



St Anne's Catholic High School for Girls

URN: 102053

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

09–10 November 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- An inclusive, friendly culture permeates the school and there are strong positive relationships between staff and pupils.
- There is a clear commitment to others, especially the most vulnerable, which is manifested in the outreach programme and strong links with the local community.
- RE is well taught throughout the school and GCSE RE results are outstanding.
- Pupil behaviour, in and out of lessons, is exemplary.
- The new system of year group Patrons has been enthusiastically received and provides pupils with exemplary role models and a focus for prayer and action.

What the school needs to improve

- Continue to develop pupil awareness and understanding of Catholic Social Teaching.
- Improve enrichment opportunities in RE.
- Develop strategies to further involve pupils in preparing and leading prayer and liturgy and evaluating its quality.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

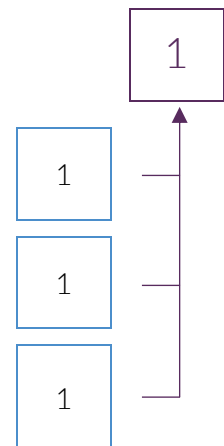
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



St Anne's Catholic High School for Girls is an inclusive, welcoming community where pupils are nurtured and feel valued and cared for. Happy to embrace their responsibility for others, pupils are quick to respond to those in need. Pupils are very respectful of those of other faiths and none, and there is an ethos of tolerance and a desire to find common ground. The behaviour of pupils is exemplary both in lessons and throughout the school as they try to live out the school motto: 'Act justly, love tenderly, walk humbly.' In conjunction with the chaplaincy, pupils raise awareness and fundraise for a variety of charities including Cafod, the Catholic Children's Society and Young Minds, as well as hosting afternoon tea parties for older members of the local community. An innovative programme pairs pupils with older members of the community to help them with their computer skills. Although pupils are good at applying Catholic Social Teaching at St Anne's the school needs to further develop understanding in this area so that pupils are aware of the principles behind their actions.

Staff are fully committed to the school's ethos. They are clear about the mission of the school and the centrality of this mission to everything they do from the welcome at the school gate in the morning, through lessons during the day, to the playground duty and the pupils' departure in the afternoon. The school's positive approach to behaviour management means that they are aware of the needs of every pupil and their innovative approach ensures that no child is left behind. They have taken some outstanding steps to include the more difficult to reach families: encouraging daughters and mothers to attend a first aid course together, supporting those families in hotel accommodation by allowing them to cook on the school's premises, facilitating EAL (English as an additional language) lessons on site for parents and hosting a food bank. Pastoral care is outstanding; relationships between staff and pupils are strong and the behaviour

for learning policy is implemented very effectively, valuing each pupil as an individual. As one parent put it, 'I can't speak highly enough of the pastoral care my daughter receives'. Despite the difficulties of being on two sites the physical environment clearly reflects the school's Catholic identity. The R(S)HE programme meets all statutory and diocesan requirements. It is carefully planned and mapped across each of the key areas, and pupils spoke with enthusiasm about the R(S)HE drop down days.

Leaders and governors place Catholic life and mission at the centre of all they do. Christ is at the heart of this school and the head teacher and senior team provide inspirational and joyful leadership in the pursuit of the school's Catholic mission. There are very strong and effective links with the local parishes and leaders work hard to include parents in the Catholic life, especially those who are hard to reach. Governors have high levels of expertise. Ambitious for the school's mission, they provide effective challenge to the leadership as well as appropriate support. School self-analysis in this area is strong – leaders are clear and open about improvements that need to be made. The Chaplain is very much involved in the Catholic life of the school providing various opportunities for the spiritual development of staff and students. The overwhelming majority of staff, including early career teachers, are very positive about working at St Anne's. They were eager to explain how the school supported them and were able to talk about the school's ethos underpinning the actions of the leadership team. They spoke with enthusiasm about the staff training day at the start of the year and how it provided them with time for reflection as they try to live out the Gospel message within their community. One member of staff commented, 'St. Anne's is a wonderful school where my faith and work are combined, enabling me to live a more authentic life'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

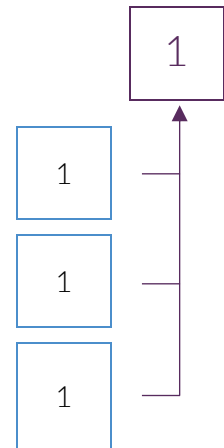
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils at St Anne’s are developing excellent knowledge, understanding and skills in religious education. GCSE exam results and value-added are outstanding and demonstrate the excellent progress that pupils make as they move through the school. Pupils are able to use key terms effectively demonstrating strong religious literacy. Books scrutinised at Key Stage 3 and 4 reveal work of a consistently high standard, showing excellent presentation and a strong development of knowledge and understanding. Pupils effectively use peer and self-assessment to improve their work and set future targets. They are provided with a good level of challenge. A wide range of topics are provided for pupils and good use is made of artwork to help them understand key ideas. Pupils take a pride in their work and this is acknowledged by teacher comments. Fully focused in all observed lessons pupils repeatedly spoke about how they enjoyed RE. In an excellent observed sixth form Core RE lesson on the sanctity of life, the teacher skilfully guided the students through the challenging lesson content resulting in strong student engagement and enjoyment. At Key Stage Five A Level results are weaker and this is a focus area for the department.

In the majority of observed lessons teachers demonstrated very strong subject knowledge and used this to good effect to support pupil learning. The curriculum has been carefully planned in line with the new *Religious Education Directory*, and teachers have very high expectations of pupils. Good individual feedback is given to pupils in class and there is a positive approach to praise, with constant reinforcement and recognition of the effort made. Behaviour points are awarded for outstanding effort and achievement and ‘Exceptional’ awards are issued termly. A wide range of activities and approaches were observed in lessons and books including extended writing tasks, mind maps, paired discussions and memory tasks. In an outstanding observed Year 11 lesson the teacher expertly helped pupils create an impressive mind map on the sources

of authority in Catholic Christianity. Lessons have clear reflection points and pupils see this as a normal aspect of learning; in one observed A level lesson on Freud, pupils were able to reflect on and explain the impact that his ideas might have on people today. A wide range of resources are effectively used to support pupil learning. Teachers understand the impact that RE has on the moral and spiritual development of pupils. As one parent said, 'This is a wonderful school which empowers young girls to become strong, independent women who live with morality and kindness.'

Leaders have ensured the school is effectively using the new Directory. Religious education has parity with other core subjects in terms of resourcing, professional development and accommodation. Staff training is regular and high quality and the RE lead has been involved in a number of diocesan training courses. A carefully planned sequential curriculum is in place which ensures that pupils' achievement is strong as they progress through the school. The senior leadership team ensures that attendance and punctuality are excellent. Teaching assistants are used well in lessons and offer help to all in class, not just specific students. Since covid, enrichment opportunities in RE have been limited and this is an area for development which the school has identified. The local parish priest is the RE link governor and through effective systems of analysis and review governors ensure that the teaching of religious education is well monitored, leading to outstanding GCSE results.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1



Pupils participate fully in the school's prayer life. They are respectful and attentive when prayers are said in their form periods and at the start of lessons. Each site at St Anne's has its own separate chapel and there is a prayer room for pupils of other faiths. An observed assembly provided pupils with a clear opportunity to reflect prayerfully on current problems in the world. Pupils participate, as appropriate, and were given roles within the assembly to help lead prayer. A wide range of services are offered to pupils including regular Masses, services of Reconciliation, assemblies and Lower School retreats. They enjoy these celebrations and recognise that they are provided with a wide range of opportunities to pray. Pupils spoke of their pride and joy in belonging to the Gospel choir and how it allows them an opportunity to reflect upon their faith. A number of pupils volunteer to undertake liturgical ministries including Eucharistic ministers, altar servers and readers. The school has identified the need to further develop strategies to increase the involvement of pupils in preparing and leading prayer and liturgy, and evaluating its quality, and this is an important development point for the future.

The school has a carefully planned calendar for prayer and liturgy. The school year starts with a welcome Mass for new parents and at key points during the year the school comes together to both celebrate joy and express grief in moments of sorrow. One parent commented: 'The Masses are so special, and my daughter really enjoys being a part of them. She loves the school and feels cared for and supported in her faith'. Registration and RE lessons begin with a prayer which often includes opportunities for students to add personal prayer requests and intentions. Pupils know that they can access the two well-appointed chapels whenever they wish to pray. Inspectors observed a well organised Remembrance Service in the chapel which was beautifully observed, well attended and entirely pupil-led. The new system of year group Patrons has been enthusiastically received and provides pupils with exemplary role models and a focus for prayer

and action. Staff are fully committed to the school's prayer life and the school has provided a great deal of support for teachers to help them in praying with pupils. There is a flourishing partnership with a wide range of local parishes and feeder schools connected to St Anne's, and these are displayed in the foyer. The popularity and reputation of the school is far reaching.

Key staff have a clear understanding of how to prepare prayer and liturgy. Mass is held on holy days of obligation and the Sacrament of Reconciliation is available at appropriate times in the Church's year. Key events and seasons in the liturgical calendar are celebrated in school and in the local parish. For example, pupils will make confirmation in their own parish, but this is recognised and celebrated within school. Staff interviewed by inspectors valued the professional development provided by the school on prayer and liturgy. They are confident to lead in worship including those who may not be Catholic. For many staff it provides them with an opportunity to reflect themselves and deepen their own faith. Leaders including governors are respectful of those of other faiths and none. As one member of staff put it: 'It is a very spiritually inclusive setting, without compromising the core values of Catholicism'. Chaplaincy and collective worship are part of the RE budget which is generously funded. Evaluation of prayer and liturgy by leaders and governors does take place but needs to become more embedded in the school's self-review cycle.

Information about the school

Full name of school	St Anne's Catholic High School for Girls
School unique reference number (URN)	102053
School DfE Number (LAESTAB)	3084706
Full postal address of the school	St Anne's Catholic High School for Girls, Oakthorpe Road, Palmers Green, London, N13 5TY
School phone number	02088862165
Headteacher	Emma Loveland
Chair of Governors	John Donnelly
School Website	http://www.st-annes.enfield.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Girls
Date of last denominational inspection	March 2017
Previous denominational inspection grade	Outstanding

The inspection team

Paul Higginson	Lead
Nick Kehoe	Team
Dermot O'Neill	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement