



Catholic Schools Inspectorate inspection report for
St Ann's Catholic Primary School

URN: 140441

Carried out on behalf of the Right Rev. Ralph Heskett, Bishop of Hallam on:

Date: 7 June 2023

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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	Fully

Summary of key findings

What the school does well

- Pupils behave well and are proud to be part of St Ann's Catholic Primary School.
- Relationships at all levels are strong, creating a positive community spirit.
- A consistent approach has been adopted for planning and delivering lessons in religious education.
- Pupils have good opportunities to learn about the faiths, cultures, and traditions of others.
- Leaders, including governors, are committed to developing and improving Catholic life and mission, religious education, and collective worship.

What the school needs to improve:

- Ensure that all pupils understand how well they are achieving in religious education and that they are very clear about how to further improve their work.
- Develop the subject knowledge and confidence of staff when teaching religious education.
- Increase the frequency and opportunity for pupils of all ages to plan and lead liturgical prayer in a wider range of ways, according to their relative age and capacity.

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:.....

2

Pupil outcomes

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

2

Provision

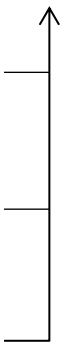
The quality of provision for the Catholic life and mission of the school

2

Leadership

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

2



Pupils at St Ann's speak warmly of their experience of the Catholic life and mission of this school. They recognise that they are children of God, highly valued and loved; they participate in activities which involve them in living out the mission of the school, 'Growing and learning with the guidance of God'. Pupils understand that they should show care and consideration for others and that this is one of the ways in which their school community spreads and shares God's love. They say, 'We learn about God. We care for each other. We are faithful. Everyone is friendly.' Pupils are conscious that following the example of Jesus means taking personal responsibility and understanding the needs and circumstances of others. As a result, pupils strengthen their relationships with their peers at lunchtime, when they participate happily and successfully in the 'family dining values' which encourage conversation, good manners, and helpfulness. When new pupils join the school, pupils are clear about the importance of welcoming them readily. Demonstrating care for those beyond the school family includes involvement in charity bake sales and collections, acknowledging the need to help 'because some countries are just war-torn'. Behaviour is good in lessons and throughout the school. Pupils are positive about their experience of chaplaincy provision; they value the school's prayer life.

Staff show commitment to the school's mission statement. They create a positive climate and calm atmosphere in the school; they are role models in demonstrating how to foster and sustain good relationships. A culture of welcome is evident at St Ann's, extended not only to visitors and parents but also through the efforts undertaken to support those in need within and beyond the school community. As a consequence, the importance of pastoral care is well

understood and the commitment to serving and supporting the most vulnerable is evident. The school environment reflects its mission and identity to some extent, though opportunities are missed to fully reflect the depth of importance of Catholic life and mission which is nevertheless seen in action and heard in conversation. Chaplaincy provision is at an early stage of development, where staff take the lead, though the commitment to its growth and development is clear.

Leaders, including governors, are committed to the Catholic life and mission of the school and place Christ at the heart of all that is undertaken. They strive to ensure that policies and procedures reflect the mission and ethos of St Ann's, recognising that this is a core responsibility. The school welcomes support from the diocese, working in partnership and acting on advice. Parish links are underdeveloped, which is an area also acknowledged in parental feedback: however, school leaders have prioritised this in their own school improvement plans. School leaders work well with parents, recognising them as the first educators of their children. The majority of parents are positive about the school's Catholic life and mission and recognise the time and care shown by school leaders for pupils and their families, saying: 'I love the community and family atmosphere'. Leaders, including governors, show commitment to the wellbeing of staff and this is appreciated by most members of staff. Governors are dedicated to their role in supporting and challenging leaders so that every pupil can flourish. They say, 'This school is a proper family' and are ambitious for the Catholic life and mission of school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

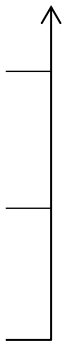
The quality of teaching, learning, and assessment in religious education.....

2

Leadership

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

2



Pupils enjoy their learning in religious education. They say that lessons are varied, fun and engaging: they particularly enjoy opportunities where baking and drama are included, as they recognise that these creative occasions help them to remember more of what has been taught. Pupils make some progress in their workbooks but this is not consistent or fully secure within classes or across the school because pupils are unsure about how well they are doing, what is already good about their work, and what they need to include to improve their knowledge and understanding. They do not know how to work at a deeper level or use the driver works to support making links, for example, between scripture, the words of hymns and prayers, and their own lives. Verbally, pupils demonstrate the ability to think ethically and theologically: they can convey the extent of their knowledge more easily when engaged in conversation rather than within written tasks. When learning about the Holy Spirit at Pentecost, pupils say: 'The Holy Spirit helps us to do good things – we get energy.' Pupils produce work in religious education which is presented well and reflects good effort. Much of pupils' self-editing time is engaged in matters related to punctuation and spelling rather than responding to the challenges of learning which are specific to religious education.

Lessons open with prayer. In the best examples, teachers talk about 'inviting Jesus into our special learning' and light candles to denote the prized place religious education holds in the school. Teachers have worked hard since the last inspection to follow an agreed approach to teaching: they recap on prior learning at the beginning of lessons; they use a 'call and response' method, so that pupils repeat and rehearse their learning aloud; they include periods of reflection in lessons. Opportunities are missed to maximise learning in lessons. This is due to an imbalance of teacher and pupil talk, because teachers reply too heavily on dominating the

discussion themselves. This also affects the pace of lessons, since there is not enough lesson time remaining for pupils to complete written or practical tasks in enough detail. However, teachers are committed to the value of religious education and are developing questioning techniques to tease out pupils' understanding. Teachers use a variety of resources to stimulate interest in lessons, though they do not draw attention to 'driver words' or make full use of display boards either to showcase good examples of work or support the pupils to deepen understanding. In the best lessons, a positive climate for learning is embedded resulting in good levels of motivation from pupils. An area of good development since the last inspection relates to the more widespread study of other faiths.

Leaders are committed to developing the quality of learning in religious education and have a vision for realising their ambition through a specific 'raising attainment plan'. The curriculum covered is appropriate in its content and scope. Positive ideas to further stimulate creativity and inspire pupils and staff are being developed, although these are in their infancy: for example, the use of tablet computers for verbal recordings of ideas, and sharing word banks and images to stimulate pupils' ideas. Leaders ensure that professional development for religious education is included in whole school plans: this development does not have direct impact in all classrooms because staff do not routinely show enough subject knowledge or confidence to raise and sustain attainment in this subject across the school. Governors are involved in the monitoring and evaluation of religious education, closely supporting the subject leader by undertaking visits and feeding back to the governing body.

Collective worship

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

Collective worship key judgement grade:.....

2

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

Prayer punctuates the school day at St Ann's. Pupils are familiar with a range of traditional prayers and a comprehensive list is available on the school website. Pupils speak positively about the prayer life of the school, saying that 'it means a lot' to the school community. Pupils cite bereavement as a specific time when faith development at school has brought comfort into their personal lives. Pupils enjoy having pupil prayer leaders in their classrooms, changed regularly, so that they can take turns to initiate prayer at different times of day. In larger gatherings, pupil-led liturgy is at an early stage: pupils have some opportunity to lead whole-school liturgical prayer, but it is unclear how often this takes place or how involved pupils are in structuring and planning for these times. Pupils respond by sharing times of silence, joining in with acclamations, and praying aloud; they do not yet actively participate in answering questions posed by pupil leaders or consistently sing readily. Pupils can recall special times in school when the community has gathered to celebrate the Eucharist: they can remember in detail the liturgy and liturgical prayer shared during Lent and Eastertide, showing their religious literacy skills in conversation. Pupils are well informed about the liturgical year of the Church and how this influences the pattern of worship in school.

The established daily pattern of prayer reflects the rhythm of the Church and its seasons. Scripture passages and themes are appropriate, although opportunities are missed to ensure that pupils across the school can fully understand what is being shared at their varying levels of understanding: pupils need support to remember the messages that have been outlined during liturgical prayer. Staff are developing their skills when helping pupils to plan and lead liturgical prayer: they do not give pupils enough freedom to generate ideas about how to present and lead liturgical prayer. A small space is set aside in each classroom focused on prayer, with some relevant artefacts and materials: there are resources available in the hall for further use in times of prayer and reflection.

Staff seek to work well with the parish, although this currently relies on their links with parishioners rather than clergy.

School leaders have an understanding of how they wish to further develop the prayer life of the school, including forging stronger parish links. Creative initiatives, such as the introduction of 'prayer bear' and 'the travelling donkey', succeed in engaging families further in the prayer life of the school as well as making links with learning in the classrooms. Sharing the 'Wednesday Word' each week supports families in making links to the Church's year and season, bringing the Gospel into pupils' homes. Parents welcome the opportunity to join the school family for liturgical prayer, saying: 'I feel as though the children are guided very well spiritually and have lots of opportunity to question and learn'. School leaders are committed to supporting staff in gaining confidence when teaching pupils how to plan engaging liturgical prayer: they have a good understanding from which to draw, and model for staff how to better support pupils in leading times of prayer and reflection and, alongside governors, they recognise the need to further develop this aspect.

Information about the school

Full name of school	St Ann's Catholic Primary School
School unique reference number (URN)	140441
Full postal address of the school	McIntyre Road, Stocksbridge, Sheffield, S36 1DG
School phone number	0114 2884281
Name of head teacher or principal	Sarah Eady
Chair of governing board	Isabella Gillespie
School Website	www.st-anns.sheffield.sch.uk
Multi-academy trust or company (if applicable)	St Clare Catholic Multi-Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	Hallam Diocese
Gender of pupils	Mixed
Date of last denominational inspection	17 February 2016
Previous denominational inspection grade	2

The inspection team

Fionuala Boucher

Lead inspector

Ellen Archer

Team inspector

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