

St Anne's and St Joseph's RC Primary School, A Voluntary Academy

URN: 150307

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

02–03 July 2025

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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

2

Compliance statement

- The school meets the 10% requirement for teaching religious education, as laid down by the Bishop's Conference.
- There are no applicable additional requirements of the Diocesan bishop.
- The school has responded fully to areas of improvement identified in the last inspection with curriculum developments, establishment of a Growing In Faith Together (GIFT) team and the development of reflective prayer opportunities.

What the school does well

- The inspiring executive headteacher, governors, and all staff are deeply committed to promoting Catholic values.
- Relationships between members of the school family are strong, warm, and caring.
- Pupils actively contribute to the Catholic life of the school through service and leadership.
- Pupils enjoy religious education lessons.
- Prayer and liturgy are central to school life; pupils participate with reverence.

What the school needs to improve

- Teachers to provide pupils with feedback that ensures all pupils understand what they need to do to make progress in their learning.
- Staff to use skilful questioning in order to deepen learning and maximise progress for all pupils.
- Pupils to take more responsibility in planning, leading, and evaluating prayer and liturgy experiences.

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

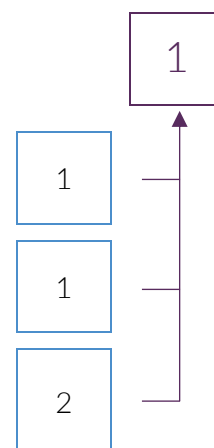
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Children at St Anne's and St Joseph's RC Primary School confidently articulate their faith, demonstrating a deep understanding of Gospel values and Catholic social teaching. They actively participate in the prayer life of the school, showing reverence and a strong sense of spiritual engagement. Pupils are proud of their Catholic identity and understand their role in the mission of the Church, both locally and globally. Their behaviour reflects the teachings of Christ: respectful, compassionate, and inclusive. Pupils seek opportunities to support others, demonstrated through charitable work for Cafod, Maundy Relief, and Helping Hands for Ukraine. They are inspired to serve others and make a positive difference in the world, living out the school's mission by putting their faith into action. The impact of Catholic life is evident in the way the school community supports one another and through innovative projects, such as the art competition where children created work to represent where they see God in school. Pupils are nurtured to become faith-filled, hopeful individuals who are well-prepared to contribute to society with integrity and love. Their spiritual, moral, and emotional development is exceptional, and they flourish in a community where Christ is at the centre of all learning and relationships.

The provision for Catholic life at the school is outstanding. The mission statement, 'With love and faith, we achieve together, for we are nothing without Christ,' is clearly understood and lived out by the entire community. Staff are proud to belong to a faith-filled, supportive family and act as positive role models, fostering a strong sense of purpose and belonging. The Catholic ethos is deeply embedded in all aspects of school life, creating a nurturing, inclusive, and spiritually rich environment where every child is known, loved, and supported to flourish. The school environment reflects its mission, with Christ visibly at the centre. Classrooms and communal areas feature prayerful displays and liturgical focal points. Inclusion spaces across the school,

such as calm areas and The ArK room, reflect the importance of respecting the dignity of each person and positively contributing to their formation. The six acres of outdoor space are being developed in line with the principles of *Laudato Si'*, including a forest school, pond, meadow, and waterfall, offering opportunities for prayer, reflection, and care for creation. The school's inclusive ethos is evident in its support for families and its commitment to Gospel values. Pastoral care is exemplary, especially for those whose circumstances make them the most vulnerable, and the school supports families in need with compassion and dignity. Partnerships with parents, the parish, and the wider community enhance the school's mission. Parents speak positively about the school's mission and its lived expression. The close relationship with the parish priest further strengthens the spiritual life of the school, and he is actively supporting the development of parish links.

