

# Annecy Catholic Primary School

URN: 146786

Catholic Schools Inspectorate report on behalf of the Bishop of Arundel & Brighton

06–07 June 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

2

#### 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 curriculum requirements laid down by the Bishops' Conference

Yes

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

Yes

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

Fully

2

## What the school does well

- Annecy school provides a calm, safe and secure environment. The whole school community recognises and contributes to the strongly Catholic ethos which positively impacts relationships within the school and the wider community
- Being a member of the Annecy school family leads pupils to understand they are loved as a child of God and to recognise their mission within the school and, increasingly, with their global neighbours
- The religious education leader together with the wider leadership team is instrumental in planning for and implementing measures to empower teachers throughout the school to deliver effective lessons
- Prayer and liturgy is a strong feature of the school's daily practice; its variety is designed to engage pupils at all stages of their faith journey

## What the school needs to improve

- Secure pupils' understanding of the principles of Catholic social teaching so that they can articulate not only what they are doing but why they do it in relation to their mission within the church
- Ensure that tasks in religious education lessons are designed consistently with appropriate adaptation, challenge and creativity to allow all pupils to demonstrate their knowledge and understanding
- Facilitate greater independence in all pupils, relative to their age and experience, to plan and lead prayer and liturgy

## 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

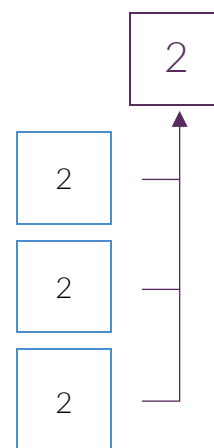
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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



Annecy school prides itself on creating and nurturing a family atmosphere where everyone is valued and respected as a child of God. This ethos extends to parents, carers and all visitors to the school. Most pupils feel, happy, confident and secure; they appreciate belonging to the Annecy family and embrace the teaching and example of Jesus as expressed in the gospels and exemplified in their mission statement: 'For with God, nothing shall be impossible.' Pupils are beginning to connect their mission to Catholic social teaching. Year 1 pupils displayed their 'peacemaker' posters throughout the school, sharing their good news with simple examples: 'You need to forgive', and 'Be calm and love everyone.' The 'Guardian Angels' initiative, which links Year 6 and Year 1, is treasured by pupils and parents who say, 'It has the children growing and working together.' In line with Annecy values, pupils demonstrate respect and friendship for themselves and others, all made in the image and likeness of God. 'I see Jesus everywhere in this school. He is in the face of everyone I meet.'

Staff commitment to the implementation of the mission statement is evident in the way it forms a natural part of their dialogue with pupils. For example, in support of the behaviour strategy, a quick prompt is enough to draw pupils back to the values of respect or forgiveness. Staff lead by example, living out the school's mission through acts of service such as attending parish sacramental celebrations or helping pupils make friendship bracelets or run a lunchtime quiz to support a cancer charity. Staff provide a high level of pastoral care and there is a genuine commitment to the most vulnerable with staff immediately available to intervene for a pupil in need. Pupils self-refer using the Worry Box; they also have access to the Thrive practitioner and Thrive room: 'It's a helpful place to reflect and talk about our feelings.' This investment in inclusion and well-being is mirrored in the work of the PTA, whose mission this year is to ensure

'everyone is included', for example by providing each pupil with the same pocket money to spend at the Christmas fair and financing an educational visit for the whole school.

School leaders worked closely with the diocese to produce the children's mission statement which has had a visible impact on school life, most notably on behaviour. Governors work closely with school leaders to support the continual drive for improvement and identify a new 'calmness' in the school following a period of change and uncertainty. They readily identify the school's key priorities and recognise that success is rooted in strengthening the Catholic life and mission. There is a flourishing partnership between the school and its local parishes. Two retired members of the clergy, one a governor, are regular and welcome visitors. They place themselves at the service of staff and pupils, being concerned for their spiritual and moral development as well as their pastoral well-being. Recognising parents as the first educators of their children, the school is open and welcoming. In return, many parents praise the Catholic ethos which, for some, has had a transformative effect on a pupil who has failed to flourish elsewhere: 'Annecy has proved to be very supportive to my child's needs in times of distress.' Effective induction programmes enable all staff to participate in and contribute to the Catholic life and mission. One comments, 'Not only does (working in this school) nourish my own Catholic life, but it is a special gift to be able to share and spread God's Word, encouraging children and their families to form their own relationship with Jesus.'

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

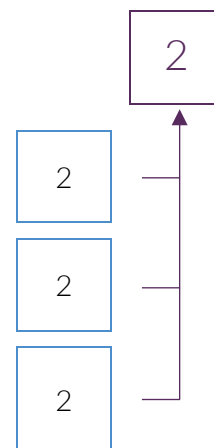
How well pupils achieve and enjoy their learning in religious education

#### 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 approach their learning with interest and enthusiasm, particularly those lessons which allow them to show their knowledge and understanding creatively. Acquisition of religious vocabulary starts in the Early Years where children use their special words confidently. They know that a very close friend of Jesus is a 'disciple' and that 'Jesus is the light of the world.' Discussing the feeding of the 5000 and Jesus walking on water, they recognise 'only Jesus can do miracles,' and this means, 'He must be the Son of God.' In Key Stage 1, pupils spontaneously debate the best symbol for the Holy Spirit: flames or the dove? Asking 'I wonder' and 'Big Questions' such as: 'How did Jesus send his Holy Spirit down?' is a key feature of all lessons and encourages pupils to be curious learners. In discussion pupils show that they are beginning to reflect spiritually and think ethically. In a lesson on forgiveness, pupils understood the importance of saying sorry but recognise that this can be hard and sometimes forgiveness takes time. Referencing Matthew 18, 21-22, one said: 'I would forgive them how(ever) many times they did it.' Upper Key Stage 2 pupils make links to prior learning to illustrate how religious beliefs influence people's lives whatever their faith, linking the Beatitudes to the examples of Malala Yousafzai and Maximilian Kolbe. Most pupils make relevant contributions to discussion, but some find accessing written tasks challenging.

