



Diocese of Westminster

INSPECTION REPORT

St Anne's Catholic Primary School

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DCFS Number: 211 3411

URN: 100950

Headteacher: Mrs J. Sheehan

Chair of Governors: Mr S. Kirrage

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

Date of inspection: 2nd April 2009

Date of previous inspection: 10th November 2005

Reporting Inspector: Mrs M. Betts

Description of School

St Anne's is a larger than average primary school with full-time nursery provision for pupils aged 3 to 11 years. There are 330 pupils on roll, 55% of whom are Catholic. These come predominantly from the local parish of St Anne's. A very high proportion of pupils come from one of 83 different minority ethnic backgrounds, the largest group being Brazilian. Just over a third of pupils speak English as an additional language which is above the national average. Almost half the pupils are eligible for free school meals which is very high when compared nationally. Many pupils join and leave the school outside normal times. There are 24 teachers in the school of whom 11 (46%) are Catholic.

Key for inspection grades

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

Overall effectiveness of this Catholic school

St Anne's is an outstanding Catholic school. The extremely strong Catholic identity is present in the school's daily life. The committed leadership of the headteacher, senior management team and governors is instrumental in effectively maintaining and developing the Catholic ethos. The Eucharist, prayer and worship have a very strong central role in the school's life. Relationships within the school are very good and reflect Christian respect and concern for others. All staff provide a stimulating environment in which the pupils thrive and are encouraged to succeed. A pupil explained "This school is outstanding – here we can achieve anything we set our minds to". The pupils' spiritual and moral development is outstanding and this is reflected in their excellent behaviour and positive attitudes. Staff are committed to the very high profile given to religious education in the school. Very good progress is achieved by all pupils.

Grade 1

Improvement since the last inspection

The last inspection report described the school as "a good Catholic school". Areas for development were related to improving the teaching of religious education so all teachers reach the high standard achieved by some, and increasing the opportunities to use information and communication technology (ICT) for activities in religious education. The school has made very good responses to these areas. Teaching observed ranged from good to outstanding. Teachers have high expectations for themselves and their pupils with the result that their enthusiasm for the subject influences the sound and sometimes exceptional depth of thought in pupils' learning. ICT is now a strength of the school and used well in religious education both to provide visual presentation to interest pupils and as a medium for pupil tasks.

Grade 1

The capacity of the school community to improve and develop

The school has a very good capacity to continue to improve. The dynamic leadership of the school has a clear vision for fulfilling the school's mission and is very well supported by the staff. The school is not complacent about its achievements and is committed to developing even further. The school improvement plan contains appropriate targets relating to improving all aspects of Catholic life, prayer and religious education. The school's self-evaluation process results from rigorous monitoring and involves staff, governors, parents and pupils.

Grade 1

What the school should do to improve further

- Provide more opportunities for pupils to plan and organise their own acts of worship.
 - Continue to embed developmental marking procedures which stimulate pupils to reflect further on what they have learnt.
 - Embed and extend the use of attainment targets in planning to encourage pupils to achieve their next level.
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The Catholic Life of the School

Leadership and Management

The headteacher, deputy and governors form an effective partnership for promoting the Catholic life of the school. The mission statement "Excellence together with God as our guide" is well known by the whole school community and pupils can describe explicitly aspects of the school's daily life that it underpins. High quality displays around school confirm the Catholic identity. Governors are very supportive and are well informed about the work of the school. Relationships within the whole school community are very good. Leadership promotes pupils' spiritual and moral development very well. Scripture is provided frequently to enrich many daily activities. Pupils display respect towards each other and to adults. Pupils said "Everyone here gets along and we support each other" and this is seen in action by peer partnerships and older pupils being buddies to younger ones in playtime activities. Pupils value and praise the friendly, caring attitude of the teachers who listen to them and provide many interesting activities. Pupils' views are taken into consideration through the School Council and regular questionnaires. Pupils' achievements are recognised, valued and rewarded. Parents are very positive and supportive of the school. The school has very strong links with the local parish.

Grade 1

The Prayer Life of the School

Eucharist, worship and prayer are fundamental to the life of the whole school community. There is a good range of worship opportunities including pupils writing their own prayers and contributing their own intentions. Drama, music and visual stimuli are used very effectively to engage learners' interest and develop their thinking. Worship promotes heartfelt responses from both staff and pupils. The pupils' high standard of reverent singing enhances worship. Pupils participate regularly in leading worship. Year 1 children are becoming aware of the significance of different aspects of liturgy. Attractive prayer foci are in each classroom. Worship is well planned and monitored by the religious education subject leader. Pupils are very respectful during prayer and a calm, reflective atmosphere was sustained through the whole school liturgy of the Stations of the Cross. Pupils and staff described this as a deeply felt and emotional experience through which they gained more insight into the meaning of the Passion of Jesus. Worship makes an outstanding contribution to pupils' spiritual and moral development. Each week a class joins parish Mass and pupils are involved in the delivery of these services. Parents and parishioners are invited to all celebrations. The priest makes a significant contribution to the sacramental life of the school.

Grade 1

How effectively does the school /college promote community cohesion?

The school is an inclusive community which strives to recognise and celebrate the talents of each individual. The ethnicity of the staff represents the cultural diversity of the school community it serves. Pupils have many opportunities to work with those from other schools in the area with sporting, curriculum and enrichment activities. St Anne's school takes the lead for community cohesion among a variety of other local schools. The headteacher offers support to help other school communities. Pupils' learning about other faiths has a positive effect on their understanding of the diversity of religions in the area. The school draws on the expertise of pupils, parents and staff members and visits places of worship within the local area. The pupils support those in need and raise money for local and national charities, such as aiding the local homeless centre. The individual needs of families and pupils are very effectively supported by the school through the home/school liaison worker, nurture groups and the school counsellor. The reflective culture of the school, which pervades all school activities, provides opportunities for all to link the learning with their own experiences.

Grade 1

Religious Education

Achievement and Standards in Religious Education

Pupils make outstanding progress in religious literacy throughout the school. Standards are high in relation to pupils' prior attainment. They mostly achieve age appropriate levels of attainment and many achieve a higher standard. Pupils are encouraged to reflect on their learning and apply it to their own experience. They display an increasing depth of thought in their prayers and when reflecting on situations from the Bible. The pupils' spiritual, moral, social and cultural development is outstanding. Their books are very well presented and evidence a full coverage of the curriculum. There is a good variety of written work including bible research. Most pupils enjoy their religious education lessons especially when given opportunities to express their own ideas and to learn in collaboration with each other. Their behaviour is very good. The pupils readily offer contributions and thoughts.

Grade 1

Teaching and learning in Religious Education

All teaching is either good or outstanding. Teachers have secure subject knowledge and plan thoroughly. Open questioning and talking partners are used well and develop pupils' confidence in their ideas. Key vocabulary is effectively used and displayed to promote understanding. Teaching uses visual presentation, story and teachers' own personal experiences to motivate and interest the pupils. The activities planned consolidate and develop all pupils' thinking. Work is very well marked, giving suitable praise and comments with feedback concerning improvement strategies. Opportunities have recently been given for pupils to make these improvements. The school's assessment procedures are very thorough and informative. Regular assessments recording pupils' attainment are used to ensure progression. Moderation is undertaken regularly with recorded criteria to ensure consistency of achievement with national expectations. Parents are given information about future religious education topics and how they can help at home. Lent and Advent calendars sent home also promote family involvement.

Grade 1

Quality of the Curriculum

The quality of the curriculum is very good, and suitable for the age of the learners. It fulfils the requirement of the Bishops' Conference. 10% of curriculum time is used for religious education following the "Here I Am" programme with additional work linked to the liturgical year. Pupils are encouraged to question, reflect and think spiritually, ethically and theologically. Religious education is linked well with other areas of the curriculum, particularly with drama, literacy, speaking and listening, numeracy, art, craft, song and ICT. Visitors and places of worship are used as extra resources for learning. The curriculum makes a significant contribution to the spiritual and moral development of the pupils. Pupils are taught to respect other faiths. Attractive religious education displays, often with challenging inter-active questions, give added value to this core subject.

Grade 1

Leadership and management of Religious Education

The headteacher as religious education co-ordinator, gives a very high profile to this subject. She communicates a clear vision and ensures teachers are effective in their teaching. When planning for a future topic, they are encouraged to reflect on the subject knowledge at their own level. Teachers are supported and guided well. There are high expectations for standards and quality teaching and learning. Religious education is effectively managed to ensure thorough and incisive quality assurance. Governors regularly monitor and are informed of religious education developments. Equality of opportunity is promoted very well and the school is sensitive to anti-discriminatory practices. Three teachers hold the Catholic Certificate of Religious Studies. The budget for religious education and worship is high but below that allocated other core subjects. Religious education is very well resourced.

Grade 1