



St Anne's Catholic Voluntary Academy

URN: 146109

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

25–26 January 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

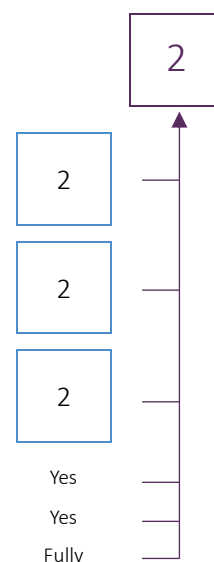
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- Leaders and governors work hard to build a strong, diverse and vibrant community where all members are valued and cherished through excellent support.
- The school provides an inclusive and supportive environment for all pupils, especially the most vulnerable.
- Relationships throughout the school are nurtured through a firm commitment to the school's Catholic mission – 'To be like Jesus: wise, caring, honest and fair'.
- Standards of teaching and learning in religious education have improved significantly since the last inspection.
- A strong commitment to professional development, and the growing influence of lay chaplains, is enhancing provision of the celebration of prayer and liturgy.

What the school needs to improve

- Develop the opportunity for a wider range of pupils to take responsibility for enhancing the Catholic life and mission of the school, in a clearly defined context.
- Give all pupils regular opportunities to develop their extended writing and responses to meaningful feedback, in order to enhance progress and development.
- Develop a clear strategy for building pupils' skills of participation in prayer and liturgy as they move through the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

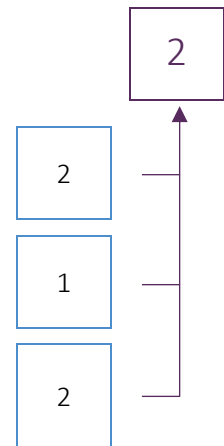
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils understand that their school is distinctively Catholic and they fully recognise what this identity means, embodied in its mission statement – *'To be like Jesus: wise, caring, honest and fair, today and everyday...'*. They are proud of their school and feel happy, confident and secure as members of its community. Pupils have a deep respect for themselves and others, witnessed in their excellent behaviour and in their welcome of all visitors to the school. This respect extends particularly to those who join the school from a different cultural or faith background, and they relish helping new pupils to integrate quickly. They are actively engaged in responding to the demands of Catholic Social Teaching, although less certain in the theological reasons for action. Pupils value the chaplaincy provision, and enjoy participating in opportunities provided, such as the weekly Bible club. They willingly take on responsibilities to involve themselves in putting faith into action, such as in the 'Mini-Vinnies' group, chaplaincy team or eco team. At present, these roles are under-developed because they do not encompass a wide range of pupils, and their area of focus is not clearly defined or understood, limiting opportunities for them to make significant impact on the enhancement of the Catholic life and mission.

The provision for the Catholic life and mission is outstanding in several aspects: staff members are united in striving for the very best for the pupils and their families, and the sense of a strong and caring community is tangible; all are valued and accepted without exception, with many examples of the school going above and beyond in supporting families, particularly those most vulnerable. Parents and carers testify to this commitment, acknowledging how they have been supported: 'The school always goes the extra mile and (if there is) anything they can do to help, they will', is a typical comment. They are overwhelmingly positive about the school, as exemplified in the comment, 'The school are fantastic at helping my child realise they can be the best version of themselves'. Pastoral care is excellent, therefore, and staff members are exemplary role models for pupils. Catholic life and mission

is clearly evident in the high quality displays throughout the school, highlighting Catholic Social Teaching, Bishop Patrick's themes, and pupils' achievements, for example. Chaplaincy provision is a growing, positive influence throughout the school. Relationships, sex and health education meets both statutory and diocesan requirements.

Leaders and governors make the development of the Catholic life and mission a clear priority. They promote the bishop's vision for the diocese through attention to his themes of 'encounter, discipleship and missionary discipleship', and ensure that that the school works with others regularly in the St Ralph Sherwin Catholic Multi-Academy Trust and with the diocesan education service. Parish links are good, with staff members and governors visible and active in the parish, and the parish priest a frequent visitor to school. School leaders are highly effective in engaging with parents, through personal availability for contact and communication channels such as 'school dojo'. There is a particular effort made to engage with parents and carers in difficult circumstances. Governors and leaders ensure that effective professional development and formation opportunities focused on Catholic life and mission are available to staff frequently, enabling them in their understanding of the Catholic ethos and how to play their part in shaping and supporting it. Monitoring of Catholic life and mission is undertaken within a structured schedule, effective in both its challenge and support of leaders. This results in good strategic decisions in planning for improvement. At present, opportunities for pupils to participate in the evaluation of the Catholic life and mission are limited.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

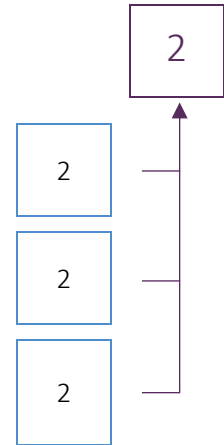
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils' development of secure knowledge, understanding and skills in religious education is good. They enjoy their religious education lessons and are able to concentrate well, engaging actively and willingly. They collaborate well with each other in paired and group tasks, and like to discuss concepts and issues at length. Their opportunities to engage in deep discussion and reflection are sometimes restricted by over-long teacher talk, but they are making good progress in knowing more, remembering more and doing more at an age-appropriate level. Their attainment, when compared with other core subjects, is good, achieving at similar levels. They recognise the importance of religious education as a subject, because 'it teaches us ...how to live and be like Jesus'. Where teaching expectations are strongest, pupils show a real care in their work, with high levels of presentation. Religious literacy is marked by good levels of recall of subject specific vocabulary, starting very effectively in early years, and continuing through the school. Pupils' capability for independence and initiative can be seen in their engagement in enhanced areas of the curriculum, such as 'mission days', although there are fewer opportunities available to them in this respect within the core curriculum. Pupils have some understanding of how well they are achieving, but do not have consistent or accurate comprehension of the marking and feedback of teachers.

Teachers across the school utilise a clear lesson structure, focused on ensuring that pupils see religious education as distinctive. Elements consistently include prayer, recap of previous learning, articulation of new learning objectives and key vocabulary, scripture readings, and tasks that foster development of the 'driver words' associated with end of year expectations. The knowledge organisers for each topic, within pupil books, are an effective tool to support learning, although these do not have consistent content inclusion across all classes or topics. The focus on retaining 'sticky knowledge' is also an effective approach, evidenced in learning grids and charts. Teachers' subject knowledge is advancing progressively, thanks to regular, helpful professional development. Teachers use good quality resources to engage and support pupils, aided by the effective intervention of teaching

assistants. Marking and feedback to pupils provides some celebration of achievement and effort, but is not consistently used to best effect, an example of which is that the purpose of highlighting of words is only partially understood by pupils. In best practice, effective questioning is used by teachers to draw out pupils' understanding, and to allow them to articulate their reflections: they are challenged to think deeply and explain in detail. Less effective practice sees teachers intervening too quickly or frequently, particularly after setting a task, giving less opportunity for pupils to respond fully, whether orally or in extended writing: the chance for pupils to show notable independence or initiative is thus somewhat curtailed.

The religious education curriculum fully addresses the requirements of the *Religious Education Curriculum Directory (2012)*. Indeed, the curriculum design has been enriched successfully by the introduction of 'mission days', a growing emphasis on Catholic Social Teaching, and further focus on the beliefs of other world faiths. Leaders and governors ensure that religious education has full parity with other core subjects, with a particular emphasis on developing staff through professional development opportunities such as the courses offered by the diocese, including the 'Building the Kingdom' programme. Staff members are very appreciative of the support given by leaders. The headteacher, as subject leader, has been instrumental in the significant improvements brought about since the last inspection: she is now being ably assisted by other senior leaders in the monitoring and evaluation of standards. Governors also play an active and effective part in monitoring through a carefully planned schedule.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

