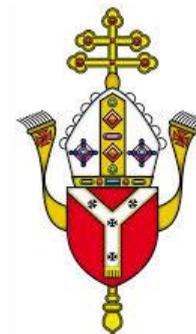


# St Anne's Catholic High School

6 Oakthorpe Road, Palmers Green, London N13 5TY

Date of inspection by Westminster Diocese: 2 & 3 March 2017

## Summary of key findings for parents and pupils



### A. Classroom religious education is outstanding

- The content of religious education across the school meets all the requirements of the Religious Education Curriculum Directory.
- The religious education curriculum is carefully planned by a strong team.
- The school's mission statement 'act justly, love tenderly and walk humbly with God' is at the heart of school life.
- The subject's contribution to the Catholic life of the school is excellent and its influence permeates all aspects of the learning environment of the school.
- All pupils make rapid and sustained progress in lessons.
- Pupils' outcomes are excellent.
- Attainment is better than core subjects at Key Stage 4 and there are a higher percentage of A\*/A than other subjects.
- Achievement at Key Stage 5 is very good.
- Teachers have high expectations, plan and teach engaging and focused lessons and create a very positive climate for learning.
- There is consistent and effective delivery of lessons across the religious education department which is commendable considering the split sites.
- Leadership and management of religious education are outstanding. The subject leader is well qualified and experienced and has a strong understanding and appreciation of the centrality of religious education in the mission of the Church and its impact in the daily life of the school.
- The school's self-evaluation is accurate and provides an excellent picture of the strengths and areas for development.

### B. The Catholic life of the school is outstanding

- St Anne's is a welcoming, vibrant Catholic community which provides its pupils with an excellent range of experiences.
- Religious education meets the requirements of the Bishops' Conference for curriculum time of 10 % in Key Stages 3 and 4 and 5% at Key Stage 5.
- The headteacher and school leaders have a coherent and consistent vision for Catholic education and no aspect of the daily life of the school is left unobserved.
- It is evident to all - staff, parents and pupils - that religious education is at the heart of the school.
- The pupils spoke eloquently, confidently and with immense pride about the importance of Catholic education and 'being part of the St Anne's Family'.
- Relationships are excellent in this distinctive and diverse community and pupils view the school as a safe place that allows all to flourish and feel valued and secure.
- Worship and prayer are central to the life of the school. Pupils are offered opportunities to celebrate the Eucharist and be involved in other sacramental celebrations throughout the liturgical year.
- The school has an extensive programme of opportunities for pupils to respond to the needs of others and the pupils have a strong commitment to the Common Good through their fundraising for a range of charities and by raising awareness of the needs of those most in need.
- Partnerships between home, school, local parishes and the wider community are outstanding.

## A. Classroom Religious Education

### What has improved since the last inspection?

Attainment at Key Stage 4 has been consistently outstanding as evidenced in the GCSE results for the last three years. There have been regular reviews of schemes of work in light of the new curriculum changes and a shared development of creative lessons to engage pupils. Assessment for learning has been significantly developed and there is now a very consistent approach across the department: in the use of examiner based activities, learning mats and scaffolding for assessment questions which have all contributed to successful outcomes at the end of Key Stage 4.

### The content of classroom religious education is outstanding

The content of classroom education throughout all key stages meets the requirements of the Religious Education Curriculum Directory. All teaching staff know and understand the broad areas of the religious education (RE) curriculum and progress in learning from year to year is developed. The pupils in Key Stage 3 have practice Key Stage 4 exam questions which prepares them for the transition to Key Stage 4. The programmes of study provide a systematic study of God, the life and teaching of Jesus and the Church, the central beliefs that Catholics hold and the relationship between faith and life. The curriculum is creative, dynamic and engaging and is also well resourced. Topics are revisited to facilitate a deeper understanding. The Key Stage 3 programme includes a module of a world faith for each year group. In Key Stage 4, Year 10 is studying an approved specification which includes the Judaism option. The RE curriculum allows plentiful opportunities for pupils to develop religious literacy at Key Stage 4. Participation in deanery and diocesan moderation is excellent and the subject leader has been involved in external moderation with other schools.

### Pupil achievement in religious education is outstanding

The headteacher and the members of the leadership team all share a coherent vision for religious education and they work together to encourage and foster high expectations across the whole school. Religious education is central to the life of the school and permeates every facet of life for student and staff. Pupil achievement is outstanding as pupils across all three key stages make rapid and sustained progress. The different groups of pupils make excellent progress which is seen especially at the end of Key Stage 4. Attainment in religious education is higher than other core subjects at Key Stage 4 and Key Stage 5 and especially for A\*/A at Key Stage 4. Achievement at Key Stage 5 is very good. Pupils have an understanding of their target grades and what they have to do to improve. Pupils really enjoy their RE lessons and clearly excel through very high teacher expectation and engagement in their own learning as evidenced in lesson observations. In a Year 11 lesson that was delivered on issues raised by a multi faith society there was evidence of differentiation and plenty of stretch and challenge activities. Pupils were engaged and enthusiastic in their learning and showed a confident determination to improve and succeed.

### The quality of teaching is outstanding

Teaching has a significant impact on learning, progress and outcomes over time. All teachers have consistently high expectations of pupils. They plan and teach lessons that are engaging and challenging and actively engage pupils in their learning. Pupils were confident asking questions; this was evident in a Year 7 lesson on Baptism and a Year 9 lesson on the purpose of marriage in the Catholic Church. Examination questions were embedded at all key stages and attributed to the rapid progress made by pupils. This was seen in a Year 11 lesson on the issues raised by a multi-faith society. Teachers implement the school marking and assessment policy, using DIRT (dedicated improvement and reflection time). Marking and constructive feedback is frequent and of a

consistently high quality which enables pupils to improve their work. As a result of the positive experience of RE in the classroom, almost all pupils make rapid and sustained progress. This is seen in the excellent outcomes for pupils at the end of Key Stage 4.

### **The effectiveness of leadership and management in promoting religious education**

**is outstanding**

Leadership and management of religious education are outstanding. The subject leader is well qualified and experienced and has a strong understanding and appreciation of the centrality of religious education in the mission of the Church and its impact in the daily life of the school. The subject leader focuses relentlessly on improving teaching and learning and works successfully to monitor, improve and support teaching, encouraging the enthusiasm of staff and challenging their efforts and skills to good effect. Members of the RE department work in a collegial way and are all encouraged to attend relevant professional development.

### **What should the school do to develop further in classroom religious education?**

- To continue implementing marking and assessment practice in line with the whole school policy.
- Further develop new specifications for GCSE and A level.
- Further develop core RE particularly with regard to appropriate assessment for Level 3 students.

## B. The Catholic life of the school

### What has improved since the last inspection?

There are a variety of prayer experiences for pupils including student-led and teacher-led prayer in lessons including traditional prayers, spontaneous prayers and prayer folders can be found in classrooms. The Stations of the Cross and the Sacrament of Reconciliation are delivered to form groups and year groups. Pupils appreciated the opportunity to pray for their own intentions and pupils from non-Catholic backgrounds also welcomed the opportunity to pray. Pupil participation has increased and at every Mass there are readers and altar servers and Eucharistic members from the school community. The number of Catholic children offered places for September 2017 has seen a significant increase.

### The place of religious education as the core of the curriculum

**is outstanding**

Religious education is at the heart of the school and is central to its Catholic identity. There is a very special and spiritual ethos which is well respected by pupils, staff and parents and influences and enhances the quality of Catholic education offered. Religious education receives the weekly entitlement of 10 % curriculum time in Key Stages 3 and 4 and 5% at Key Stage 5. There is parity of expenditure between religious education, English and maths. The leadership team and governors offer outstanding support and active guidance in developing and reviewing the place of religious education in the school.

### The experience of Catholic worship – prayer and liturgy – for the whole school community

**is outstanding**

The school's mission statement and the prayer to St. Anne give a clear focus for the school. Worship is central to the school community. Each new academic year starts with a Mass as part of a staff session on Catholic ethos. Pupils participated in assemblies in a respectful and reverent way. The Eucharist and other Sacramental celebrations are offered at key times of the liturgical year, with pupils' active participation in the preparation and planning. Pupils also have the opportunity to attend a Sacrament of Reconciliation service during Advent and Lent which is well supported by the clergy of the deanery. Pupils' liturgical formation is well planned to ensure the widest possible experiences of the richness of the Catholic tradition of prayer and worship. One of the strengths of the school is the opportunity for spiritual growth and development. Pupils spoke about the opportunities they have to work with the chaplain. Retreats are a regular part of school life and pupils spoke about how enjoyable they were, a time for reflection, sharing and discussion. The school chaplain has taken sixth form students to the annual Flame Congress which enables them to experience a different form of worship. There have also been pilgrimages to Rome and Fatima and members the 'Catholic Life' working party are organising a pilgrimage to Lourdes in May 2017.

### The contribution to the Common Good – service and social justice –

**is outstanding**

The school makes an outstanding contribution to the Common Good, service and social justice both nationally and globally. One of the strengths of St Anne's is the development of pupil's social, moral, spiritual and cultural awareness. Pupils are encouraged to be active citizens and participate in a range of community service and fund raising activities. The 'Catholic life of the school working party' plays a large part in supporting the pupils in this area of school life and in particular has raised awareness and addressed the needs of older people with a focus on loneliness and dementia. The tea parties they organise allow a real call to 'human flourishing' and provide the pupils with opportunities to

help out and support others in the local community. The house system provides an excellent way in which the school recognises and celebrates the talents and achievements of pupils as well as enabling pupils to take responsibility for their own charity. The school's Lenten appeal for the Catholic Children's Society crisis fund in the form of 'soup and roll Friday' allows the pupils to be proactive and engaged in supporting those in need. Pupils are given many opportunities to be of service by fundraising for Cafod, the refugee crisis and other charities. There is also an active justice and peace group and also a sixth form led Fairtrade group who inform younger pupils about trade injustice. Not only do pupils actively engage in acts of service but they have an excellent understanding of the theology underpinning their actions.

**The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**

**is outstanding**

Partnership is a key, vibrant and central part of the school in its relationship with the immediate and wider community. There is an appreciation of being part of the diocesan community of schools, by school leaders and governors and this underpins all its actions and the school demonstrates exemplary ways of realising this. The school works closely with parents and carers to develop a shared understanding with them of the mission of the school. Parents clearly value and speak highly of the work it does in educating their daughters. One parent wrote "this school has been excellent for my daughter's education and spiritual wellbeing". Another parent wrote "we sent our daughter to St Anne's because of its strong Catholic ethos and excellent pastoral care". Parents are encouraged to participate in school events such as the carol service and the end of Key Stage 4 and Key Stage 5 Masses. There is a strong and vibrant parents' organisation which organises a number of events throughout the year. There are strong relationships with the local parishes in Palmers Green and Enfield and the local clergy are extremely supportive in saying Masses and hearing confessions and supporting the headteacher and the work of the school.

**The effectiveness of the leadership and management in promoting the Catholic life of the school**

**is outstanding**

Leadership and management are outstanding in promoting the Catholic life and identity of the school. The heart of the school's mission is Christ's teaching 'to love your neighbour' and is reflected in the school motto 'act justly, love tenderly and walk humbly with your God'. The school's mission statement makes a significant contribution to and impacts on all policies and aspects of the school's daily life. There are excellent systems in place to support the induction of new staff, to develop and enhance the contribution of all staff as well as those from different faiths and other Christian traditions to actively participate in, and contribute to, the Catholic life of the school. The headteacher, leadership team, subject leader are all dedicated and committed to the education of young people with a discipleship for life. The governing body are very strong in their commitment, dedication and support for the Catholic life of the school. They support liturgical celebrations and fund raising events. The Catholic life working party is open to all staff and they embrace the Catholic identity of the school. The role of achievement leaders and the school's celebration of pupil achievement in displays around the school contribute to the school's striving for excellence.

**What should the school do to develop further the Catholic life of the school?**

- Continue to increase the recruitment of Catholic pupils.
- To further develop pupils' engagement in opportunities for prayer, liturgy and the use of the chapels.

## Information about this school

- The school is a six form entry Catholic voluntary aided school in the locality of Enfield
- The school serves the parishes of St Monica, Palmers Green, Our Lady of Mount Carmel and St George's Enfield.
- The proportion of pupils who are baptised Catholic is 54%.
- The proportion of pupils who are from other Christian denominations is 32% and from other faiths is 11%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 32%.
- The number of teachers with a Catholic qualification is 4
- There are 3% of pupils in the school with special educational needs or disabilities of whom 3 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is 89% well above average.
- The number of pupils speaking English as an Additional Language is 25% and above average.
- There is an average rate of families claiming free school meals.
- 289 pupils receive the Pupil Premium (33%).

<b>Department for Education Number</b>	3084706
<b>Unique Reference Number</b>	102053
<b>Local Authority</b>	Enfield

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	11-18
<b>Gender of pupils</b>	Female
<b>Number of pupils on roll</b>	1013
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Donnelly
<b>Headteacher</b>	Mrs Siobhan Gilling
<b>Telephone number</b>	020 8886 2165
<b>Website</b>	<a href="http://www.st-annes.enfield.sch.uk">www.st-annes.enfield.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@st-annes.enfield.sch.uk">admin@st-annes.enfield.sch.uk</a>
<b>Date of previous inspection</b>	March 2012
<b>Grade from previous inspection</b>	Outstanding

## Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 17 lessons or part lessons were observed.
- The inspectors attended 3 assemblies and 8 acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

## Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

## Inspection Team

The inspectors are appointed by the Archbishop.

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Lead Inspector

Mrs Bernadette O'Hanlon

Associate Inspector

Mrs Noreta Reece

Associate Inspector

Miss Nicola Walsh

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