Teachers plan lessons using a variety of strategies including Godly play, video clips and effective partner talk to maintain pupils' interest. As a result, behaviour for learning is good across the school. Pupils' responses are often celebrated in the moment, using 'Shining Light' awards to affirm effort or recognise friendship, which supports good levels of motivation. Teachers are enthusiastic about religious education and promote it as an interesting and exciting subject, however pupil voice surveys reveal that pupils want more opportunities to respond creatively. Alongside this, appropriate challenge and adaptation should be provided consistently to allow greater independence, individuality and depth in learning outcomes.

Leaders and governors ensure that religious education meets all requirements of the Bishop and diocese. The school engages fully with the diocese for training. In anticipation of further implementation of the *Religious Education Directory*, those who have already attended training share techniques and resources with other teachers to enhance their teaching practice. The subject leader has a clear vision for improving teaching and learning and a good level of expertise to implement it. With her support, staff confidence and subject knowledge has grown. Staff value her expertise and availability. She has become instrumental in raising standards in teaching, however the impact on pupil outcomes is not yet consistent across the school. She arranges enrichment opportunities for pupils and staff, such as the Wintershall trip, generously supported by the parish. A comprehensive monitoring schedule is in place. Governors join in monitoring activities and receive half-termly reports on standards and attainment. Moderation takes place internally and within the Bosco trust. Planned moderation with schools across the deanery will strengthen the validity of these judgements. Leaders and governors are committed to securing and maintaining improvements in attainment for all, 'not some, or many,' and ensure that the subject leader has adequate time and resources to achieve this.

## 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 experience a variety of prayer and liturgy. They are familiar with the language of formal prayer but also at ease with forming personal prayers. Pupils' prayers are displayed throughout the school. Examples include prayers linked to their knowledge of the world, such as 'for our brothers and sisters suffering due to war in Israel and Palestine', and to their growing awareness of Catholic social teaching: 'Lord, we know that human dignity means we need to treat everyone equally. Give us the strength to do this every day. Amen'. These examples of making links to the principles of Catholic social teaching are beginning but not yet embedded across the school. In all prayer and liturgy observed, pupils engage reverently, reflect in silence, join in community prayer and sing with confidence and great enjoyment. In the Year 6 whole school liturgy, pupils prepared the prayer focus; they explained the choice of liturgical colour, 'green for the growing season', and the placement of the open Bible, 'because Jesus speaks to us through the scriptures.' Pupils understand a variety of ways of praying that are part of the Catholic tradition including the use of scripture, symbols, meditation, Lectio Divina, and liturgical music. They are eager to lead as well as participate in ways appropriate to their age, from choosing how to gather, 'by holding our neighbour's hand', to playing a musical instrument or sharing personal prayers. Pupils are well supported by staff and clergy and benefit from a clear progression of skills in this area, although currently much is teacher-directed.

Prayer is central to the life of the school and forms part of routine gatherings of pupils, staff or leaders. Inspectors were invited to join the staff briefing and share the prayer of St Francis de Sales, Be at Peace, at the start of the inspection. The established prayer and liturgy timetable provides a range of experiences for all. These include weekly celebration of the Word, celebration of the Eucharist to mark special feasts and occasions in the life of the school and Reconciliation during Lent and Advent. Prayer focus tables in classrooms and throughout the school reflect the liturgical seasons and often include children's personal prayers. Staff model personal prayer and encourage pupils to speak to Jesus as to a friend for help and courage. Meditation is established throughout the school and pupils look forward to this time of calm.

Leaders including governors offer regular opportunities for the professional development of all staff including in the planning of prayer and liturgy. This has been supported by the diocesan advisor. The link governor attends and observes the monitoring of prayer and liturgy, and pupils are beginning to participate in its evaluation. The positive impact of these practices is seen in the variety of worship opportunities provided and pupils' engagement. Early career teachers as well as experienced members of staff speak of positive induction and continuous sharing of best practice by the leadership team and by retired clergy who volunteer in school regularly. The subject leader's Prayer and Worship handbook supports each year group in further developing good practice which is age appropriate and accessible to the pupils with the result that some pupils are now ready to take a more independent role in planning liturgies. Leaders work well with families to involve them in the prayer life of the school and support the developing prayer life of pupils; this includes invitations to school liturgies and Masses and a special outreach to families via the Prayer Bag, an initiative which came from the RE Council. This invitation to pray as a family has been well received and is treasured by many parents and pupils.



## Information about the school

Full name of school	Annecy Catholic Primary School
School unique reference number (URN)	146786
School DfE Number (LAESTAB)	8453345
Full postal address of the school	Annecy Catholic Primary School, Annecy Catholic Primary School, Sutton Avenue, Seaford, BN25 4LF
School phone number	01323894892
Headteacher	Lucie Brown
Chair of Local Governing Body	Siobhan Cox
School Website	<a href="http://www.annecy.org.uk">www.annecy.org.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bosco Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	29 March 2017
Previous denominational inspection grade	Good

## The inspection team

Hilary Blake  
Michael Lobo

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