

St Anne's Catholic High School for Girls

Inspection report

Unique Reference Number	102053
Local Authority	Enfield
Inspection number	376662
Inspection dates	28–29 September 2011
Reporting inspector	James Sage HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	1,080
Of which, number on roll in the sixth form	180
Appropriate authority	The governing body
Chair	Dorothy Johnson
Headteacher	Siobhan Gilling
Date of previous school inspection	29 January 2009
School address	Oakthorpe Road Palmers Green London N13 5TY
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 43 lessons taught by 34 teachers, and 13 of these were joint observations undertaken with a member of the school's senior leadership team. Meetings were held with six groups of students, a wide range of staff and four members of the school's governing body. Inspectors observed the school's work, and looked at the school's improvement plan, policy documents, analysis of the quality of teaching and data about students' progress, achievement and attainment. Inspectors also took account of the 35 parent and carer, 167 student and 47 staff questionnaires received.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of all groups of students, including those in the sixth form.
- The quality of monitoring of students' progress and the effectiveness of the use made of this data at all levels.
- Improvements in the quality of teaching and the use of assessment since the previous inspection.
- The capacity of senior and middle leaders, and the school's governing body, to secure and sustain the improvements required.

Information about the school

St Anne's serves a diverse community. Two thirds of the students are Catholic and most of the others are Christian. Students come from a wide area, and the proportion known to be eligible for free school meals is slightly above average. Two thirds live in the London Borough of Enfield. The very large majority of students are from minority ethnic backgrounds, with the largest group, about a third, being of Black African heritage. One third of the students do not speak English as a first language, but only a very few are at an early stage of learning English. The proportion of students with special educational needs and/or disabilities is in line with the national average, but the proportion with a statement of special educational needs is much lower than average.

St Anne's gained specialist status in business and enterprise in 2006; the specialism-related subjects are business, mathematics and information and communication technology. It has Investor in People accreditation, the Inclusion Quality Mark, Healthy School status, a Challenge Award from the National Association for Able Children in Education, the International School Award and a 'Go4it' award for enterprising behaviour.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Anne's is a good school that cares for its students exceptionally well. The school has an extremely positive ethos that permeates all aspects of its work. The effectiveness of this is clearly evident in students' outstanding behaviour and attitudes, and in their commitment to the school and to the local community. The attention given to students' spiritual, moral, social and cultural development, and students' own extremely positive response to this, are outstanding. The school makes excellent use of the diversity within the student body to promote equal opportunities; the attention given to individual students is exceptional.

Students enter the school with attainment that is broadly in line with the national average. They make good progress throughout the school so that their attainment at the end of Year 11 is above average. Similarly, students in the sixth form make good progress. Achievement is good in the main school and in the sixth form because the large majority of teaching is at least good and the school provides a curriculum that meets students' needs and aspirations well. However, around one in five lessons is satisfactory, and in these lessons teachers make insufficient use of information and data about students' achievement to plan and teach to meet the needs of individual students well. While the school has given good attention to developing students' skills in literacy, numeracy and oracy across the curriculum, these are not developed well in all lessons. The school has used its specialism particularly well in developing students' skills in information and communication technology.

The school provides outstanding care, guidance and support to ensure that students' personal development and well-being, both in the main school and in the sixth form, are outstanding. Students' behaviour in lessons and around the school is exceptional. Students show great respect for each other and for the adults in the school.

Attendance has improved to be high and punctuality to school and to lessons is exemplary. The extent to which students feel safe and adopt healthy lifestyles is outstanding. The school's year-based 'achievement leaders' provide good quality personal and academic support for students and liaise well with senior and curriculum leaders to support students' progress. The school makes outstanding use of partnerships to promote students' well-being; this is exceptional in supporting those students who are at risk.

The headteacher has been in post for just over one term and there have been key changes in the school's senior leadership team. The school now has rigorous procedures for monitoring students' progress and the quality of teaching across the

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school, including in the sixth form. Middle leaders are held to account well. The senior team has accurately identified the strengths of the school and what needs to be improved. The actions already taken and those planned are entirely appropriate but not yet fully embedded across the school, for example how the outcomes of student tracking should be used by all teachers to plan better lessons. Nonetheless, the school's capacity for sustained improvement is good.

While the governing body has a clear overview of the school's strengths and areas for development, it does not undertake an independent analysis of the school's performance data. Its members recognise that teaching needs to improve further, but lack clarity about how this should be achieved. This means that, while they are supportive of the headteacher and senior leaders, they are not well placed to ask challenging questions and hold senior leaders fully to account.

What does the school need to do to improve further?

- Increase the proportion of lessons where good or better teaching ensures that students make at least good progress to at least 90% by the end of this academic year (2011/12) by:
 - ensuring that all teachers use the data and information about students' progress and achievement to meet the needs of all students
 - ensuring that progress during lessons is monitored well to adjust teaching when necessary and to target interventions for those students that need them
 - developing students' skills in literacy, numeracy and oracy through carefully-planned teaching in all subjects.
- Improve the effectiveness of the governing body in challenging the school by providing training in the analysis of performance data and classroom observation.

Outcomes for individuals and groups of pupils

1

Attainment at the end of Year 11 is at least above average in all key areas except science, where it is average. Attainment on entry to the school is broadly in line with the national average, so progress overall is good. Students' attainment in information and communication technology, a subject taken by almost all students in the school, is particularly high. Students' attainment in lessons is mostly in line with their targets. The proportion of students making at least the progress expected is high in mathematics and has improved significantly in science. It has been high in English, but dropped to the national average in 2011. In lessons, the large majority of students, including all groups, make at least good progress. Students are mostly clear about their targets and the next steps in their learning, and about what they need to do to improve. They are keen to do well and almost always maintain high standards of behaviour even when the teaching is not strong. The progress made by students with special educational needs and/or disabilities is in line with those made by other students. Close monitoring of each student's progress accurately identifies

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specific needs and leads to very well targeted support. The school undertakes careful analysis of the progress of all groups and gaps in achievement have narrowed significantly.

All aspects of students' personal development and well-being are outstanding. Students develop very good workplace and other skills through work experience and a range of enterprise-related activities. Their future economic well-being is supported well by their high attainment in English, mathematics and information and communication technology. Their skills in literacy, numeracy and oracy are strong, but not developed fully in all lessons.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good or better in the large majority of lessons. In these lessons the steps in learning are clear and developed well. Teaching is matched well to students' achievement and targets so that the students are fully involved and frequently enjoy their lessons. Where teaching is satisfactory, it is not matched well to individual needs. Teachers have access to detailed information about students' targets and current achievement, but in these lessons it is not used well, and schemes of work are not used well to ensure clear progression through the key ideas being taught.

The curriculum generally meets students' needs and aspirations well. The limited time given to science has inhibited students' achievement, but this is improving. There are clear progression routes to post-16 education. A small group of disaffected

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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students in Key Stage 4 spend some of their time following a course in a local college. All of those who completed this course last year have progressed to a post-16 course in the school or in the college.

Considerable effort has been given to developing students' skills in literacy and numeracy across the curriculum. The impact of this in lessons is not clear. Some teachers are unaware of the literacy and numeracy levels of the students they teach, or the levels required for the tasks they set. This means they do not develop the skills required through their subject teaching. In weaker lessons, students are not given sufficient opportunities to discuss their work to develop their oracy skills as well as support their learning.

The impact of the exceptional care and support given to all students on their outstanding outcomes is clear. They are provided with high quality advice and guidance to support their personal and academic development. The support for the students whose circumstances make them most vulnerable is especially strong, with excellent use made of external agencies when required. The use of the non-teaching 'achievement leaders' is a key feature, but the high quality of this care and support permeates all aspects of school life.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The recently appointed headteacher and the other senior leaders have good capacity to secure and sustain the further improvements the school requires. They form a strong and cohesive team with an excellent balance of skills and expertise. They now make excellent use of detailed data about students' progress and achievement to monitor the effectiveness of the provision and target interventions to support students. This is now combined well with rigorous monitoring of the quality of teaching to target support and the professional development of teachers where it is most needed. The accuracy of senior leaders' evaluations of the quality of teaching was confirmed by the joint lesson observations undertaken with inspectors. The ability of middle leaders to hold teachers in their departments fully to account is variable, although improving. Senior leaders' monitoring of the quality of teaching is enhanced through the use of the school's team of student 'learning detectives' whose analysis of learning is perceptive and presented well.

The governing body has a good range of experience and expertise and provides

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good support for the headteacher and senior leaders. However, it does not provide an independent and incisive analysis of the quality of teaching and student achievement data to challenge and hold senior leaders fully to account. Its members have not received any specific training to help them to do this.

Incidents of discrimination in the school are extremely rare; when they do occur they are dealt with swiftly and effectively. The promotion of equal opportunities is outstanding; this is testament to the strength of the positive school ethos and outstanding care and support for all students. Safeguarding procedures are good; risk assessments are thorough and students feel extremely safe and are guided well to adopt safe working practices. Quality assurance procedures, including those for which the governing body is responsible, are good but not yet outstanding.

The promotion of community cohesion within the school and local community is outstanding. The school also makes good use of its international links to support the wider development and understanding of students. However, the school has not yet undertaken a rigorous analysis of all aspects of community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Whilst attainment at the end of Year 11 is above average, students enter the sixth form with attainment in line with the national average because a significant proportion of those with the highest attainment choose to follow post-16 studies at a sixth form college or other provider. As a result of good teaching, students make good progress and their achievement is good. All other outcomes for sixth form students are in line with those in the main school: all aspects of their personal development and well-being are outstanding. Sixth-form students play a highly

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significant role in the life of the school and provide excellent role models for younger students.

The school uses its place within the Enfield post-16 collegiate arrangements to provide a curriculum that meets the needs and aspirations of students well. Realistic entry requirements are set for individual courses. A particular strength is the sensitive balance, based on the depth of understanding of each individual student, between supporting the personal development of the student and ensuring students have a good chance of success. This is one feature of the overall outstanding care, guidance and support in the sixth form.

Leaders have a good understanding of the strengths in the sixth form and of the improvements required to raise achievement further. They provide clear leadership and liaise well with curriculum leaders to monitor and support students’ achievement.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

Parents and carers are very positive about all aspects of the school. A low proportion responded to the questionnaire, but they were particularly positive about how much students enjoy school and how well the school keeps students safe. Parents and carers feel that the school meets the needs of their children well and feel well informed about their children’s progress. Parents and carers are very positive about how well the school deals with unacceptable behaviour. These positive outcomes are fully endorsed by the school’s own frequent evaluations, which have very high response rates.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's Catholic School for Girls to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 1080 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	40	20	57	1	3	0	0
The school keeps my child safe	15	43	17	49	0	0	0	0
The school informs me about my child's progress	10	29	20	57	2	6	0	0
My child is making enough progress at this school	13	37	18	51	1	3	0	0
The teaching is good at this school	12	34	19	54	0	0	0	0
The school helps me to support my child's learning	9	26	22	63	2	6	0	0
The school helps my child to have a healthy lifestyle	8	23	21	60	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	40	18	51	0	0	0	0
The school meets my child's particular needs	10	29	20	57	3	9	0	0
The school deals effectively with unacceptable behaviour	15	43	16	46	1	3	0	0
The school takes account of my suggestions and concerns	9	26	20	57	4	11	0	0
The school is led and managed effectively	13	37	22	63	0	0	0	0
Overall, I am happy with my child's experience at this school	14	40	19	54	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

30 September 2011

Dear Students



Inspection of St Anne's Catholic School for Girls, London N13 5TY

Following our visit to your school, I would like to thank you for your extremely friendly welcome. You told us that you enjoy being at school and that you feel very safe. We were highly impressed by your outstanding behaviour in lessons and around the school, your very positive attitudes, your politeness and how willingly you talked to us. We judge the school to be good overall, including in the sixth form, but with outstanding features. These are the strengths in the school.

- The school has an extremely positive ethos that supports your excellent approach to all aspects of school life; your spiritual, moral, social and cultural development is outstanding, your attendance is high and you are punctual to school and to lessons.
- Teachers and other adults care exceptionally well for all of you.
- You make good progress and your achievement is good.
- The school carries out frequent checks on your progress and keeps you well informed.
- You are fully involved in the life of the school, and the local community, and participate highly in the many activities it provides for you.
- The good curriculum in Key Stage 4 and in the sixth form meets your needs and aspirations well.

Much teaching in the school is good and some is outstanding, but about one in five lessons are satisfactory and you make less progress in these lessons. We have asked the school to make even more lessons at least good by making sure that all of you are clear about what you are expected to do and learn, and have work that is challenging and helps you to make as much progress as you can. You can help by asking for help whenever you are unsure about what you need to do.

The leaders in your school have a clear understanding of what it needs to do to continue to improve; they clearly have your best interests at heart. We have asked the governing body to make sure it really challenges the headteacher and other senior teachers to make the school an even better place for you to learn. We wish you every success in the future.

Yours sincerely

James Sage
Her Majesty's Inspector

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