Leadership of Catholic life and mission in the school is good. The executive headteacher provides values-led, visionary leadership, with a relentless drive to improve outcomes for all families. She empowers the leadership team to take ownership of Catholic life and mission, and is supported effectively by the Catholic academy trust and the diocese. Leaders are passionate and committed to promoting the Catholic identity of the school. Governors are experienced and involved in monitoring and evaluating the impact of Catholic life and mission. Their oversight ensures that improvement planning is purposeful and increasingly strategic. Pupil voice is developing, with children beginning to contribute in a planned and systematic way to the school's evaluation of its Catholic life and mission. Staff are well-supported in their spiritual and professional development, leading to increased confidence and a strong sense of wellbeing, fostered through initiatives such as Wednesday wellbeing, guardian angels, and the gem box recognitions.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

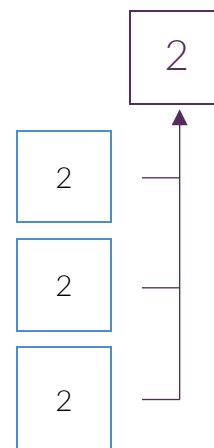
How well pupils achieve and enjoy their learning in religious education

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



Most pupils make sustained progress in their knowledge and understanding of the Catholic faith, and can apply this learning meaningfully to their own lives. Pupils enjoy religious education lessons and engage positively with the subject. Behaviour is consistently good, and pupils show high levels of concentration and respect for both the subject and one another. They demonstrate a secure understanding of key religious concepts, and can recall and explain scripture, symbols, and practices with increasing confidence. Their written work shows clear progression over time. Creative opportunities are embedded across the curriculum. For example, Year 5 pupils reflected on the life of Blessed Carlo Acutis and created posters to express why he should be canonised. Pupils are developing religious literacy and are beginning to express their views with clarity and respect. They show appreciation for other faiths. Staff use questioning to probe understanding, though pupils would benefit from more modelling of open-ended, theological questions to deepen their thinking. Pupils work independently and take initiative when given the opportunity. A range of resources to support pupils with special educational needs and/or disabilities (SEND) is accessible in all classrooms and is used effectively, ensuring inclusive and meaningful learning for all.

Religious education is given high priority in the school, receiving at least the required 10% of curriculum time and is delivered with consistency and care across all key stages. The curriculum is rooted in the teachings of the Church and is a faithful expression of the *Religious Education Curriculum Directory*. Teachers use the *Come and See* programme, offering pupils a broad and balanced range of learning opportunities. Lessons are well-structured, engaging, and creatively delivered. Teachers demonstrate secure subject knowledge and use a range of strategies to support all learners, including the effective deployment of teaching assistants for pupils with special educational needs and disabilities (SEND). The curriculum is well-sequenced, with clear

links to prior learning, helping pupils build knowledge over time. Lessons begin with consolidation of previous learning, ensuring strong foundations. Prayer and liturgy are integrated into religious education, supporting pupils' spiritual development. Relationships between staff and pupils are strong, contributing to good behaviour and a positive learning environment. Assessment is used to monitor progress, though feedback could be more targeted to guide improvement. While most pupils are well-supported, planning to extend and challenge higher-attaining pupils is not yet fully developed. Teachers value the impact of religious education on pupils' moral and spiritual growth, and provide time at the end of lessons for reflection, which deepens pupils' understanding and faith.

Leaders, including the religious education subject leader and senior leadership team, are committed to ensuring religious education remains central to the life of the school. They promote the subject with enthusiasm and ensure it is well-resourced, well-planned, and delivered consistently across all year groups. The curriculum is regularly reviewed. The subject leader is passionate and determined to drive improvement. She provides valuable support to colleagues; shares good practice; and fosters a culture of high expectations. Her monitoring is beginning to reflect the positive impact of recent developments. She has actively sought support from other subject leaders, the diocesan adviser, and the Catholic academy trust, whose input has helped empower school improvement. Staff are supported through regular professional development and collaborative planning, with a strong commitment to ongoing formation. Teachers feel confident to seek advice and are well-supported in their delivery of religious education. Governors are becoming more actively involved in monitoring, and are keen to deepen their understanding of curriculum expectations and progression. Leaders are reflective and responsive, using monitoring outcomes to inform strategic planning and ensure religious education continues to grow in strength and impact.

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

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

2

Pupils participate with reverence, enthusiasm, and a growing sense of spiritual awareness. They understand the importance of prayer and worship, and respond positively to opportunities for reflection, praise, and thanksgiving. Pupils are respectful and engaged during acts of worship. They demonstrate an understanding of the sacred, and a willingness to encounter God through prayer. Many pupils are beginning to take an active role in planning and leading worship, particularly through class celebrations of the Word, assemblies, and the chaplaincy team. They show creativity and thoughtfulness when preparing readings, prayers, and symbolic actions, and are developing confidence in leading their peers. Pupils understand the liturgical calendar and can speak with increasing insight about key seasons and celebrations. Collective worship contributes significantly to pupils' spiritual and moral development. Pupils are clear about the structure of prayer and can describe the components of gathering, listening, responding, and going forth. They reflect meaningfully on their own lives, the needs of others, and the wider world. Pupils value quiet, prayerful moments and can articulate how prayer shapes their lives. While engagement is strong, further development is needed to support pupils in evaluating the quality of worship they lead and identifying ways to improve. Occasionally, prayer sessions become more instructional than reflective, limiting deeper spiritual encounter.

Prayer and liturgy are central to daily life and are thoughtfully planned to reflect the liturgical calendar, Gospel values, and the spiritual needs of the community. A range of worship opportunities is offered, including whole-school liturgies, class-based prayer, assemblies, and sacramental celebrations. All of these are inclusive and meaningful. Scripture is well-chosen and seasonally relevant, helping pupils to engage and make connections with their own lives. Staff are committed to creating prayerful, reflective experiences, and are supported through regular training. Resources such as music, symbol, and pupil-led elements enhance the quality of

worship. Pupils are increasingly involved in planning and leading worship. There is scope to embed this more consistently across all year groups. The physical environment supports worship, with well-maintained prayer spaces in classrooms and communal areas. The chapel is regularly used by staff and pupils, and additional prayer spaces are available for members of the school community from other faiths. Traditional prayers are incorporated daily, and the parish priest has enriched worship by teaching pupils British Sign Language for key prayers. Initiatives such as stay, pray and learn sessions and joyful singing through the Salford School Singing Programme further strengthen the school's vibrant prayer life.

Senior leaders, the religious education subject leader, and governors demonstrate a clear commitment to ensuring that prayer and liturgy are central to school life. They provide a well-structured programme of celebrations that reflect the Church's year and support the spiritual development of pupils and staff. The school's policy on prayer and liturgy is well-formulated, accessible, and used by staff when preparing worship. They model expectations and provide regular training and support to staff, including opportunities from external providers, which has increased staff confidence. All staff are encouraged to lead worship. Leaders have a clear strategy for developing pupils' skills in leading worship, though this is still embedding. Governors and leaders monitor and evaluate the quality and impact of worship through feedback and reports. Leaders are reflective and committed to improvement, actively seeking pupil voice and working closely with the parish to ensure worship remains a meaningful and enriching experience for all.

Information about the school

Full name of school	St Anne's and St Joseph's RC Primary School, A Voluntary Academy
School unique reference number (URN)	150307
School DfE Number (LAESTAB)	8882023
Full postal address of the school	St Anne's and St Joseph's RC Primary School, A Voluntary Academy, Sandy Lane, Accrington, BB5 2AN
School phone number	01254233019
Headteacher	Sinead Colbeck
Chair of governors	Rebecca Nightingale
School Website	https://www.sasj.lansc.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Romero Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	16 th November 2016
Previous denominational inspection grade	Good

The inspection team

Annemarie Bell
Lisa Corrigan

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