



St Anne's Catholic Primary School

URN: 110003

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

25–26 April 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

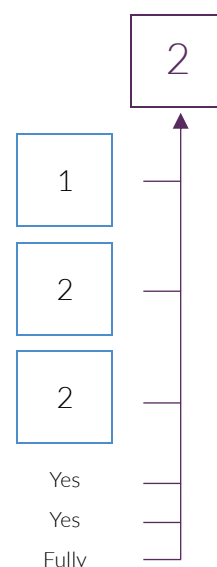
Collective worship (p.7)

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

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

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

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



What the school does well

- St Anne's is an inclusive school that fosters a strong culture of welcome, underpinned by a mission 'We are learning to love by faith and be known by love,' which is lived out by the entire community.
- Catholic social teaching is embedded in a way which is an inspirational witness to the Gospel. Pupils respond positively and proactively to local, national, and global issues.
- Exemplary relationships between pupils, staff, parents, leaders, and governors have enabled the school to flourish and ensure that Christ is central in words and actions.
- Pupils have a secure knowledge of religious education and are religiously literate, enabling them to recall and retrieve information from their lessons effectively.
- The prayer and liturgy policy is well planned and valuable, defining clear expectations relating to the progression of skill strategy when coming together to pray.

What the school needs to improve

- Ensure that pupils are given regular opportunities to actively participate in the evaluation of Catholic life and mission.
- Consistently plan appropriate challenge for all learners in religious education.
- Improve the rigour of monitoring and evaluation in Catholic life and mission, religious education, and collective worship.

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

1

Provision

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

1

Leadership

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

2

1



As soon as you enter St Anne's, a strong culture of welcome and an inclusive Catholic ethos are evident. The mission is alive and active, embraced by the pupils, and nurtured by staff and the school community. Pupils are proud to be part of the St Anne's family and participate fully in the opportunities to celebrate their faith. This means they are happy and clearly know God values and loves them. Pupils show mutual respect towards each other and demonstrate excellent manners. This leads to good behaviour and a sense of calm and order across the school. There is a deep respect and consideration for their dignity and respectfulness of other faiths, to the extent that any line becomes invisible. This care for each other is extended to those in the local community; charitable acts of kindness include collecting food for Readings ReadiFood, Cafod's Lenten Walk and Father Hudson's Homes. Through active pupil leadership groups, such as the One World Council and the prayer group, the local community is supported by prayer, fundraising activities, and respect for our common home. Consequently, Catholic social teaching is fully embedded as an outward witness to the Gospel, where pupils reciprocate proactively to local, national, and global issues.

Staff are firmly committed to the school's mission and are excellent, consistent role models in living it out. Consequently, the sense of community is highly tangible and has enabled the school to flourish. Their strong relationships and caring nature make pupils feel safe and confident, a real strength of the school. St Anne's is a place where everyone is welcomed and embraced. Leaders and governors have invested well in a physical environment that effectively celebrates the Catholic mission and ensures that Christ is clearly at the school's centre. For example, there are interactive displays showcasing pupils' work, religious artefacts, and high-quality prayer areas in all classrooms. Chaplaincy provision has been pivotal in promoting the mission at St

Anne's; more recently, well-planned and effective opportunities are provided for everyone's vocational journey. The provision for relationships and health education is carefully planned, meaning pupils can talk about its application to their lives and confidently articulate its impact on them.

Leaders and governors are deeply committed to the Church's mission; the development of Catholic life and mission is their core responsibility. They are passionate, resulting in everyone in school feeling supported. High regard is paid to staff well-being; they value the approachability of school leaders who offer good pastoral care. Leaders and governors work hard to ensure new staff understand the school's Catholic life and mission. This enables them to actively contribute to it from the moment they join the community. There are growing links with the local parish. The parish priest supports staff in various lessons, and his chaplaincy support is highly valued by staff and pupils. Pupils' involvement in evaluating Catholic life and mission is currently limited, and consequently, they are not empowered to lead improvements in this area of school life. Parents appreciate the pastoral support given by the school and value it as a supportive family. A parent told inspectors, 'I love the community associated with St Anne's and that the school children come from such a diverse community.' Catholic life and mission are strategically planned, and leaders have a secure vision. However, its evaluation is not rigorously analysed, resulting in leaders and governors not clearly understanding its impact on provision and outcomes.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

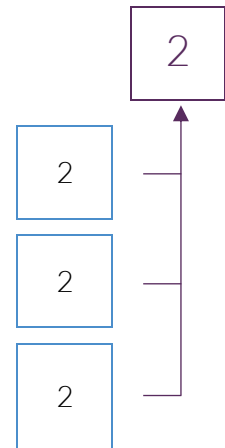
How well pupils achieve and enjoy their learning in religious education

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 are very enthusiastic about their learning in religious education. Pupil engagement across all ages is strong, and they are keen to achieve their best, reflected in their work's quality and presentation. Pupils' productivity is high, and they demonstrate excellent subject knowledge. They build upon their prior learning at the start of each lesson, enabling them to recall and retrieve more information. Pupils use subject-specific vocabulary appropriate to their age, allowing them to talk about their learning confidently; one pupil told inspectors that 'Learning in religious education gives me a deeper understanding and tells me the hidden messages behind scripture.' Pupils use their wider learning to enhance their understanding, such as how the disciples demonstrated the virtue of being active when responding to Jesus' call. Catholic social teaching also enhances their ability to reflect ethically, which supports their understanding of how the Gospel teachings can be applied to their everyday lives. However, pupils do not yet sufficiently ask incisive questions about their learning to acquire a deeper and more curious understanding. This stifles their ability to express their ideas and reflections through independent and creative approaches. Classrooms are quiet and focused learning spaces, enabling pupils to make good progress due to their excellent learning behaviour. However, pupils with higher prior attainment do not achieve as well as they should because they are not sufficiently challenged.

All teachers demonstrate secure subject knowledge, underpinning strong teaching. Misconceptions are dealt with through effective teacher feedback within the lesson or through their written feedback. Pupils are given the opportunity to respond to teacher comments, and pupils know how this helps them move their understanding forward. Questions posed by teachers support the progression of pupils' understanding. However, questions do not always challenge pupils enough to maximise their learning or build purposeful reflection time within

lessons. Teachers take opportunities to praise pupils for the standard of their work in religious education; this is evident in some written feedback, and pupils respond positively to it. However, this practice is inconsistent, resulting in a small minority of pupils not knowing how to improve their work. Lessons are action-packed, and pupils have high aspirations to complete various tasks. Pupils can access and use a large variety of resources and are well supported because of the priority placed on this by leaders and governors. Pupils with additional learning needs are supported to achieve the same learning as their peers. They are fully included in the lesson, resulting in a culture of inclusivity and respect for all.

Leaders and governors prioritise high religious education standards on their improvement agenda and continually work to enhance their provision. A robust calendar of staff meetings and training days ensures most professional development is strategically planned for the year, resulting in staff who are well supported and confident to do their job. Leaders have supported their own development by being outward-facing and seeking support and challenge from both the archdiocese and other Catholic schools in the area. The school demonstrates a faithful expression of the *Religious Education Curriculum Directory*. Religious education is a high priority in the school timetable so pupils make clear progress in their learning; the quality of work in pupils' books is at least as good as that for other subjects. Due to the commitment to staff training, teachers' subject knowledge is strong. However, professional development does not always focus on supporting the journey towards more substantial attainment outcomes. Leaders present robust and comprehensive reports to governors in a multitude of formats. However, evaluations are not always informed by thorough analysis and self-challenge.

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

2

Leadership

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

2

2

Pupils participate in and respond well to whole-school and class prayer and liturgy; they are reverent and take advantage of opportunities for reflecting silently. Pupils have a good understanding of the Church's liturgical year and how this influences the prayers that they learn. For example, they spoke about saying the *Act of Contrition* during Lent. Routines for prayer are well established within the rhythm of school life, and pupils respond well to this. There is a progressive approach to different prayer styles, which results in pupils having a good knowledge of the traditions and cycles of the Catholic Church. Pupils in Key Stage 2 are supported in preparing their own class celebrations for their peers, taking responsibility for selecting the hymns, Gospel readings, and prayers. They do not yet demonstrate creativity when designing prayer sessions. There are limited opportunities for pupils to plan prayer independently of adults and to evaluate this. However, pupils accessing the child-led prayer group write their own prayers to share with the whole school community during Monday assemblies; they confidently formulate their prayers linked to the school's virtues. They talk about how prayer and reflection inspire them to act.

Pupils, staff, and leaders talk confidently about the strong and established routines for prayer and liturgy. There are clear daily and weekly routines for prayer, which are accessed by all of the school community. Scripture is central to liturgy, with pupils greeting the spoken scripture with respect and reverence. Staff training has significantly impacted their confidence in participating actively in prayer and liturgy, setting a clear example for pupils. Teachers and leaders support pupils in Key Stage 2 in planning class prayer; however, pupils do not evaluate their impact. Pupils' learning journals demonstrate the use of prayer scaffolds to help develop pupils' own prayer structures. All classroom prayer areas are prominent, well-cared for, and linked to the liturgical year cycle. They include age-appropriate Bibles, religious artefacts, and liturgical

colours reflecting the Church's seasons. Whilst pupils experience a range of prayer opportunities, they have yet to experience a wider variety of prayer types, such as meditation and silent reflection, which are missed chances to enable them to develop their spirituality and encounter with God. The school is beginning to develop ways to engage parents with the school's prayer life, and parental feedback is positive thus far. The school has a secure vision for engaging with the broader community and parish to support pupils participating more fully in the liturgy.

The prayer and liturgy policy is effective and lays out the expectations for all stakeholders, outlining clear expectations when coming together to pray. Staff and pupils articulate how this supports them in planning prayer and liturgy. Leaders have developed a long-term plan to ensure that significant liturgical events and significant days are celebrated, with regular opportunities for the school community to attend Mass. Furthermore, the parish priest visits pupils during Lent to celebrate the Sacrament of Reconciliation. Leaders have provided many opportunities for whole-staff training to enhance the school's prayer life further. Consequently, staff confidence has increased, which has resulted in pupils having opportunities to engage meaningfully in prayer and liturgy. Leaders and governors recognise that prayer and liturgy are central to the school and, as such, allocate appropriate resources, as seen in the school environment and prayer areas. Routine monitoring influences the school's self-evaluation; however, leaders recognise the need for rigour in their monitoring and evaluation of prayer, ensuring that it directly influences the quality and impact of it throughout the school.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	110003
School DfE Number (LAESTAB)	870 3302
Full postal address of the school	Washington Road, Caversham, Reading, RG4 5AA
School phone number	01189 375537
Headteacher	Sarah Bernto and Bridget Tobin (acting)
Chair of governing board	Yasmin Sanchez-Pearson
School Website	www.st-annes.reading.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	2 to 11
Gender of pupils	Mixed
Date of last denominational inspection	October 2016
Previous denominational inspection grade	2

The inspection team

Paul Madia	Lead
Tamsin Davis	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