

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**



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**

Chair of Governors	Mr John Siraut
Headteacher	Mr Morgan Williams
Inspectors	Mr Stephen Beck Mrs Teresa Hills

Inspection dates	19 October 2011
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COMMISSION FOR SCHOOLS & COLLEGES
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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 continues to have close links with the Spanish and Portuguese chaplaincies. The proportion of pupils who are baptised Catholics is 100%. 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 411. The attainment of pupils on entering the school is broadly below average. The proportion of pupils eligible for free school meals is above average. Around 31% of the pupils receive extra support in class. Pupils come from a wide range of minority ethnic backgrounds. Most of the children are from the local wards which are among the poorest in London resulting in a deprivation indicator that is in the highest quintile nationally. A very high proportion of pupils, almost 9 out of 10, come from homes where English is an additional language with the majority of these pupils being at an early stage of learning English, which is well above average.

Key for inspection grades

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

Overall effectiveness as a Catholic school

St Anne's is a very good school with a number of outstanding features. It is justly proud of its long history in the local community and with the parish communities it serves. The school's Catholic tradition is demonstrably fundamental to its ethos. All members of the school community, children, parents, staff and governors articulate their belief that they are valued by virtue of their God-given individuality. On entering the school the statement 'Christ is the reason for our school' is very prominent. This in turn is clearly reflected in the day to day operation and life of the school. The staff and governors of St Anne's School show a determination to do all they can to ensure its *raison d'être* is to serve its community and meet the needs of all its children and in particular those who are most vulnerable. As a result the pastoral care provided by the school is outstanding. It is a school that is confident in itself, supported by an explicit and shared vision. It operates collegiately as a result, but with direction. Governors, headteacher and staff work closely with each other in an environment of trust that allows for a 'critical friend' approach to operate. These relationships are a strength of the school. The headteacher has developed a culture of expectation that builds a self belief in pupils and staff that they can achieve. All are provided with every opportunity to develop themselves and are well supported in so doing. Governors demonstrate a good knowledge of the school's strengths and areas for development and this knowledge is also reflected in the self evaluation document provided before the inspection. This linked to the now established senior leadership team provides a good capacity to support future improvement. Pupils work in what they correctly describe as a caring, safe and happy environment. They are extremely polite and very well behaved. The independence they show is commendable as are their well developed social skills. They have formed strong cooperative natures that serve them well in operating on what is a restricted but well developed site. The school's work on the issues relating to assessment raised in the last inspection are ongoing. The development of the 'Godly Play' programme to deepen pupils understanding and appreciation of scripture is now embedded in all year groups and the pupils thoroughly enjoy this extension of the religious education curriculum. In order to maximise the benefits of this, the school needs to ensure pupils' understanding of scripture is clearly enhanced by these sessions.

Grade 2

What steps need to be taken to improve further?

- Continue to develop the assessment and tracking of pupils' progress through the building of staff confidence in levelling and moderation of pupils' work.
- Look for further opportunities to enrich the curriculum so that pupils' understanding of community at a local and global level and in connection with other faiths is enhanced.

The Catholic life of the school

Leadership and management

Grade 2

Strong leadership and management underpin the school's success and provide clear direction for its development. In his role as spiritual leader of the school community the headteacher is committed to maintaining and further developing the distinctly Catholic identity which is St Anne's. Together with his deputy and assistant headteachers he has formed a very cohesive team that sees a focused senior leadership team, religious education coordinator and staff supporting and leading the development of pupils' understanding of their faith. Linked to this, is the development of pupils in the widest sense personally and academically.

The school's mission statement is a living document that is currently undergoing review in consultation with children, staff and governors. The school may like to consider wider parental involvement before its ratification by governors later in the year. It reflects Gospel values and the view that Christ's teaching underpins all we do. The governing body fulfils its statutory duties and goes well beyond this by playing an active role in the work of the school, through visits, committees and attendance at school functions and events. It has a recognised profile in the school that ensures a good knowledge of policy and practice that includes the monitoring of the Catholic life of the school. This is enhanced by the use of subject link governors. The school has established good structures to assist with succession planning through shadowing arrangements and a strong programme of staff development that looks to both the development of the individual and provision for the school's own needs.

