



Diocese of Arundel and Brighton

INSPECTION REPORT

St Anne's Catholic Primary

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DFE Number: 936/3922

Headteacher: Ms Anne Coleman

Chair of Governors: Mr James Wilkinson

Canonical Inspection under Canon 806 on behalf of the Bishop of Arundel & Brighton
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 7th July 2010

Date of previous inspection: 11th June 2007

Lead Inspector: Mr Stephen Beck

Associate Inspector: Mrs Penny Rickard

Description of the school

The school is voluntary aided. It is situated in the Weybridge Deanery of the Diocese of Arundel and Brighton. It is maintained by Surrey LA. The principal parishes which the school serves are St Anne's Chertsey, Holy Family, Addlestone and St John Fisher, Shepperton. The proportion of pupils who are baptised Catholics is over 90%. The average weekly proportion of curriculum time given to religious education is 10.5% in all key stages.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 420. The attainment of pupils on entering the school is broadly average. The proportion of pupils eligible for free school meals is below average. The school has more than the expected number of pupils with special educational needs which in the main relate to pupils having moderate, speech or specific learning difficulties resulting in 31% receiving extra support in class. The proportion of pupils from minority ethnic groups is high but fewer than average speak English as an additional language.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness of this Catholic school

The school remains rooted in the philosophy of St John Bosco, 'It is not enough to love children, they must know they are loved' and this is evident throughout the school. St Anne's is an outstanding school. There is clear evidence of a whole school focus on creating and sustaining an environment which reflects Gospel values and provides every opportunity for pupils to achieve high standards in all aspects of their Catholic education. Pupils are excited about their school and enjoy their time in an environment that is welcoming to all.

The Mission Statement is shared and owned by the whole school community with both long and shortened versions being used in a variety of contexts. It is issued to parents on their child's admission to the school, displayed throughout the school and articulated by the pupils.

The highly dedicated Headteacher provides strong leadership that is built on the premise that all have a contribution to make to the school community, that this contribution should be valued and in turn all should be supported to reach their potential. The exceptionally cohesive nature of leadership at the school is highly effective and a strength.

The school cites in its excellent self evaluation that its Mission Statement is based on the concept of 'respect for all' and this is lived out in the day to day life of the school. This marks the school as a supportive Christian community where each individual is able to grow in their understanding of faith and this underlies all that the school does. Strong parish links are fostered and the school is well supported by the Parish Priest who is proud of the school and takes an active role in many aspects of the life of the school, including supporting the Religious Education curriculum. His input is both valued and appreciated.

The home school parish links are particularly strong at St Anne's. This was reflected in almost a third of the parental questionnaires being returned with an unusually 100% positive response that saw not one respondent rating any question below the 'neither' category.

Grade 1

Improvement since the last inspection

The school has successfully addressed the issues raised in the last inspection but it is noteworthy that it continues to see these areas as being ongoing by nature and is accordingly continuing its work to consolidate assessment and planning.

Grade 1

The capacity of the school community to improve and develop

The drive for improvement is evident as is the non acceptance of complacency as an option. The Mission Statement is visible throughout the school and is referenced in documentation and policies. The questionnaire responses reflected a unanimity of pride in the school by all involved but is tempered by an underlying determination to maintain and build on the school's current successes. As a result the school undoubtedly has a strong capacity to improve further.

Grade 1

What the school should do to improve further

There are no significant areas for improvement. The school should continue to maintain and build upon its numerous strengths. It may wish to consider;

- Increasing opportunities for wider staff involvement in the moderation of pupils' work
- Reviewing marking to secure a wider use of developmental marking

The Catholic Life of the School

Leadership and management

The leadership and management of the school is highly effective at all levels and this is a great strength of the school. It is collegiate in nature but with a focussed direction. The Governing Body, Headteacher and all members of staff, as well as the wider parish, are committed to, and involved in, the mission and life of the school. The governors' strong involvement and interest in developments in the school and clear confidence in the management team on a day to day basis have secured a true management partnership that benefits and supports the effectiveness of St Anne's. They are both supporting and challenging and have a clear understanding of the school's strengths and areas for development.

Parents are encouraged to be actively involved in their children's education through a range of means including topic and religious education evaluation sheets. Relationships with parents and the local community are outstanding.

The school operates an open door approach reflecting its support for parents as 'first educators'. This approach centres on the creation of a warm welcoming friendly and vibrant school which is successfully achieved. It has enabled school leaders to work exceptionally closely with parents, who are proud of their school. The school is currently reviewing its religious education curriculum with a view to substituting its current scheme 'Here I Am' with an alternative scheme 'The Way the Truth and the Life'. Governor involvement in this decision will be managed through the Governors' Religious Education Committee, a committee which adds to the high profile given to this curriculum area.

Grade 1

The Prayer Life of the School

St. Anne's benefits from close proximity to the parish church, which is utilised to good effect with classes visiting and services being attended. The school based liturgies effectively complement celebrations in the church.

The school more than fulfils its statutory obligations in regard to collective worship. There are strong religious education and collective worship policies that explicitly place prayer at the centre of all activities at the school. There is a shared act of worship every day and all classes start and end the day with reflective prayer. There is a wide range of activities to support the prayer life of the school. These include a Prayer Club, Bible story telling sessions, class prayer books and a prayer board in the school hall and entrance. This well established broad range of prayer opportunities is well supported by the pupils' good knowledge of the traditional prayers of the Church, excellent knowledge of Mass prayers and responses, spontaneous prayers and prayers the pupils have composed themselves. The pupils spoke with knowledge and affection about the Rosary and initiated discussion about the links this prayer has to the months of May and October.

The school has an excellent programme of religious education days for Years 1, 3, 5 and 6 with Year 4 taking part in an annual retreat day led by a former governor.

Display and focal points are of a very high standard, interactive and well used. It was noteworthy how, on occasions, lessons begin with the formation of a specific focal point at the centre of the classroom for an opening prayer and reflection linked to the lesson content.

In an assembly attended, pupils were very reverent and focussed. The theme of the assembly was based on the television programme 'The Apprentice', which was well chosen. It had been well planned and provided an excellent range of opportunities for participation through questions and answers, role play, reflection, prayer and singing. Pupils clearly enjoyed the use of actions during prayer and singing and these were age appropriate and utilised appropriately. ICT was well used to provide a focus for reflection and was in turn supported by a focal point at the front of the hall.

Parents feel very welcome to attend the school and parish celebrations which they say reflect the schools 'open door policy'.

Grade 1

How effectively does the school promote community cohesion?

St Anne's provides many opportunities to develop the cohesiveness of the school community through the provision of an interesting, relevant, broad and challenging curriculum. The school promotes community cohesion well, with relationships among pupils being very positive within a close knit community. The school engages an increasingly diverse local community and encourages pupils to understand the world beyond school.

In its religious education, personal health, social and moral programmes, St Anne's teaches its pupils to be aware of their own identity, their own differences and to value those attributes and the gifts and talents of others.

As part of its teaching of other faiths, which received much praise from parents, links have been formed that facilitate an annual visit by pupils to a local Sikh temple.

As one parent wrote, "... Each member of staff be it teacher or office staff treat each child as their own. The bond of love can be seen and felt across all races without any distinction. A true Catholic school."

Over a period of time the school has supported a broad range of charities including, CAFOD, Children in Need and Red Nose Day. Recently the school raised over £1000 for the Haiti Appeal through a coin track and mufti day.

The school council plays an outstanding role within the school. It is well organised and members have a good understanding of the Catholic nature of their school and the impact it has on their lives.

Grade 1

Religious Education

Achievement and standards in Religious Education

Attainment on entry to the school is generally average. Pupils at St Anne's achieve high standards that exceed expectations, with levels of attainment at each key stage being high in relation to attainment on entry. Expectations in religious education are very high and never less than those for other core subjects. Pupils demonstrate consistently strong levels of self motivation, enjoyment and enthusiasm in their learning. Behaviour is of an exceptionally high order and children are very polite and welcoming to visitors. The children operate in an outstandingly caring and supportive educational environment that encourages self confidence and the ability to participate fully in their learning. Pupils work very effectively independently, in pairs and in groups. They are particularly articulate. Pupils throughout their time at St Anne's are gaining in knowledge of the Catholic faith and are able to relate this and apply it to their daily lives. They are well provided for in class through the effective use of support staff, who are both proactive and discreet in what they do. The teachers' approach to building on previous learning and prior attainment is a strength of the school.

Grade 1

Teaching and learning in Religious Education

Lessons are well planned with learning intentions being clearly identified and shared. Classroom management is particularly strong and pupils generally rise to the high expectations set by teachers. The school has developed strong religious education assessment that is integral to the teaching. Teachers could now take a greater part in whole school moderation of religious education work.

Marking is of a high standard and consistent across the school but would benefit from a more developmental approach rather than the current predominantly summative approach. Pupils undertake self assessment which enhances their learning.

Teaching is of a high standard with no lessons seen being less than good. Teachers build successfully on previous learning and provide supportive and challenging classroom environments through the consistent use of excellent open ended questioning. They use praise and affirmation regularly which supports the development of self confidence in the pupils. A broad range of cross curricular links is evident in all religious education lessons. An outstanding lesson seen on the subject of 'Special Places', was well paced, made good use of ICT, developed knowledge of Biblical texts and provided excellent differentiation, achieving a high standard of outcomes through varied activities such as the production of a fact file, itinerary, leaflet and poster. In another lesson seen pupils' concepts of travelling between places was greatly enhanced by the teacher sharing her own life experiences of places special to her. This set the context effectively for pupils to explore places that were special to Jesus. In other lessons pupils were able to explain the significance of the 'Heart of Jesus' as a sign of love and demonstrated a good understanding of psalms, writing their own with confidence. There is a good balance between teacher led learning and pupil initiated learning with frequent opportunities for practical involvement, where for example, pupils were very animated in the setting up of a prayer box.

As a parent wrote, "My children have a very strong knowledge of their faith..... aided by their RE lessons at school, and by the general moral and spiritual teaching in everyday school life."

Pupils benefit greatly from a range of opportunities to serve their school through peer mentoring and older pupils supporting younger pupils.

Grade 2

Quality of the curriculum

The school's religious education curriculum is well organised and given a high profile as a core subject. The approach to this curriculum area is one that facilitates the use of a variety of teaching methods and styles that are effectively used to engage and stimulate pupils' learning. Religious education workbooks are of a consistently good standard of content and presentation. Religious education is not taught in isolation and quite correctly underpins the life of the school. It builds successfully on prior attainment and on the religious foundation pupils receive at home, relating well to their own life experiences.

The school currently uses the Diocesan recommended religious education scheme, 'Here I Am', but is piloting a new scheme, 'The Way the Truth and the Life', in Year 4. The governors, in consultation with staff, plan to review the pilot with a view to possible adoption of the new scheme throughout the school as a rolling programme. Pupils report considerable enjoyment of their religious education lessons. ICT is effectively used throughout the teaching of this subject. The programme for Education in Personal Relationships provides excellent opportunities for spiritual and moral development and is firmly rooted in the Catholic tradition. Parents are well informed of the content and are very happy with the school's practice. The programme is seen very much as part of a whole school programme that is age appropriate. Consideration could be given to elements of the Year 6 programme being brought into Year 5.

Grade 1

Leadership and management of Religious education

The religious education coordinator is coming to the end of her first year in this role. She is hardworking, dedicated and committed, with her approach demonstrating an ability to give and receive constructive feedback from colleagues in an open manner. This reflects the genuine desire of all staff to further enhance their teaching.

The coordinator has been well supported by the Headteacher and previous coordinator in taking on her coordination role. The curriculum area has a good budgetary allocation with additional funding being given a priority where a need is identified. Teaching and learning in religious education benefit greatly from excellent subject leadership. St Anne's has very clear monitoring strategies in place that maintain religious education as a high profile core subject central to the academic life of the school. This is reflected in a parent's comment which stated, *" St Anne's is the warmest, most community spirited environment I have ever encountered and I am so pleased my children attend. The leadership shown and care given is outstanding and an example to all. Attention to detail and communication with parents is really strong."*

Grade 1