayer times and respond enthusiastically. Pupils create their own prayers for publication in the School Newsletter.

The leadership of the school is not afraid to innovate and take appropriate risks in order to ensure a high level of social cohesion within a very diverse community. Community cohesion is outstanding. St Anne’s reaches out and responds to invitations and initiatives from the local and community. The School has a close partnership with St Wilfred’s Church of England Academy and has taken part in local Radio Station programmes. Students are welcomed into the school from Blackburn College, Our Lady and St John’s RC Arts College, St Bede’s RC Sports College and St Mary’s RC 6<sup>th</sup> Form College.

RE is well led by an experience member of staff. All pupils receive 10% taught curriculum time in RE. Pupils’ progress is broadly in line with literacy. Systems are in place for monitoring and evaluating pupil progress. The leadership team have identified this as a key area for whole school development to insure a more robust evidence base which will further inform teachers planning and drive up standards across all Key Stages.

Chaplaincy is provided by the Parish Priest Fr Jim McCartney and supported by Fr Robert (Polish Community). Both priests are keen to develop this area by further involving the large Polish community and empowering the pupils to take a greater responsibility in leading Chaplaincy in the school. Fr Jim McCartney is very supportive of the school, both as a

governor and Chaplain. He works closely with the school as they endeavour to strengthen links with parents and parish.