



DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

St Anne's Catholic Primary School

Address: Court Road Banstead Surrey SM7 2PH

Telephone: 01737 350012

Email address: info@stannes-school.uk

School Unique Reference Number: 125219

Headteacher:	Mr Chris Donovan
Chair of Governors:	Mrs Amanda Miles
Lead Inspector:	Mr Stephen Beck
Associate Inspector:	Mrs Angela Ireland
Inspection date:	Tuesday 3rd November 2015

Overall Effectiveness	Previous Inspection: 2
	This inspection: 1
Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Anne's is an Outstanding Catholic school because:

- Since being described at the time of its last inspection as being, '*A good Catholic school which is moving towards excellence*', the school has successfully built on its strengths and raised outcomes.
- The Catholic life of the school is outstanding, characterised by a high quality of nurture and support.
- All members of the school community are fully committed to promoting the Catholic ethos of the school and Gospel values.
- It is an exceptionally warm school with a
- The quality of collective worship is outstanding overall. The experience of living in a praying community has a strong and visible effect on the development of all pupils.
- There is a great breadth of opportunities provided for pupils to gather as a community to worship and pray.
- Pupils benefit fully from the experiences provided for them on a daily basis and play an active role in the life of the school.
- Book and work scrutiny demonstrated

<p>strong sense of community and belonging. It is led by a dynamic, energetic headteacher, whose vision is clear, along with a proactive religious education leader monitoring provision.</p> <ul style="list-style-type: none"> • All members of the school community feel a deep sense of belonging and enthusiastically take part in the many opportunities open to them to live out their faith, in both the school and parish communities. 	<p>substantial progress over time.</p> <ul style="list-style-type: none"> • The quality of religious education is for the most part outstanding. Teaching seen was never less than good, with a number of examples of outstanding teaching. Where teaching is outstanding, lessons are well crafted by expert teachers and learning is challenging and inspiring with excellent pace across sequences of lessons.
<ul style="list-style-type: none"> • St Anne’s is fully committed to promoting the Catholic ethos of the school and its Gospel values contributing back to its community which it holds in high regard. • The Chair of Governors is an exemplar in providing appropriate challenge to the school and maximising the effectiveness of the governing body. • The school also benefits from outstanding support from the designated religious education governor, who provides excellent links to the full governing body on religious education matters, ensuring they are fully informed. 	<ul style="list-style-type: none"> • It has clear capacity to support ongoing development. • The learning environment reflects the school’s mission and identity through clear signs of the school’s Catholic character.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Anne’s is a large voluntary aided primary school in the Diocese of Arundel and Brighton. It is situated in the Epsom Deanery and is maintained by Surrey Local Authority. The school serves the parishes of St Anne’s, Banstead, and St John the Evangelist, Tadworth. There are currently 411 pupils on roll, 91% of whom are Catholic. The majority of pupils are White British but a significant and growing proportion of them are from other ethnic minority groups. The proportion who speak English as an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is below average. The number of Catholic teachers has reduced since the last inspection to 74% of which 2 hold the Certificate in Catholic Education. This reflects wider recruitment issues for Catholic schools generally.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- In order to secure more consistent levels of outstanding teaching throughout, the school needs to provide more opportunities for pupils to take greater responsibility for moving aspects of their own learning forward.
- Whilst spiritual focal points are evident, they would benefit from being more prominent. The school should consider using them as an opportunity to celebrate pupils' work more widely in which pupils could become more proactive.

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 managers 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

This area was judged to be outstanding at the time of the previous inspection and the school's on-going self-evaluation indicates that it has maintained this standard. The inspectors have been able to validate this judgement. St Anne's has made excellent use of the inspection self-evaluation form and toolkit and as a result has a clear understanding of its strengths and areas for development.

- The Catholic identity of the school permeates every aspect of the school.
- The headteacher has developed a strong collegiate staff team that has the necessary capacity to move the school forward. He has a clear vision for Catholic education and has managed changes to school demographics exceptionally well.
- All members of the school community, especially the pupils, articulate the school's distinctive Catholic nature and are proud of their school.
- The development of a vision statement for 2015-18 demonstrates a strong commitment to maintaining and strengthening even further the Catholic life of the school.
- As a result of work by the governors, the school's Catholic identity is at the centre of all their decision making.
- The school is keen to engage with the wider world and live out the Gospel message, for example, through an enduring commitment to charitable work.
- Visible signs of the school's Catholicity are manifest throughout the site.

- The school places considerable focus on children's holistic development and they leave St Anne's as articulate, confident and inspiring individuals, setting out on the path to become, as the school states, *'Saints of the twenty-first century'*.
- St Anne's has good links with the local Church of England parish and visits in connection with work on remembrance.
- The school makes good use of a range of resources to teach 'Relationships and Sex' education and parents expressed positivity about this programme. Pupils noted the learning opportunities provided by the school's use of 'Social and Emotional Aspects of Learning' (SEAL) materials. This reflects the excellent spiritual, moral, social and cultural provision made for the pupils. As a parent responded on their questionnaire, *'We chose St Anne's because having a Catholic education was important to us and we have not been disappointed'*.

The quality of provision of the Catholic Life of the school

- All staff and governors contribute to maintaining and enhancing the school's Catholic life.
- The school's vision and mission statements reflect the Church's mission in education, are widely known by the school community and clearly guide its daily work.
- The school environment reflects the importance placed on its Catholic identity.
- Great importance is placed on the quality of relationships between all members of the school community and beyond.
- Pupils are proactively involved in contributing to the Catholic life of the school, with many initiatives either instigated or developed by them. They commented on anyone being able to ask the school council to arrange a fund raising activity.
- Behaviour policies and practices are all rooted in Gospel values and children learn to take responsibility for their behaviour and its consequences.
- The school provides the highest levels of pastoral care.
- Parents are highly supportive of their school and the staff. They expressed that their children were happy and very well rounded as a result of the school's understanding of their children's individual needs. A parent wrote, *'St Anne's is a very caring school. It values my children and their individuality. I find the school to be positive and supportive'* and another wrote *'The school has a great Catholic ethos and certainly pays a great deal of attention to the religious education of the children, but more importantly incorporates faith as an important element of everyday life.'*
- St Anne's was described as a friendly, cooperative, nurturing, inclusive school that has a holistic approach, which the inspectors explicitly evidenced.

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

- St Anne's is a school that emphasises that complacency is not an option and this is a mantra that is expounded by all senior leaders and governors.
- All leaders and governors express a full commitment to maintaining and developing the Catholic life of the school. A parent commented, *'St Anne's school is fantastic and my children thrive at the school due to the great leadership of the headteacher who gives up so much of his own time for the children as do his staff'*.

- Reviewing and evaluating the Catholic life of the school is part of the annual self-evaluation cycle and involves all members of the school community who actively contribute to its Catholic ethos.
- Religious education is prominent in all continuing professional development (CPD) provision and appraisal.
- All leaders and managers, including the governing body, have high expectations for the continuing development of the Catholic life of the school. They have a clear picture of the school's role in the strong promotion of Catholic values throughout the community.
- Governors are ambitious for the school and share in the aspirations of the headteacher and religious education coordinator. They are visible around school, providing support and challenge where necessary and are known by parents. Governors discharge their statutory and canonical duties very well.
- The school engages well with parents and carers who describe a warm welcome: '*It's like one big family*'. Parents and parishioners feel welcomed and valued, when given opportunities to share in liturgies which were described as, '*emotional, thought provoking and interesting*'.

COLLECTIVE WORSHIP 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 managers 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

- St Anne's is a prayerful community where pupils respond well to the opportunities the school provides for them to participate in collective worship. Pupils speak of feeling calm and peaceful during and after collective worship.
- Pupils have a clear understanding of religious seasons and feasts and the different demands this makes on our worship.
- Pupils demonstrate good knowledge of what worship is about and are at ease when praying with their school community in large and small gatherings. They understand that there are different forms of worship as well as different types of prayer, both formal and informal.
- Pupils are developing independent skills in leading worship and enjoy the opportunities given to do this. There is progression of pupil involvement at age appropriate levels with pupils in Year 6 given opportunities to prepare and deliver liturgies. Pupils are not yet involved in monitoring or evaluating their efforts.

- Pupils are familiar with traditional prayers, appropriate to their age, they join in community prayers and are comfortable creating their own prayers. They know that song is a form of prayer and perform beautiful versions including sign language.
- Prayer and worship are a central and valued part of school life.
- All members of the school community including parents, whenever possible, are fully involved in the liturgical life of the school.
- The prayer life of the school is valuable in its own right, but also plays a crucial role in the spiritual, moral, social and emotional development of children.
- Pupils respond with excellence to the range of liturgies in which they take part. They are reverent, reflective and participate fully in all aspects.
- Prayer and worship are an integral component of the school day and play a key part in the spiritual formation of pupils and adults at the school. The school is to be commended for bringing a pupil led Lectio Divina experience that is shared with adults providing a truly prayerful and reflective scripture based sessions for its community.
- It is commendable how liturgy is frequently linked to life experiences.

The quality of provision for Collective Worship and Prayer Life

- Over the course of the school year pupils experience a broad range of liturgies, learning that there are many ways to encounter God in prayer.
- Liturgies are prepared with great care to provide deeply spiritual and enriching experiences for the whole school community.
- The liturgical life of the school is rich and varied giving many opportunities to pray individually and in groups of varying size.
- Documentation identified liturgies as being of a consistently high quality, led by many different people, including pupils. They are inclusive, allowing all present to reflect on God's love for us.
- Liturgies often reflect the Church Year and benefit from active links with the parishes and other local faith communities.
- All classes have a spiritual focal point which provides pupils with stimuli for thought and reflection. A more consistent approach could be adopted across the school to incorporate more examples of pupils' work and secure greater prominence for classroom focal points.
- Classroom 'Books of Remembrance' linked national remembrance celebrations and reflected pupils' depth of understanding of this theme. They were very reflective and provided deeply moving pupil texts about family members and people they held special.
- The prayer life pupils experience in school inspires them to take this into their homes. Parents reported very positively on the impact this has on their family life. A parent wrote, *'Since my daughter started at St Anne's she has learnt lots of different prayers which filters through to her home life. The prayer said at lunchtime is now said at home before meal times. We love to hear her religious facts she has learnt that day at school'*.
- The school's pop up prayer space offers a very prayerful dimension to the school in which staff and pupils create an atmosphere conducive to prayer, through silence etc. and consideration could be given to retaining this.

- In an assembly attended on the theme of paradise and remembrance a true feeling of awe and wonder was generated. Pupils were reverent and attentive throughout. Very good use was made of prayer, scripture, reflection and singing. The deputy headteacher remembered her own grandfather sharing her memories of him with the pupils. A group of pupils then shared some of their own prayers with older pupils supporting younger pupils as prayer partners. The use of lit candles helped create a very prayerful atmosphere.

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

- The religious education coordinator is highly visible and has a very accurate picture of the strengths and weaknesses in collective worship. She radiates energy and enthusiasm in her role as leader of the subject, providing support and encouragement for pupils, staff and parents.
- Leaders and managers provide opportunities for pupils to reflect upon the Church’s liturgical year, seasons, rites and symbols through the provision of collective worship experiences pertinent to the lives of pupils at St Anne’s.
- Staff work together showing a shared vision and the strong values placed on all aspects of collective worship are seen as ongoing professional development.
- Leaders recognise the importance of nurturing staff as well as pupils, enhancing their spiritual development through retreat days. Consequently staff feel valued and involved through shared responsibility.
- Acts of collective worship have a positive impact on all stakeholders and are reflective of the ethos of the school. Within the school, there is a high level of liturgical understanding and this is shared to help all prepare and lead excellent liturgy. Senior staff act as good role models for others.
- As with other aspects of the school, collective worship is under continual review and subject to constant improvement. This is facilitated by senior staff attending a majority of the school’s acts of collective worship.
- Pupils have begun to prepare their own liturgies for which they show great enthusiasm.
- The religious education link governor is very proactive and supportive in the development of collective worship at St Anne’s. She gives generously of her time in support of these developments with both the religious education leader and individual staff.

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 managers 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

- In discussions with pupils they expressed enjoyment of religious education lessons.
- Pupils are keen to do their best and generally apply themselves well in lessons, working at a good pace. They generally seek to produce their best work and are often interested and enthusiastic about their learning due to a broadening range of teaching approaches and resources.
- Pupils make very pleasing progress as a result of teaching that provides increasing opportunities for challenge and self-initiated learning.
- Pupils are encouraged to deepen their understanding before moving on, so that they form extremely secure foundations.
- Teachers set high expectations of pupils for behaviour and academic achievement. Resultant standards across the school are high.
- Pupils demonstrate an exemplary attitude to their learning, are keen and motivated to do their best.
- Pupils gain a deep understanding of their religion and are able to apply what they learn to their daily lives.
- Pupils of all abilities make excellent progress both in individual lessons and over time with there being no evidence of any significant differences between vulnerable groups and others.
- In religious education the school has adopted a similar approach advocated in the new national curriculum and are seeking to deepen children's learning before moving on. This has resulted in the proportion of children attaining the higher levels falling slightly and this is being kept under review.
- Book and work scrutiny show a good range of activities where progress is evident.
- As a result of effective support staff, pupils with special educational needs and disabilities are well supported and achieve well according to their age and capacity.
- Cross-deanery moderation indicates that standards achieved in religious education compare favourably with other schools.
- Pupils show real excitement when given challenging tasks. In one class a group were asked to prepare a liturgy for celebrating later in the week. They rose to this challenge with aplomb. The availability of a wider range of resources for this group would have facilitated a greater focus for the pupils. A real learning buzz was created round the classroom through the setting of appropriately matched tasks.
- Pupils like the opportunities religious education lessons provide for them to discuss, share ideas, retell stories and understand their meaning and what they tell us for today and help each other. One pupil said, *'I like helping people and reaching out to others'* and another commented, *'Work in religious education is special as we can express our feelings and what we have experienced in our own lives'*. A parent reinforced this when they wrote, *'Our 4 year old's are doing so well and love the school. The teachers and the school are really excellent. Spiritual teaching even at this early stage in our children's education is wonderful'*.

The quality of teaching and assessment in Religious Education is

- Religious education benefits at St Anne's from a consistent approach to teaching and learning as used in other areas of the curriculum. There is ongoing cross curricular review to ensure any improvements developed in other subjects are also adopted in religious education.

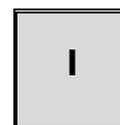
- Skilled use of assessment for learning is one of school's strengths and this is evident in religious education where pupils respond appropriately to feedback and are able to self and peer-assess. Marking is carried out to a high standard and is consistent across the school.
- Teachers plans are based on up-to-date assessment information, ensuring the content of lessons is well matched to pupils learning enabling progress to be maximised.
- Teachers use all elements of the school's teaching for learning toolkit in religious education lessons and this ensures that pupils are fully engaged in their learning in lessons they see as special and distinctive and this leads to high levels of commitment and engagement.
- The feedback that teachers give their pupils is used effectively to help them make accelerated progress.
- Books are very well presented and pupils clearly value them as special. Work in them provides good evidence of progress and reflect differentiated work.
- Classroom management is of a high order.
- Teaching strategies include, independent and group work, 'Hot Seating', with good use being made of, a 'Think, Talk, Share' approach.
- Pupil behaviour is well managed and as a result is exemplary.
- Religious education homework is well used to supplement learning.
- Older pupils demonstrate very good knowledge of scripture and have high levels of religious education vocabulary for their age making them very religiously literate.
- In a reception class the teacher had a very 'breezy' approach that kept pupils engaged. They demonstrated a good understanding of the Sacrament of Baptism which built well on previous learning. Good use was made of the interactive white board and lit candle. Consideration could be given to providing more activities to move learning on.
- A Year 5 lesson saw pupils successfully exposed to a range of religious vocabulary, for example paradise, purgatory and remembrance, building on an assembly that generated some lovely prayers from pupils of this age group.
- An outstanding Year 5 lesson was marked by good questioning and excellent teacher knowledge and use of scripture. Work is well differentiated with individual and group learning outcomes and success criteria. Pupils were continually challenged with ongoing self and peer assessment. The plenary was reflective providing opportunities for spontaneous prayer in which pupils fully and reverently participated.
- Outstanding work in a Year 4 lesson saw pupils' very actively participating in exploring an understanding of having a 'Calling'. They were challenged to consider what they perceived the calling of a range of well-known people to be and then to reflect on this at a personal level. Excellent use was made of 'hot seating', talk partners and sharing of responses.
- Impressive challenging work was undertaken in Year 2 on 'The Beatitudes'. The teacher struck a good balance between carpet and table work and made excellent use of 'Pit Stops' to ratify learning, exemplify vocabulary and maintain a strong pace whilst ensuring clear pupil understanding of the tasks set.
- Teaching is marked by consistent use of classroom support staff who support teaching in a discreet but highly effective way.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education

- The role of religious education coordinator is given a very high priority within the school, which ensures that religious education has a high profile.
- The quality of learning in religious education has improved since the previous inspection.
- The school has successfully worked hard to ensure that the subject has fully benefitted from all the improvements made to teaching generally over the past five years.
- Sacramental preparation is well embedded and in line with diocesan policy. The school liaises effectively with the parish to deliver the school's part of the programme.
- The religious education subject leader is well organised and manages religious education to a very high standard. She has worked tirelessly with teachers to help them develop their practice. Her documentation and management skills are of a high order. She is passionate about her role and provides outstanding support for her colleagues, particularly when coaching and mentoring them, making full use of diocesan provision.
- Senior staff are fully involved in monitoring and evaluation of the quality of teaching and learning in religious education.
- Governors play a key part in self-evaluation of religious education and benefit greatly from the active involvement of a nominated, experienced and expert religious education governor.
- Consideration could be given to setting targets for pupils in their books.
- The school has embedded the diocesan recommended 'Come and See' religious education scheme and is confident future developments will see the scheme being used even more imaginatively.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.



Catholic Life



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



The quality of provision for the Catholic Life of the school



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



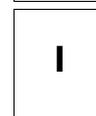
Collective Worship and Prayer Life



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



The quality of provision for Collective Worship and Prayer Life.



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



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 managers monitor and evaluate the provision for Religious Education

