

Inspection of St Anne's Catholic Primary School

6 Durham Street, London SE11 5JA

Inspection dates: 14 and 15 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Leaders have created a calm environment where pupils feel safe and happy. The school's values and beliefs are central to school life and encourage pupils to respect each other.

Pupils, including those with special educational needs and/or disabilities (SEND), do not develop their learning as securely as they should. The school has been through a period of change. Current leaders have secured some improvements to the curriculum. These actions have not had time to show their impact on improving the curriculum and pupils' outcomes.

Leaders have high expectations of pupils' behaviour. Pupils have positive attitudes to their learning. They concentrate in class, and their behaviour in lessons is purposeful. Leaders plan activities including 'international evening' to encourage pupils to understand and respect the cultures of others.

Leaders provide a wide range of opportunities for pupils to take on roles and responsibilities. Eco-warriors support other pupils to look after the environment. The school council works with leaders to make suggestions for positive changes. Pupils are proud of the school's garden and work hard during breaktimes to maintain it. Music is central to school life. Pupils learn to play musical instruments and take part in performances.

What does the school do well and what does it need to do better?

Leaders have identified the key knowledge that they want pupils to know across all subjects. In early years, leaders' curricular thinking helps to prepare children for the start of Year 1. The curriculum is sequenced to introduce the key knowledge and skills that pupils need to know in order to succeed. For instance, in art, pupils learn about modern and classic artists.

The curriculum is not delivered routinely well to enable all pupils to learn effectively. Delivery is variable across subjects and classes. Generally, teaching does not check what pupils already know and understand. As a result, gaps in pupils' prior learning are not identified and addressed. This means some pupils struggle to grasp new concepts. Teaching does not develop pupils' subject-specific knowledge securely. In early years, adults do not ensure that children have regular opportunities to practise what they have learned so that they remember it.

Leaders have made recent changes to the teaching of phonics. Leaders have made sure that there is now a consistent phonics programme in place. Pupils across the school take part in regular reading sessions. Teachers choose a wide range of texts which help to develop pupils' vocabulary. However, staff's knowledge of teaching phonics is not routinely secure and as a result, support to build pupils' reading fluency and confidence is uneven.

Typically, pupils with SEND access the same learning as their peers. In the past, leaders have not identified pupils' needs and ensured that they receive appropriate support quickly. Teaching and resources are not routinely well adapted to support the learning of pupils with SEND. This means that some pupils with SEND do not achieve as well as they could. Recently, leaders have begun identifying the support that pupils need and sharing this information with staff.

Throughout the school, pupils behave well. They know what staff expect of them. Low-level disruption is not tolerated by staff. In early years, teachers have created a happy place to be where children learn to take turns and share. Leaders encourage and promote pupils' regular attendance. They are quick to act and support families to encourage pupils to attend school regularly.

The school promotes pupils' personal development well. Through assemblies and the curriculum, pupils are taught to respect differences. Staff teach pupils how to keep mentally and physically healthy. They encourage pupils to take on active roles and positions of responsibility. For instance, play leaders support younger pupils during breaktimes. Teachers make the most of the local area to support pupils' learning, including through outings to the library and museums.

Many leaders are new to their roles and responsibilities. Leaders work closely with the diocese and local authority to identify priorities and work on areas for development. The governing body is beginning to work strategically to improve the school further. Staff valued the support they receive from leaders, including for their well-being.

Safeguarding

Leaders know pupils and families well. They have secure systems in place to identify and help vulnerable pupils. Leaders work with external agencies to ensure they provide the correct support for pupils. All staff understand their safeguarding responsibility and know the school's procedures well. Leaders provide regular training for all staff.

Leaders are aware of safeguarding risks in the local area. They ensure that pupils are taught to keep safe online and in the community. Pupils know they can talk to any adult in school if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not routinely implement the intended curriculum securely, including in early years. It does not establish what pupils know and understand before moving on to new content. This leaves pupils with gaps in their understanding and limits pupils' learning of further subject-specific knowledge. The school needs to ensure that all teachers have the necessary expertise to deepen pupils'

understanding across all subjects.

- Staff's subject knowledge of teaching phonics is variable. This limits some pupils in building reading fluency and confidence. The school should ensure that all staff have the expertise needed to address gaps in pupils' phonics so that they can catch up quickly to become fluent and confident readers.
- The needs of pupils with SEND are not consistently met in lessons. Learning for pupils with SEND is not routinely well adapted to their needs to help them to keep up with their peers. The school needs to make sure that all staff are knowledgeable and confident to meet the specific needs of pupils with SEND.
- Leadership in many subjects is not securely embedded. This means that subject leaders do not routinely monitor and support the delivery of the curriculum in their areas of responsibility. The school needs to make sure that subject leaders create coherence and consistency across the school so that all pupils benefit from effective teaching.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100629
Local authority	Lambeth
Inspection number	10287178
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair of governing body	Chris Knowles
Headteacher	Sebrina Dawes (Interim Headteacher)
Website	www.st-annes.lambeth.sch.uk
Date of previous inspection	22 May 2018, under section 8 of the Education Act 2005

Information about this school

- The current headteacher is an interim headteacher in post for this academic year.
- Since the previous inspection, there have been many staffing changes.
- The school had its last section 48 inspection in June 2023.
- Leaders do not make use of any alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the governing body and a representative from the local authority and diocese.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and music. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning, and scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- To inspect safeguarding, inspectors met with leaders with responsibility for safeguarding and considered safeguarding documents and records. These included the school's records and plans for supporting pupils who have been referred to outside agencies.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.
- Inspectors considered responses of pupils, parents and staff, including to Ofsted's online surveys.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Joel Sager	Ofsted Inspector
Seamus Gibbons	Ofsted Inspector

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