The school's own analysis of the stage it is at is accurately and succinctly summarised in its own words where it says, "We feel the effectiveness of leadership and management in embedding ambition and driving improvement is good with elements of outstanding. The reason it is not yet outstanding is because many of the processes and several members of SLT are comparatively new and more time is required to ensure these are fully embedded". This is an insightful view and marks the school out well.

Quality of provision for personal and collective worship

Grade 1

The provision for personal and collective worship is a great strength and a central part of the school's ethos. This is reflected in the many opportunities for the pupils to pray in the day. The school more than fulfils its statutory obligations with regard to worship. There is evidence of a wide range of liturgies and prayer forms, from the traditional prayers of the church, prayers written by the pupils themselves and opportunities for reflective and spontaneous prayer. Liturgies are made more prayerful and memorable through the excellent use of music, singing, dance, drama and the children's reading of God's word. The pupils value their classroom focal points and

realise, as confirmed in discussions with them, that these are ways that the distinctive catholic ethos of the school is marked. A broad range of liturgies is celebrated with assemblies being related to themes running through the liturgical year, the sacraments, the Old and New Testament, moral issues and the 'Here I Am' religious education programme. A celebration assembly focuses on celebrating contributions to school life through work or behaviour towards others. It is impressive to see how secure and involved pupils are in the school's prayer life which shows that the school lives out its commitment to pick up individuals on their faith journey enabling them to grow spiritually and morally.

The parish priest is very proactive in his support of the school's religious education programme. He celebrates Mass for the school regularly and he joins the Year 6 leavers, with staff, on an annual retreat day at Aylesford. In discussion he confirmed his confidence in the school citing the home, school parish partnership as a strong three way process. His liturgical support is both valued and appreciated as is the time he gives to the school. Displays around the school are of a very high standard as are classroom focal points. These are interactive and support both the religious education curriculum and liturgy.

Excellent displays relating to the liturgical year were evidenced. An assembly led by the headteacher on the parable of the tax collector was exceptional. It provided learning to a broad age range based in the context of real life experiences and the pupils' daily lives. Pupils entered the assembly hall very quietly setting a reflective atmosphere. Likewise at the end of the assembly pupils exited maintaining a period of thoughtfulness. Very good use was made of the opportunity to develop Mass responses including the singing of the 'Alleluia' before and after the gospel reading. Singing was of a high standard and served to add significantly to the reverence of the celebration which was reflective and meaningful. Minor difficulties in the use of technology were handled in a way that ensured there was no distraction or loss of the 'awe and wonder' established.

Community Cohesion

Grade 2

St Anne's is a harmonious and inclusive school. The phrase "children are encouraged to see themselves as 'Christ's hands on earth' ", reflects well the school's recognition and celebration of the cultural diversity of its pupils through assemblies, music, art and drama. In their own self evaluation it was stated that 'children are encouraged to look further than the school community through considering how they can make a positive contribution to others outside'. They are involved in a wide range of charity work from grocery collections for Harvest, CAFOD's World Gifts Scheme, the Cabrini Society, Bambang International Charity, Plan International and an annual Charity Week.

The school also aims to help pupils' understanding and respect for the beliefs and faiths of others through the 'other faiths' aspect of the taught religious education curriculum. The programme includes visits to other places of worship including, synagogues, mosques and the inviting of external

speakers, looking at artefacts and discussion. Opportunities are also taken to enhance provision through the positive relationships fostered with the immediate local community including connections with Surrey County Cricket at the Oval, the School's Sports Partnership, the Catholic Schools Cluster and the Catholic Association for Racial Justice.

There is also broad participation in a range of community events such as, Junior Citizens and Young Enterprise. St Anne's describes itself as a highly cohesive community where staff and children from different socio-economic and cultural backgrounds get on noticeably well with one another and this is undoubtedly true. The differences within the community are celebrated in a number of ways including; circle time, SEAL assemblies, language of the month and international evenings to name a few. The school makes good use of its managed learning environment and its in-house television channel, 'St Anne's Life', to reach out to the wider community. The school has also over recent years, hosted twenty children and seven adults from County Durham to see how a diverse inner city school operates. This is developing into an annual tradition. The school's accurate self evaluation has identified the need to further develop the pupils' understanding of other faiths including other denominations of Christianity. Parents expressed the view that the school develops in their children an understanding and tolerance of differences in others. It might consider developing its links abroad to further enhance pupils' understanding of community cohesion in a global sense.

Religious education

Achievement and standards in religious education

Grade 2

Attainment on entry to the school is generally below average. As a result it is noteworthy that very effective teaching and the now more established monitoring, ensures pupils make good progress overall, with the majority of pupils achievements being in line with age related expectations by the end of key stage 2. Progress in the early years is successfully built on through each key stage and this is having an impact on levels of attainment across the school. Whilst the school believes there is a disparity with literacy this will be addressed through the planned programme of moderation to ensure a more consistent approach to assessment in religious education. At the end of Key Stage 2 the majority of pupils know the significant events in the life of Jesus and are able to relate gospel values to aspects of their own lives. They show care and consideration for others and are tolerant and understanding of one another. There is a mismatch between the pupils' oral skills and their written work, but the school is appropriately addressing this as an EAL issue. There is clear progression in both quality and variety of work evidenced in books as pupils move through the school. Work is well presented and on a par with other subjects marking the high value placed by all on religious education. Pupils are well behaved and listen well to both each other and adults. Pupils with additional needs are well supported and make good progress.

This reflects the well planned, good use of classroom support staff, the discreet nature of whose support is commendable. The monitoring of planning and pupils' books is ensuring that learners' achievements are up to or close to those expected in the 'Here I Am' religious education programme of work. The pupils value their religious education books. Their workbooks would further benefit from enhancement of the covers to mark them more distinctively. Foundation stage books are particularly well presented, providing good documentation of assessment and records of pupils' work. This provides a very informative form of assessment for this key stage. It builds self esteem in the pupils especially those who do not have English as a first language. Marking is consistent across the school and encouraging of pupil progress.

Teaching and learning in religious education

Grade 2

The school judges teaching to be good overall and the inspectors concur with this view, however, outstanding practice was seen in two year groups that could be usefully disseminated across the school. Teaching is marked by the setting of high standards for the pupils and teachers' abilities to maintain pupil interest. Lessons are well planned, focussed and have a brisk pace. Teachers have good subject knowledge and teach with enthusiasm. Lessons build successfully on pupils' previous learning and teachers employ challenging questioning techniques to develop and extend pupils' learning. Wherever appropriate teaching is linked to real life experiences to give it a context. Relationships in the classroom are warm and positive and all teachers demonstrate very strong classroom management skills. This creates a safe learning environment where pupils feel valued and able to contribute their input which is always affirmed.

Support staff are well deployed and fully involved in the lessons and give quality support to individuals and groups of pupils. Staff provide excellent role models and the positive relationships they forge with the pupils provide a true insight as to what being a 'follower of Christ' really means. Parents are very much viewed as active partners in their childrens' education and accordingly are well informed and guided on how to support their child's learning at home. As one parent wrote, 'I value knowing and being kept informed about what children are being taught in R.E. A letter is sent to parents at the start of each term which explains what the children will be studying e.g. God as head of every home and family, God's love and care for every family'. Pupils are given a number of opportunities to serve their community as, reading buddies, playground buddies, chat chums, happy helpers and through membership of the School Council. They take on these responsibilities with enthusiasm learning about themselves, others and the pleasure and responsibility of giving and receiving. In the outstanding lessons seen, lessons were marked by the teachers strength of subject knowledge, the building on previous learning, clear lesson objectives, strong classroom management and high expectations that saw pupils' learning moving on. In a Foundation Stage lesson on Signs and Symbols, the teacher's great rapport with the pupils and very effective questioning led to building on the previous role play of a baptism. Talking partners were well used with these young pupils who

produced excellent responses to questions on the reasons, for example, for wearing white for Baptism, using water and the lighting of the candle. The use of a video served to illustrate and reinforce the understanding of symbols in Baptism.

A good range of differentiated activities was provided in a very well paced lesson that kept pupils stimulated and on task throughout. In a Key Stage 1 lesson, previous work on Baptism was extended through a symbolic welcoming of pupils into the class, good open ended questioning with affirmative responses and the effective use of ICT and music. Strong cross curricular links were established in this lesson which saw every opportunity used to develop religious vocabulary. A range of extension work was provided during activities for the more able pupils and the lesson objectives were revisited at regular intervals throughout the lesson. The lesson was marked with pupil self assessment. A Key Stage 2 lesson saw good use made of opportunities to research through the use of Bibles and internet resources and the sharing of pupils' findings. The teacher emphasised the aims of the tasks set to ensure a secure understanding of the expectations and revisited these appropriately.

The use of the class prayer book from the focal point was effective with work from the lesson being prepared to go into a class book on symbols. The development of religious education vocabulary was well integrated into the lesson by the end of which pupils had a true understanding of 'symbols'. Mixed ability groups were well managed with pupils remaining on task throughout. The lesson was marked by the pupil to pupil support, good classroom management, strong pace and an effective lesson conclusion using spontaneous prayer.

The religious education curriculum

Grade 2

The quality of the curriculum is good. The school follows the Diocesan recommended 'Here I Am' religious education programme. Ten per cent of teaching time is allocated to the subject, in line with expectations. Religious education lessons contribute to the raising of children's self esteem through providing opportunities for discussion, reflection, art and drama in an affirming environment. They are well planned and differentiated in order to meet the needs of pupils in classes containing a wide range of ability. Pupils are attentive and willing to share their ideas. They have very positive attitudes towards their learning and contribute willingly to collective worship. The school's religious education policy and the 'Here I Am' programme is adapted as appropriate to meet the needs and experience of the pupils. The school uses the schemes planning and assessment processes.

The school endeavours to broaden the religious education curriculum through the use of visitors to enhance the taught curriculum along with theatre and dance companies, representatives from various charities and leaders of other faiths. The school and parish work very closely together and the parish priest is a regular visitor to the school. He provides a much appreciated chaplaincy role and supports aspects of the teaching through input on the Church, the

Sacraments etc. The school could consider reviewing its sex and relationships education policy to secure more explicit links between its religious education, SRE and SEAL programmes. Parents expressed satisfaction at the way these aspects of the curriculum are taught and the information they receive in regard to them.

Leadership and management of religious education

Grade 3

The leadership and management of religious education are satisfactory with elements of good practice. The school has worked on the areas identified in the last inspection which are ongoing, and it has identified in their pre inspection self evaluation and school improvement plan the next steps for this subject. There is a sense of purpose by all in this regard. A greater clarity of purpose in the use of 'Godly Play' will ensure its benefits are maximised. These areas linked to work on enhancing the area of community cohesion and links between programmes of work will move this subject forward.

The capacity of the coordinator, supported by the staff team, to do this, is clear. The coordinator could usefully explore opportunities to work in a local cluster of Catholic schools and would also benefit from attendance at the Diocesan religious education coordinators termly meetings. The issue of auditing books and resources raised at the time of the last inspection has been addressed and has seen a good range of resources built up to enhance teaching and learning. The effective use of music and information technology in particular has further supported improvements in delivery of the subject. A good programme is being developed for the ongoing monitoring of religious education. The coordinator monitors her subject through lesson observations, work scrutiny, checking of displays and talking with pupils. Assessment and planning are likewise developing and the coordinator's ongoing monitoring will serve to embed the progress made to date. She is hard working and dedicated. Staff were effusive in regard to how well they felt she supported them, gave of her time and helped them in the preparation of the religious education curriculum. She has very positive relationships with all staff who welcome her input and support. This support is commendable and clearly helps to inspire confidence in the staff. She works well with the religious education link governor who felt the coordinator was very approachable and helping him to gain a good insight into the school's religious education curriculum in the widest sense.