



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 100629

**St Anne's Catholic Primary School
6 Durham Street
London
SE11 5JA**

Inspection date: 30th September 2016

Chair of Governors:	Ms Caroline Maughan
Headteacher:	Ms Catherine Davis
Inspectors:	Mrs Ann Oddy Ms Angela Rundle

EDUCATION COMMISSION

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SECTION 48

Introduction

Description of the school

The school is voluntary aided. It is situated in the Cathedral Deanery of the Archdiocese of Southwark. It is maintained by Lambeth local authority. The principal parishes which the school serves are St Anne's, Vauxhall and St Francis de Sales, Stockwell. The school also has close links with the Spanish and Portuguese chaplaincies. The proportion of pupils who are baptised Catholics is 85%. The average weekly proportion of curriculum time given to Religious Education is 10% in all Key Stages.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 425. The attainment of pupils on entering the school is below average. The proportion of pupils eligible for pupil premium funding is above average. Five pupils have statements of special educational needs or education and healthcare plans. In addition, 24 pupils receive support for special educational needs. Most pupils come from a wide range of minority and ethnic heritages. The school has an exceptionally high number of pupils who speak English as an additional language, with many pupils at an early stage of learning English.

The Headteacher was appointed in 2015.

Date of previous inspection:	19 th October 2011	Overall Grade:	2
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Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

St Anne's is a warm and welcoming school with a strong Catholic ethos. Pupils flourish in its supportive and inclusive atmosphere. They make good progress and achieve well both academically and spiritually. All members of the school community are committed to the school's mission as summed up in their motto, 'Let the light of Christ shine in our school.' Pupils are happy and show exemplary behaviour in lessons and around the school. Parents and carers are encouraged to be part of the school community. They are appreciative of the caring atmosphere the school offers and of its Catholic ethos. One wrote "We are more than happy with the way they are taught to follow the faith at this school." Standards in Religious Education are good. Pupils enjoy their lessons and achieve well, taking pride in their work. Religious Education lessons encourage pupils to think deeply and to carry the message of the scriptures into their lives. The Catholic life of the school is central. Links with the parishes and priests enrich the school's programme of liturgical celebrations. The parish priests are frequent and valued visitors to the school. The school's Collective Worship offers pupils the opportunity to come together as a worshipping community, deepening their relationship with God. A parent wrote that when she commended her child for being kind and thoughtful, she replied "That's what Jesus wants us to do. My teacher taught me this at school."

Leaders and managers are committed to the school's mission and are fully involved in all aspects of school life. Areas for development identified by the last inspection have been addressed.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Further develop and embed the school's systems for assessment and pupil tracking in Religious Education, bringing it in line with other core subjects and facilitating identifying the progress of individuals and groups over time and identifying trends.
- Focus on supporting pupils in achieving higher levels in Religious Education by offering appropriate challenge, with related assessment opportunities.

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

The Catholic life of the school embraces and engages its pupils. It is inspired by the mission statement, which is clearly displayed in the school and by the school motto "Let the light of Christ shine in our school." The mission permeates all aspects of daily life within the school including in outreach to the wider community. Pupils are willing and active participants in the school's Catholic life. They understand their responsibilities towards others and are proud to serve. They respond well to opportunities to take responsibility; examples include the Happy Helpers, Peer Mediators and St Anne's Angels. Pupils benefit from close links with their local and parish communities and from links with the wider Catholic community of other Catholic schools and the Diocese. They enjoy participating in deanery and Diocesan events. Pupils recognise and celebrate the diversity of their school community, enjoying international evenings and including prayers written in other languages in their prayer and worship. Pupils appreciate the need to help others and are active in fundraising for local, national and global charities. The supportive and inclusive nature of the school encourages pupils to achieve their full potential, nurturing pupils' academic and spiritual development. Pupils of all abilities make good progress and achieve well. Pupils with special educational needs and disabilities are appropriately supported and a programme for more able or gifted and talented pupils provides additional enrichment activities for higher achievers.

The school's Catholic life encourages all pupils to develop spiritually and morally, enhancing their relationship with God. In addition to a rich programme of liturgies and celebrations, meditation, reflection and the use of Philosophy for Children (P4C) nurture pupils' spiritual growth. Pupils' behaviour is excellent, both in lessons and around the school. During this inspection, pupils were exceptionally well behaved at all times. They were very considerate of others and knew that it was part of the school's mission to be kind and forgiving to each other. They enjoy coming to school. One pupil said "St Anne's is a happy place - like rainbows and sunshine."

Parents and carers are welcomed into school and encouraged to be partners in their children's education. In recognition of the diversity of the school community, other languages feature in the school's Collective Worship and class prayer books.

How well pupils achieve and enjoy their learning in Religious Education

School data indicates that pupils have attained well in Religious Education over the past two years, with the great majority achieving age related expectations. Standards were particularly high in Key Stage 1 in 2015, with 96% of pupils achieving Level 2 or better. In 2015, in Key Stage 2, a significant majority of pupils achieved Level 4, despite a high proportion of pupils with a wide range of special needs. Relatively few pupils achieved the higher levels at Key Stage 1 or Key Stage 2; the school should now consider this as an area for development.

Pupils clearly enjoy their Religious Education lessons and consider it an important part of their learning. Pupil interviews reflect this. School monitoring shows that pupils have a positive attitude to Religious Education and pupil interviews conducted as part of this inspection validated this. One pupil said "Religious Education is important because we learn about the inspiration for our school" and another spoke of learning about "our religious family."

How well pupils respond to and participate in Collective Worship

Pupils know that prayer and worship is an important part of the life of their school. The school day starts with parents and pupils coming together for the school prayer, asking for God's help and blessing in making "St Anne's a happy place." This provides a calm and reflective start to the day. Pupils take an active part in assemblies, Masses and liturgies. They are encouraged to participate in planning these and supported in leading and delivering them. Pupils' own prayers are used in class Masses and daily prayer, including prayers written in the home language of children for whom English is an additional language. The school plans to extend the active participation of pupils through forming a Spiritual Leaders group who will take on responsibility for aspects of the spiritual life of the school.

Pupils respond well and participate reverently in the school's Collective Worship. They enjoy the music, singing and communication of God's message. They appreciate the importance of coming together as a worshipping community and the need to include all, whilst understanding respect for the beliefs of others.

The class assembly observed as part of this inspection was on the theme of Harvest. Pupils entered the hall quietly and reverently. The assembly was led and delivered entirely by pupils, who spoke clearly, acted with enthusiasm and sang joyfully. It had a clear message and was well received by the congregation, who were attentive and engaged despite having few opportunities to contribute directly. Pupil experience would be enhanced by more opportunity for all to contribute, possible examples being in singing, joining in the prayers and the provision of opportunities for private prayer or reflection.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

Leaders, governors and managers are deeply committed to the Church's mission in education and to exemplifying this at St Anne's. "Christ is the reason for this school" is explicitly stated and it is clear the school community reflects this in the activities of school daily life and their behaviour towards each other. The life of the school reflects the liturgical year and Catholic events; the Year of Mercy is celebrated in the 'doors of Mercy' and promotion of the works of mercy which pupils can participate in.

School leaders and governors have a clear vision of the school's mission, the importance of its Catholic life and the spiritual development of the pupils. The Headteacher has recently introduced regular (termly) reporting to governors on the Catholic life of the school, to keep them informed and as part of their monitoring role. Governors participate in events and celebrations and monitor and contribute to the school development plan, which includes aspects of the school's Catholic life. The school's self-evaluation form (SEF 48) is accurate and reflective and should now be shared more widely and contributed to by all leaders and managers.

School leaders actively promote Catholic education, participating in the Lambeth Catholic Schools Partnership and encouraging parents to consider Catholic secondary schools. The school has good links with both primary and secondary Catholic schools in the area.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

The school has a comprehensive system of monitoring and evaluating Religious Education standards and provision. Assessment data is collected termly and recently introduced pupil tracking enables individual pupil progress to be monitored, with support put in place as appropriate. The Religious Education Subject Leaders monitor standards with regard to pupil outcomes. Results are reported to senior leaders and governors.

The link governor for Religious Education is conscientious in his monitoring role. He takes part in the monitoring schedule which includes learning walks, lesson observations and book scrutiny, reporting back to governors to keep them informed regarding standards of teaching and learning.

Monitoring and evaluation enables the school to identify strengths and targets for future development. School development planning in Religious Education is well established. As systems of assessment data and pupil tracking become extended and embedded, leaders will be able to more effectively identify trends and monitor the progress of groups and individuals throughout their time at the school, relating provision to outcomes.

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The quality of teaching and how purposeful learning is in Religious Education

The school's own monitoring indicates that teaching is mainly good, with some outstanding features. This is in line with the findings of this inspection.

Four lessons were observed as part of this inspection. These were in Early Years, Key Stage 1 and Key Stage 2. The standard of teaching and learning was good or better in all cases. Lessons had a strong basis in scripture and fostered the development of religious literacy. Careful planning, varied activities and clear differentiation were evident. Other adults in the classroom supported learners sensitively and effectively. The Religious Education Subject Leaders' focus and support regarding differentiation in Religious Education has been effective, with differentiation evident in the planning and delivery of the lessons observed. Pupils enjoy their Religious Education lessons and are able to relate these to their own lives. In the lessons observed they were attentive and keen to do well.

In the best lessons observed, probing questioning and a range of teaching strategies were used effectively to extend pupils' thinking and to assess their learning. In all lessons observed as part of this inspection, teachers showed good subject knowledge and built on previous learning.

Pupils showed high standards of religious literacy and responded thoughtfully to teachers' questioning. Work in pupils' books is well presented and shows coverage of AT1 and AT2. Marking is regular, affirmative and linked to the learning intention. An interactive marking dialogue between teacher and pupil is valued by pupils and is becoming well established. Pupils are encouraged to extend their learning at home and to make it part of family life. The weekly Liturgy Challenge and the Posadas (travelling cribs) involve parents in their children's learning and regular newsletters keep them informed regarding Religious Education topics and events in school.

The extent to which the Religious Education curriculum promotes pupils' learning

The school follows the 'Come and See' programme of Religious Education enriched by cross-curricular links where appropriate. Curriculum time allocation is in line with the requirements of the Bishops' Conference.

The Religious Education curriculum includes the teaching of Other Faiths in line with the 'Come and See' curriculum programme. This is enriched by visits to synagogues, temples and the Jewish Museum and by speakers from other faith communities, including members of the school staff. Pupils learn to respect the beliefs and practices of other faiths and the importance of tolerance and love for all.

Policies for Sex and Relationships Education and Personal, Social and Health Education are linked to the Religious Education Policy and curriculum and are in line with the teachings of the Catholic Church. The curriculum is adapted to suit the needs of all learners. Differentiation ensures all pupils can access the curriculum, with support if appropriate.

Pupils are eager to learn, take a pride in their work and are keen to do well in Religious Education. They enjoy their lessons and perceive the importance of these to their lives.

Pupils' spiritual and moral development is very much part of the Religious Education curriculum and is actively fostered by the school in a variety of ways. Beautiful reflection journals give pupils the opportunity to think deeply about themselves, their relationship with God and their relationships with others. Carefully worded open questions are responded to thoughtfully and sensitively by the pupils. Class prayer books strengthen home and school links, sharing pupils' religious formation with parents and carers.

The Religious Education Leaders are committed to delivering an imaginative and creative curriculum to interest and engage the learners. They support staff, particularly those who are newly qualified or new to teaching in a Catholic school, and monitor assessment data to maintain standards of progress and attainment. They have good links with the Diocese and participate in continued professional development to ensure the delivery of a high quality Religious Education curriculum throughout the school. Religious Education is given a good proportion of the budget share and is well resourced.

The quality of Collective Worship provided by the school

The school provides a wide range of prayer and worship opportunities and seeks to include parents, carers and families wherever possible. Parents and carers are invited to join in the school prayer at the beginning of the day and are invited to a wealth of liturgies, assemblies and celebrations during the years. Several parents attended the assembly observed as part of this inspection. Pupils are familiar with the traditional prayers of the Church and are at ease composing and using their own prayers, including in their home language. They enjoy singing hymns and playing an active part in school Collective Worship.

Collective Worship opportunities are well planned to reflect the liturgical year and school life. Pupils have a good understanding of the feasts and seasons of the Church year and the liturgical celebrations that mark these. The school frequently visits the parish church and also participates in celebrations with other Catholic schools locally and at diocesan events, encouraging pupils to see themselves as belonging to the wider worshipping community of the Church.

The school could now consider monitoring Collective Worship as part of its systems of school self-evaluation.