



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL CATHOLIC SCHOOL INSPECTION REPORT

School: St Anne's Catholic Primary School

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School Unique Reference Number: 143365

Headteacher:	Leanne Harris
Chair of Governors:	Lyn Derrington
Lead Inspector:	Sarah Conrad
Associate Inspector:	Frances Novis
Inspection date:	29 th January 2020

Overall Effectiveness	Previous Inspection: 1
	This Inspection: 1
Catholic Life:	1
Religious Education:	1
Collective Worship:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Anne's is an Outstanding Catholic school because:

- The school has a rich and vibrant Catholic life. A wealth of celebrations and activities take place throughout the school year; parents and parishioners are warmly welcomed to many of these. Governors, school leaders and staff are committed to ensuring the wellbeing, personal and spiritual care of each pupil. Pastoral care is excellent. Pupils are exceptionally well behaved. They are courteous and polite to each other as well as to adults. They are proud of their school and know that they have a personal responsibility to contribute to making it a happy and harmonious place to be.

- The standard of religious education offered by the school is high. All groups of pupils make good progress and achieve well. Teaching is consistently good or better, with a significant proportion demonstrating outstanding features. Teachers use a range of creative and varied activities to enhance provision. Pupils' work is beautifully presented, reflecting their pride in their work. Pupils enjoy religious education and appreciate its importance in the school and how it links to their own lives. Leaders and governors provide excellent monitoring and evaluation of religious education to maintain and develop the school's high standards.

- The school offers a wide range of prayer and worship opportunities. These reflect the traditions of the Catholic Church and encourage pupils to develop their relationship with God. Prayer is skilfully woven into the fabric of the school day and is an essential part of school life. The school environment provides opportunity and inspiration, with displays, artefacts and prayer stations inviting the school community to participate in reflection and prayer.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St. Anne's is a two-form entry voluntary aided Catholic Primary School in the Weybridge Deanery of the Diocese of Arundel and Brighton. The school converted to an Academy within the Xavier Catholic Education Trust in September 2016. They work closely with 14 other schools (11 primary schools and 3 secondary schools) across the Guildford, Woking and Weybridge Deaneries, as well as maintaining links with Deanery Schools who are not in the CET. The Academy has grown and in September 2019, was joined by 2 new primary schools and one secondary.

The principal parishes which the school serves are St. Anne's, Chertsey, Holy Family, Addlestone, Christ the Prince of Peace, Weybridge and St. John Fisher, Shepperton. The proportion of pupils who are baptised Catholics is over 94%. The school is well respected in the local community and holds a long-standing reputation for excellence, providing pupils with a well-rounded education. It is consistently oversubscribed each year.

Pupils come from a wide variety of social backgrounds, although most are of white British heritage, there is 24% of the school population that have English as an additional language. There is a relatively high percentage of pupils that come from disadvantaged homes. The number of pupils receiving free school meals has increased in the past 3 years to around 8% and disadvantaged pupils to 12% of the school's population. There are also 11 pupils with a Traveller background.

The attainment of pupils on entering the school is just below average and boys in general enter school with a lower prior attainment in reading and writing as defined by baseline screening. Currently there are approximately 14% of pupils on the Special Educational Needs (SEN) register with 12% receiving SEN support and 2% with an Education, Health and Care Plan.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to embed the new Religious Education assessment system.
- Ensure that the Learning Objective is clear for all pupils to readily understand and is well supported by the targets/success criteria.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding.

Pupils are proud of belonging to their school community. They feel happy and safe and know they have a responsibility to care for each other. One pupil commented, 'St Anne's is special not just because it's a Catholic school but because everyone in our school wants to be there for us'.

Pupils respect and value each other's cultures which is demonstrated in Cultures Week every year. They understand that other children in the world are their brothers and sisters in Christ. This gives pupils from different backgrounds a chance to be proud of their heritage.

Pupils play a significant part in shaping the Catholic life of the school. Year 6 pupils are keen to be part of the Religious Education Council, wearing their badges with pride. They meet weekly and play a key role in the life of the school for instance: planning liturgies such as the Triduum of prayer in preparation for John Bosco's Feast Day Mass; they carry out pupil surveys about religious education and the Catholic life of the school; they lead prayer groups e.g. Rosary Group. Other groups of pupils, including Peer Mentors, Play Leaders and School Counsellors, contribute to the school's Catholic life. They take their responsibilities seriously, understanding that this is part of their vocation to serve others and to contribute to the harmonious and supportive atmosphere of the school as well as developing its strong Catholic identity.

Pupils have a strong understanding of the school's Catholic life and mission to the wider community, local, national and global, and are alert to the needs of others for example the 'Love in a Box' campaign, Shooting Stars, supporting the local foodbank and parish St Vincent de Paul projects. Year 1 and Year 3 visit a residential home regularly. At Christmas time, members of the RE Council visited sick children in the local hospital and sang to them; they clearly found this a very moving experience.

Active involvement in parish and diocesan celebrations foster pupils' understanding that they are part of the wider Catholic family. Examples include the Good Shepherd celebration and pupils supporting the local parish for example the Festival of Flowers or as altar servers.

The quality of provision of the Catholic Life of the school is Outstanding

The mission statement is at the heart of St Anne's and informs all policies and practice. It is displayed prominently around the school and pupils can quote it easily; they understand the mission as meaning 'We know that we are loved'. Reception pupils are introduced to the mission statement in a special Welcome Assembly where they are presented with a heart pin badge.

There are prayer tables in every class which reflect the liturgical colours, and many provide opportunity for pupils' prayers. All religious education displays in classrooms echo the current 'Come and See' topic; many have thought provoking questions and provide opportunities for pupils' personal questions and reflections.

There is a great sense of community in the school. Caring and supportive relationships underpin the drive for excellence in all aspects of school life. Staff are valued and wellbeing is taken seriously, for example, there is a confidential help line and effective performance management which includes a wellbeing target.

The School Counsellor is available to pupils, parents and staff. Pupils also have access to Emotional Literacy Learning Support Assistants as well as peer mentors.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding

The school's leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration to the whole community. One governor regularly attends the weekly RE Council meetings and was responsible for introducing adoration and spiritual journals.

The 'Light of the World' award, which is awarded each week, recognises pupils who display a likeness to God's ways.

Governors and Senior Leadership Team (SLT) have attended extensive training run by the diocese in order to strengthen their knowledge and so equip them with the skills to effectively promote the Catholic life of the school.

Governors are conscientious in their monitoring role, and the Chair, who is also the RE Link Governor, regularly visits the school and meets with the RE Lead. Attendance at class assemblies, school Masses and worship, governor days and discussions with staff mean they are well informed and able to fulfil their role of critical friend.

School self-evaluation by the SLT is accurate, comprehensive and strongly evidence based. It takes into account the views of staff, governors and pupils and this feedback informs development planning.

Leaders are excellent role models, leading by example and supporting and empowering the staff team. They support parish events for example Mother's Day, Masses and Holy Communion, and lead weekly collective worship.

Areas for development are highlighted in staff's performance management targets. All teachers and Learning Support Assistants have a target focussing on either religious education teaching and learning or collective worship. Governors have been closely involved in the Catholic School Inspection Self Evaluation document and monitor progress on the school improvement plan.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is Outstanding

Standards in religious education are very good and in line with those in other core subjects. The great majority of pupils attain or exceed age related expectations; pupils' work shows a high standard of presentation and demonstrates that 10% curriculum time is being devoted to religious education.

Almost all pupils are religiously literate; they enjoy religious education and use their knowledge and skills effectively. Older pupils can draw on extensive knowledge gained in their formative years to make links with their current learning for example Upper Key Stage 2 pupils were able to identify a bible story that would link with an image they were given; Reception pupils were able to retell the story of 'The Presentation of Jesus in the Temple' using key vocabulary.

All groups of pupils progress well in religious education and are appropriately supported and challenged by highly skilled Learning Support Assistants.

Pupils make good progress in each Key Stage from their varied starting points. A good proportion achieve 'greater depth' at the end of Key Stage 2.

The quality of teaching and assessment in Religious Education is Good

The vast majority of pupils enjoy religious education and approach lessons with interest, passion and enthusiasm. One pupil commented, 'I love RE because it gives you messages on how to live life'; another pupil said, 'My teacher makes it fun'.

Pupils are engaged in lessons and enjoy a challenge; one pupil said, 'It's good tricky because you learn from it'.

Where appropriate, pupils are given a challenge question to answer during the lesson for example, 'The Gospel means Good News. Is this accurate in today's world? Discuss'. As a result of excellent teaching, particularly in Upper Key Stage 2, pupils are able to produce work 'Exceeding age expectations' as they demonstrate in-depth thinking which compares and contrasts a range of religious beliefs and scripture. Although this is not yet consistent across the school, it is a focus for future Continuous Professional Development (CPD).

School monitoring, and lesson observations during the inspection, indicate that all lessons are good or better, with a significant proportion demonstrating outstanding features.

A new assessment framework is in place and the RE Lead analyses this to plan for improvement. Progress is tracked on a termly basis and specific groups are carefully monitored. School moderation meetings take place termly and the RE Lead monitors all staff judgements.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is Outstanding

The school is following 'Come and See' for religious education and subject allocation meets the Bishops' requirement; religious education has parity with other core subjects in terms of budget and resourcing.

The school is following 'Journey in Love' for Relationships & Sex Education which is also in line with the Bishops' requirement. Discussion with parents demonstrated that they were fully aware of this programme and were invited to an information evening prior to its delivery. Year 6 parents also have an additional opportunity to view materials and ask questions pertinent to the content for these older pupils.

The RE Lead and Headteacher monitor the provision of religious education continuously and hold it as a high priority. Strengths and areas for development are identified and feed into the action plan for religious education.

The governors are fully supportive of the RE Lead and ask probing questions to develop all aspects for the religious life of the school. They are aware of standards in RE from the data presented to them on a half termly basis which is cross referenced against work scrutinises.

The RE Lead has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. Staff and pupils alike recognise her passion and enthusiasm for the subject.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is Outstanding

Acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response. Collective worship was observed in both Key Stages and pupils recognise that these are special times of prayer and reflection and join in with singing and responses. For example, pupils said, 'When we light the candle, we always remember that Jesus loves us very much'.

Class worship was also observed; in a lower Key Stage 1 class, the teacher clearly modelled how to be still with Jesus and skilfully created a spiritual atmosphere. Another pupil said, 'When I hold a pebble it's like I have Jesus in my hand'.

Pupils are very much involved in planning and leading worship using the carefully structured planning grid. They enjoy selecting resources from well equipped 'prayer boxes' and choose artefacts, music, prayers and readings with care. Pupils plan collective worship as part of the end of topic which was evidenced by 'Respond' booklets in their religious education books.

The experience of living and working in a praying community has had a profound and visible effect on the development of all pupils. One parent said, 'My child in Foundation Stage sings hymns learnt at school and says the evening prayer'. One pupil said, 'We haven't seen or met Jesus, but we have such strong faith. In tough times we know there is always somebody there'.

The quality of provision for Collective Worship and Prayer Life is Outstanding

St Anne's provides a wealth of varied and inspiring worship and prayer opportunities which are woven into the fabric of school life. Pupils value these and respond very positively. Opportunities include Masses, liturgies, assemblies, reconciliation services and rosary group.

Prayer is part of every school day and the religious education and collective worship policies place the provision of prayer at the centre of all that happens in the school. Pupils and staff start and end the day with prayer and staff and governors' meetings always include prayer.

Pupils have a good understanding of the Church's liturgical year because of a carefully planned schedule of liturgical experiences and speak confidently of how these are celebrated in school. Examples include: Book of Remembrance in November, the Rosary in May and October.

St Anne's has whole school Mass three times a year; in addition, every year group is asked to lead one key aspect of the liturgical year and every class, apart from the Early Years Foundation Stage (EYFS), sign up to attend weekday Mass once a term.

Fr Michael leads reconciliation services for Key Stage 2 in Lent and Advent and Year 5 pupils take part in Eucharistic Adoration which they respond to in their spiritual journals.

Each collective worship, led by the Headteacher and RE Lead (Deputy head) is an opportunity for pupils to lead the session by dressing the prayer table, greeting the Bible with a range of 'Alleluia' songs, hearing the Word, reflecting and finally recognising they have a mission to live out in their life.

Pupils experience a range of different types of prayer in different settings including traditional, contemporary and spontaneous; for example, in the Key Stage 1 Liturgy, one pupil asked to pray for all the animals injured in the Australian fires.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding

School leaders have a high degree of knowledge and expertise in planning and delivering high quality collective worship and are committed to a high standard of provision. Careful planning and good resourcing contribute to nurturing pupils' spiritual development and strengthening the school community.

Liturgical and spiritual development is seen as a priority in the professional development of school staff.

Modelling by school leaders and the provision of training, support and resources has built a competent and committed team of staff empowered to deliver quality provision. Training has included INSET led by the RE Lead to develop staff expertise in collective worship. This included preparation of resources and exemplar planning. This increased staff confidence and subsequent monitoring validated the effects of this.

Regular monitoring and review include collective worship observations and pupil interviews. These feed into school self-evaluation and inform the religious education action plan to ensure continuous development. If support is indicated or requested, it is provided by school leaders or school practitioners with outstanding practice.

Governors, in particular the link governor for religious education, are fully and actively involved in monitoring the school's collective worship and prayer life. They are frequent visitors to the school and participate in school liturgies and celebrations. Governing body minutes show they discuss and evaluate the spiritual growth of the school and consider it a priority. The foundation governors are active members of their parish communities, reinforcing school and parish links.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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

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The quality of provision for the Catholic Life of the school

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How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

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Religious Education

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How well pupils achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education

2

How well leaders and governors monitor and evaluate the provision for Religious Education

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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