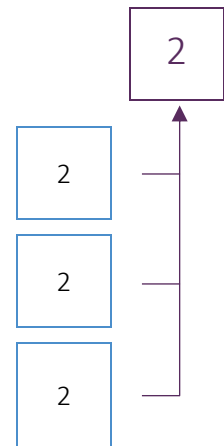
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils respond and participate well in celebrations of the word, and other experiences of prayer and liturgy. Pupils have a good knowledge of traditional prayer, enjoy singing and can maintain a respectful silence appropriately. Pupils are beginning to understand how to reflect on prayer and liturgy. Their understanding of the variety of ways of praying is developing, as can be seen in their engagement in the ritual gestures associated with the celebration of the gospel, for example. They are encouraged to see the links between prayer and liturgy, their learning in religious education, and how they live their lives, through a focus on 'mission words', the weekly 'statements to live by', and the examples of the saints associated with each class. Collaborative planning and pupil leadership of prayer and liturgy is at an early stage of development, with older pupils starting to take opportunities more regularly to have a more independent role in the organisation of celebrations. The pupil chaplaincy team assists teachers and lay chaplains in liturgical celebrations, and these pupils are starting to understand how to play a fuller role in their ministries. Examples of spontaneous prayer can be seen in all classes, displayed attractively on the designated 'prayer trees'.

The school provides a daily and weekly pattern of prayer, to reflect the liturgical seasons of the Church's year. Resources such as the 'Mark 10 Mission' and the guidance provided by the St Ralph Sherwin Catholic Multi-Academy Trust lay chaplains, as well as the opportunity to learn hymns and celebrate achievements, are all part of the regular range of celebrations each week. The school liaises with the parish priest to ensure that there are opportunities to celebrate Mass at significant moments in the year, and other Catholic traditions are marked, such as the Stations of the Cross service and a May procession in honour of Our Blessed Lady. All staff members show a commitment to model good practice to pupils. They are assisted in their leadership of celebrations in class by the knowledge and guidance provided by lay chaplains, whose growing influence is used to good effect. Thus, staff skill in helping pupils to plan and lead prayer and liturgy is starting to grow. There are strong links between school and parish to support families, and to draw them into the prayer life of the school, the harvest

celebrations and the 'prayer bear' being two good examples. The school provides a dedicated prayer focus table in each class, and there is a beautiful shrine beside the school hall for quiet contemplation, with an outside prayer space in development.

Leaders, including governors, plan a liturgical calendar that includes celebration of the Eucharist, and the recognition of the change of seasons in the Church's year, so that pupils understand the significance of Advent, Lent and Easter, for example, and so that significant days are marked, as seen in the recent celebration of the feast day of St Ralph Sherwin. The school's policy on prayer and liturgy is regularly reviewed, but at present does not give sufficient guidance on how to build skills progressively as pupils move through the school. This leads to a predominance of teacher leadership of prayer, with less opportunity for pupils to develop their independence. While the planning, organisation and structure of services is thorough, for the most part, it is not yet outstanding as ritual habits and attention to the sacred, spiritual atmosphere of each celebration are not embedded. Leaders' and lay chaplains' understanding of the different levels and skills of participation, appropriate to the ages of pupils, is good. They have started to increase the range of opportunities to develop these skills, within a defined structure that assists staff.

Information about the school

Full name of school	St Anne's Catholic Voluntary Academy
School unique reference number (URN)	146109
School DfE Number (LAESTAB)	8303501
Full postal address of the school	Lightwood Road, Buxton, SK17 7AN
School phone number	0129823589
Headteacher	Julia Wiggins
Chair of Governors/Trustees	Lorraine Gavin
School Website	www.stannesbuxton.srscmat.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Ralph Sherwin Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	5-11
Gender of pupils	Mixed
Date of last denominational inspection	4 April 2017
Previous denominational inspection grade	2 - Good

The inspection team

Alan Dewhurst
Robert della-Spina

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement