



DENOMINATIONAL (S48) INSPECTION REPORT

St Anne's Catholic Primary School

Free Prae Road, Chertsey, KT16 8ET
School Unique Reference Number: 125240

Inspection date:	05 – 05 - 2015
Lead Inspector:	Mr Stephen Beck
Associate Inspector:	Mrs Angela Ireland

Overall Effectiveness	Previous Inspection:	1
	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:

<ul style="list-style-type: none">▪ It is a welcoming and inclusive school community where mission and ethos of Catholic education is at the heart of the school.▪ The welcome from pupils, staff and governors is exceptional and an indication of the excellent relationships which are a strength of the school.▪ Its collegiate management is led by an inspirational Acting Headteacher and exemplar religious education coordinator.	<ul style="list-style-type: none">▪ The quality of Collective Worship is central to the life of the school and is given the highest priority.▪ Guided by staff, pupils confidently plan and lead prayer and worship and all pupils act with reverence and respect.
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<ul style="list-style-type: none"> ▪ The Catholic Life of the school and the wellbeing and personal development of each pupil is at the heart of the school's vision. ▪ Governors, leaders and staff have high expectations and a shared vision for the school. 	<ul style="list-style-type: none"> ▪ In spite of leadership changes at both staff and governor level, the school has commendably maintained its academic and religious education focus and rigour to sustain its previous outstanding rating. ▪ The areas from the last inspection have been fully addressed and the school is continuing to ensure that all pupils make substantial progress. ▪ A vibrant learning environment is apparent throughout the school and because pupils enjoy their learning. ▪ Pupils attain in line with and frequently exceed, age related expectations in spite of lower than average starting points.
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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. It is maintained by Surrey Local Authority. 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 96%. The average weekly proportion of curriculum time given to religious education is at least 10% in all Key Stages.

The school takes pupils from 4 to 11 years. The children enter as rising fives and come from a variety of educational experiences, ranging from those with some or good pre-school/nursery experience to those with little or no pre-school experience. The attainment of pupils on entering the school is generally 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 13% of children on the Special Needs' register with 11% receiving SEN support and 2.5 % with a Statement of Special Educational Needs. SEN provision is a strength of the school. The school which secured the Inclusion Quality Mark in March 2014 which recognises the school as a beacon of excellence for inclusion. The proportion of pupils from minority ethnic groups is high. Pupils come from a wide variety of social backgrounds, although most are of white British heritage. A third of the school population have English as an additional language. A majority of children come from supportive homes but there is a relatively high percentage that come from disadvantaged homes, single parent families, those on low family incomes, or those for whom their own experience of education was unfavourable. The number of free school meal pupils has reduced over the past 3 years to around 5% but disadvantaged pupils remain at 10% of the school's population. There are also 11 children with a Traveller background.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Consider bringing religious education assessment into the electronic system used for other core subjects at a time deemed appropriate, in order to provide easier access to data for teachers' use, to support the further raising of standards across the school.
- Continue to raise attainment among more able pupils in line with the school's development plan

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

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- The mission statement is central to the life of the school and is fully embraced by all pupils in their daily school life.
- Opportunities to participate in the evaluation of the Catholic Life of the school are provided through the effective Religious Education Council which helps the co-ordinator to lead and manage the Catholic life of the school. They meet weekly and carry out monitoring of prayer tables and displays. They continue to seek new ways to move the school forward. They have also spoken to their peers in assemblies to raise their profile and to enable a 'voice' for others. Pupil interviews take place on a yearly basis, which informs the SLT of further improvement in various areas of religion at St. Anne's.
- Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They speak about how they are loved and cared for by staff. They are well aware of the needs of others, both locally and globally, seeking to support others through awareness raising assemblies and fundraising most recently for CAFOD.
- Pupils are happy, confident and secure in their own stage of spiritual and emotional growth. An effective programme for Relationships and Sex Education (RSE) allows pupils to develop and foster excellent understanding, appropriate to their age and understanding.

- Pupils take full advantage of the opportunities provided by school for their personal support and development.
- Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its links to the parish community. They are regularly involved with parish and Diocesan celebrations, benefitting from staff involvement in school and parish activities.
- Pupils contribute to the Catholic life of the school by planning, setting up and taking part in all aspects of the Catholic life of the school, for example, assemblies and daily acts of collective worship. Teachers have been given resources such as collective worship cards, and resource boxes to help pupils structure the sessions. Pupils in Key Stage 2 lead sessions by creating their own power points.
- There is a school counsellor who is in school once a week for any pupils, parents or staff who may require such support. Two adults within school also lead on Emotional Literacy in order to meet the needs of pupils.

The quality of provision of the Catholic Life of the school

- All stakeholders recognise the value of the school's mission statement, *'With Christ at the centre of our lives, we live out our call to serve the young'* and the philosophy of Don Bosco *'It is not enough to love children, they must know that they are loved'* in which the school remains rooted. It is explicit in all aspects of school life. Furthermore, it is evident in the strength of quality of relationships at all levels. In Key Stage 1, the pupils have learnt some actions to illustrate it and regularly explore what it means in their daily lives.
- A St Anne's School Song which is being introduced will support the mission being lived out and further strengthen it as a central part of the Catholic character of the school.
- Staff are fully committed to the implementation of the school mission statement across the curriculum and all areas of school life. This is evident in the care, guidance and support of pupils and each other; something that both pupils and parents speak of extremely highly.
- High quality religious displays, including examples of pupils work, are prominent in all classrooms and throughout the school and are monitored regularly.
- PSHE and RSE play a key part across the curriculum as well as isolated subject areas. All staff are clear about what should be taught in each year group. The school is exceptionally committed to ensuring that pupils have a comprehensive understanding of RSE before they leave St Anne's and as a result, their programme is carefully planned from the Foundation Stage up to Year 6.
- They have actively sought advice from the Diocesan adviser for ways to improve provision.
- Policies relating to behaviour and wellbeing of pupils are rooted in Gospel values and the teachings of the Catholic Church.
- There is a collective understanding of the need for excellent behaviour and pupils are provided with clear and consistent direction and support which they embrace and share willingly. Behaviour within the school is exemplary. Pupils talk about the importance of respect for others. There is a whole school approach to adopting positive learning behaviours in an outstanding learner's toolkit.

- The parish priest plays an ever increasing role within the school. He visits for Reconciliation during Advent and Lent and is working with the co-ordinator to increase the number of Masses pupils attend.

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

- School leadership at all levels is deeply committed to the Church's mission. The outstanding Acting Headteacher and Acting Deputy Headteacher who is religious education coordinator, are inspirational role models with a steadfast commitment to the mission of the Church. Their commitment to giving every child the best start in life, academically and spiritually and also in helping them to be good citizens, is a notable strength of the school.
- The commitment and high priority the leadership team place on the Catholic life of the school is further evident in the religious education coordination role being led by the Acting Deputy Head Teacher.
- The commitment of leaders in promoting the Catholic life of the school is evident in collective worship, relationships at all levels and an ethos of an unrelenting striving for excellence in all aspects of school life.
- The high priority of the Catholic life of the school is evident in the school development plan as well as being a target for each teacher's performance management. This reflects the school's excellent self-evaluation and understanding of its strengths and areas for development. The school community is clearly self-reflecting.
- The views of parents and pupils are regularly sought in relation to the Catholic Life of the school. These views contribute to the overall evaluation by leaders and enable them to make plans for improvement.
- The school has highly successful strategies for engaging parents to the very obvious benefit of pupils. Parents were keen to share how the mission of the school works in practice and as a result they have a firm commitment and belief in both the leadership of the school and its Catholic mission.
- As with school leaders, governors are highly ambitious for the Catholic Life of the school and see it as a priority for the whole governing body and leadership team. The newly appointed Governors have quickly established themselves and with other governors are actively involved in its monitoring and evaluation, being ready to challenge as well as support.
- Succession planning has been exceptionally well managed at St Anne's and this process should be maintained
- The Headteacher's report to Governors has a separate section on the Catholic life of the school.
- The Diocesan Adviser has visited the school within this academic year (2015) twice, to help further develop all aspects of the Catholic Life as well as confirming judgements on teaching, prayer life, and the role of leadership reflecting the good relationships the school has with the Diocese.
- Both the Acting Head and Acting Deputy have attended the CCRS course and actively encourage other members of staff to apply for the course.

COLLECTIVE WORSHIP / PRAYER AND WORSHIP

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

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

- Pupil engagement and enjoyment of Collective Worship is undisguised. They are inspired and enthusiastic and this ensures the highest quality response. Singing, participation in prayers and responses are appropriately joyful and reverent.
- Pupils understand the importance of prayer and express the centrality of it in their lives. As they move through school, pupils take increasing responsibility for choosing and preparing resources, planning and the delivery of prayerful worship experiences. Older pupils independently prepare and lead worship. They use scripture, silence, artefacts, music and other forms of prayer to engage their peers in a powerful way.
- Pupils have a very good understanding of the Church's liturgical year, its seasons and feasts. For pupils, this is outstanding. Pupils have a deep sense of social justice and a well-developed understanding of other faiths, which contributes positively to their outstanding spiritual and moral development.
- At the start of each academic year a meeting is held with the parish priest, to agree a programme of liturgical services and activities, both within the Church and at school.
- The school has a wide range of activities to support the Prayer Life of the school. There is a well-attended Prayer club, Prayer books in class, Prayer board in the hall and entrance. All these things serve to support the pupils in developing their own unique relationship with God.
- The Rosary is prayed in the morning throughout the months of May and October and parents are encouraged to get involved and join in the prayers, thereby reinforcing the sense of whole school community.
- Each academic year the children in the EYFS work alongside pupils from St. Georges College (a local Catholic Secondary Independent School) as part of their religious education diploma. This project culminates with the children and students participating in a special Mass alongside other local Catholic Schools.
- Each class has a high quality colourful focal point for prayer. These are kept up to date, are well used and reflect the changing liturgical year. The pupils' religious education work is frequently used for display alongside other appropriate resources all of which help to celebrate the school's Catholic Ethos.
- Other Christian Groups are invited to lead assemblies and religious education days with a view to enhancing the spiritual life of the school and the pupils.
- The pupils are encouraged to, and regularly do, identify those who need prayers and will put names or ask for names to be placed on the prayer board in the entrance hall.

The quality of provision for Collective Worship

- Worship and prayer is at the heart of St Anne's school. Praying together is a natural part of daily life for all staff and pupils. Collective worship has a clear purpose to support each pupil on their own journey of faith. Collective worship is linked to the Liturgical year and this is made explicit to the pupils, for example, Advent, Lent, Pentecost and special Feast days. Signing of singing is a well-established part of collective worship enhancing celebrations and securing a high level of engagement by pupils.
- There is a well-planned programme of Masses, liturgies, assemblies and other liturgical celebrations, matched to pupils' stages of development. This allows pupils to participate in a range of acts of worship including a voluntary prayer club which is extremely popular.
- Staff are very skilled at guiding pupils so that they can have a deeper experience of prayer and worship. They have an excellent understanding of what constitutes outstanding collective worship and ensure there is a progression of skills from early years' foundation stage to year six. As a result, pupils have been taught to plan and effectively deliver worship using high quality resources. Each collective worship, led by the Acting Headteacher and co-ordinator (Acting 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, reflection and finally a mission to go out.
- Rejoice assemblies and prayer services, which take place at the end of each religious education topic, are led by the children of each year group. An excellent assembly was attended, which saw the elements of, scripture, prayer, reflection and music skilfully woven in to what was a true learning experience. Feedback is given to staff regularly by the co-ordinator about how to further improve worship. Parents are invited to these special prayerful times in which periods of 'stillness' are encouraged. A parent commented, *"It has been a welcome benefit to parents to be invited to assemblies at school or church."*
- Families are involved in pupils' religious development through the many celebrations and special events they attend. They speak highly of these occasions. Resources such as "The Wednesday Word", which parents report that their children insist they share with them and seasonal artefacts like Travelling Cribs encourage further parental engagement.

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

- The Acting Headteacher and the Religious Education coordinator have excellent knowledge of how to plan and deliver quality collective worship and ensure this is shared with staff. As role models and inspirational leaders, their dedication and commitment is instrumental in the drive to provide high quality collective worship across the school that meets the needs of each child in their care.
- Leaders and managers have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols. As a result Collective Worship is delivered in a way that is relevant to pupils in a contemporary context using a range of skills and high quality resources.

- Collective Worship has a high priority in the school improvement plan and is included in staff performance management objectives. It is very well resourced and focused professional development has ensured that collective worship is outstanding.
- Leaders and governors regularly monitor and evaluate collective worship. There is a shared commitment to continuous improvement. Parents and pupils are consulted regularly about the quality of their experiences and report very favourably on them.
- The co-ordinator has attended training within the Diocese of leading collective worship and has disseminated resources for all staff within staff meetings.
- The Co-ordinator has modelled collective worship to several members of staff and signposted people to visit other classes where good practice has been seen.
- In June 2015, a day of Reflection at St. Columba's Retreat in Woking has been booked for all staff. During the morning the staff will have a speaker who will focus on collective worship. It is also aimed to use this time is to explore a school prayer.

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

- On entry to school a number of pupils have a limited knowledge and understanding of the Catholic faith.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life including the development of a very good religious vocabulary.
- Pupils are keen to learn and improve their knowledge, understanding and skills as they become independent learners
- Pupils' achievement in religious education is good to outstanding. Pupils' attainment in Religious Education is of a high level and increasing. Pupils make substantial progress in relation to their starting points and capabilities. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are generally in line with their peers. Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage with a number exceeding this.
- Pupils are encouraged to work independently and collaboratively and are provided with choice of activities and challenge.

- Pupils' engagement in and enjoyment of their learning is strong as shown by their interest, enthusiasm and behaviour in religious education lessons. This is evident in pupil interviews and external inspections which highlight pupils' enthusiasm and lesson observations.
- As a parent wrote, *"My child has always commented highly about religious education lessons, it was fun, trips help me to understand and I can do lots of hands on activities."* It is great to see that religious education is part of the whole school curriculum and not a standalone subject. Thank you.'
- The best lessons observed show pupils that are engaged in their learning through well planned, resourced and differentiated activities. Time for reflection and celebration is included in the lesson. Constant assessment takes place through key questions, feedback and taking opportunities to move learning forward.
- Book scrutinies and lesson observations have highlighted the importance of pupils being religiously literate. Key vocabulary is shared and used explicitly with pupils in lessons as well as being evident on religious education displays. Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- Pupils at St. Anne's are acutely aware of religious commitment in their everyday lives. This is shared explicitly through the religious education council. Numerous fundraising activities are led with and by the pupils throughout the year further enhancing their understanding of the importance of 'giving' including CAFOD, Eagle radio, Fairtrade week.
- Evidence in pupils' books, including early years, demonstrates excellent subject coverage, pupils' ability to record in a variety of ways and a great pride in their work and its presentation.

The quality of teaching and assessment in Religious education

- The quality of teaching seen was consistently outstanding. It was marked by challenging differentiated activities. Lessons were well paced and delivered in an environment where pupils participated fully and were encouraged to question in order to progress.
- Teachers display good subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of, and enthusiasm for, religious education.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve and evaluate their own work. Effort and achievement are celebrated.
- The assessment of pupils work in religious education is well established and includes self-review.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Productive use is made of time and resources including other adults, ICT, photos, artefacts from home and video recorders to maximise learning.

- Teachers demonstrate high level questioning that challenge pupils to think more deeply about the subject.
- The school has assessment strategies which provide very accurate and detailed information on the achievement of all the pupils and teachers are able to identify how well pupils are achieving and tackle underachievement.
- Staff all have the attainment targets with 'driver words' highlighted to ensure they are clear on the expectations of pupils and the corresponding levels, enabling secure judgements to be made.
- Staff have had training by the co-ordinator in using the school's 'Come and See' core scheme, now in the second year of delivery. Aspects such as using the attainment targets for planning and how that would enable accurate assessment has been shared as good practice. Staff questionnaires have flagged up that staff would benefit from more training on the scheme and the school is looking to identify more level 3's at Key Stage 1 and level 5's at Key Stage 2.
- As a school priority, marking has been addressed with all staff. A marking booklet has been given out and explored within the context of religious education books. Staff are now using well-established, consistent developmental marking and feedback to pupils to enhance learning.
- The school has adopted 'challenges' for pupils that enable them to think beyond the obvious and these are continuing to be developed.

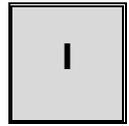
How well leaders and managers promote, monitor and evaluate the provision for Religious Education

- The Religious Education coordinator is outstanding in leading Religious Education, showing good knowledge and clear understanding of her key role. She attends regular training and updates provided by the Diocese. In her role she shows dedication and commitment in driving forward new initiatives and ensuring that religious education is a core subject in the school. She communicates with the Acting Headteacher, staff, parents and governors effectively and is an exemplar subject leader. Her documentation and coordinator's file was of exceptionally high quality in content and presentation.
- Leaders, governors and managers are very good in promoting, monitoring and evaluating the provision for the religious education of the school. Documentation guides and directs all staff in the delivery of the subject.
- Governors receive regular updates from the religious education coordinator and are aware of standards at St Anne's.
- Monitoring data for Religious Education is used well to evaluate the school's performance and plan for future improvements. There are good systems in place and there is detailed evidence for the monitoring of pupils' workbooks.
- Detailed assessment information is collated and tracked by the subject leader and is shared with the Acting Headteacher, leadership team, governors and parents.
- Formal assessment tasks are undertaken and moderated well. The Religious Education coordinator is prepared for raising expectations for higher levels of assessment.
- Achievement and effort at St Anne's is inclusive and always celebrated.
- The budget for Religion matches that of Literacy and Numeracy.

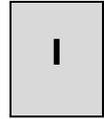
- A newly designated Religion link governor is to be commended for his already outstanding contribution. He is in regular contact with the co-ordinator through emails, meetings and regular visits to the school. Together this year they have monitored religious education displays and prayer tables. The governor has also looked through all the inspection files, asked probing questions and shared ideas for the whole school, e.g. ways to enhance parent participation of the Rosary and devising a school song.

Summary of Inspection Judgements

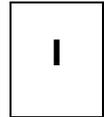
How effective the school is in providing Catholic Education.



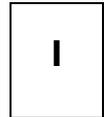
Catholic Life



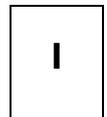
The extent to which pupils contribute to and benefit from the Catholic Life of the school.



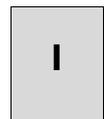
The quality of provision for the Catholic Life of the school



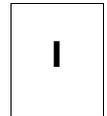
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.



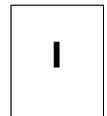
Collective Worship



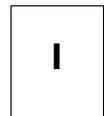
How well pupils respond to and participate in the schools' Collective Worship.



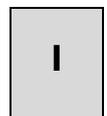
The quality of provision for Collective Worship



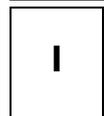
How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.



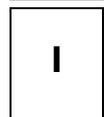
Religious Education



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

