



St Anne's Catholic High School for Girls

Inspection Report

Unique Reference Number 102053
LEA Enfield LEA
Inspection number 276645
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector David Bain AI

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

Type of school	Comprehensive	School address	Oakthorpe Road
School category	Voluntary aided		Palmers Green
Age range of pupils	11 to 18		London N13 5TY
Gender of pupils	Girls	Telephone number	02088862165
Number on roll	1090	Fax number	02088866552
Appropriate authority	The governing body	Chair of governors	Mr Tony Murphy
Date of previous inspection	22 May 2000	Headteacher	Mrs Cheryl Byamukama

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

St Anne's is a popular comprehensive school for girls in Enfield. It is of average size, with numbers in the sixth form increasing. Over two-thirds of students are Catholic, but whilst most others are Christian, there are a few from other faiths. Students come from a very wide range of backgrounds. About three-quarters are from minority ethnic groups, with the largest group, about a quarter, from Black African backgrounds. Over fifty languages are spoken by students, but few are at an early stage of English acquisition. The proportion of students with learning difficulties is broadly average. Students come from a very wide catchment area, with about a fifth eligible for free school meals. Students start school at age eleven with skills and knowledge that are broadly at the levels expected nationally for this age group. The school was founded ten years ago from the amalgamation of two schools. It is housed on two sites about three and a half miles apart. Proposals to move onto one site are being negotiated currently. The school is applying for Business and Enterprise College status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

St Anne's is a very effective school with many outstanding features. This broadly agrees with the judgement of the school's leadership team, who put improving the quality of provision and student's achievement at the heart of their decision making. There is a clear vision for improvement. The leadership and management of the headteacher, senior leadership team, governors and other managers are very effective. They have successfully inspired and supported others to realise their vision in practice. The students are an outstanding strength of the school. Their attitudes and behaviour are exemplary. They enjoy their work and make excellent progress in their personal development as a consequence of a rich range of opportunities and the outstanding quality of care, support and guidance they receive. Students make an excellent contribution to the life of the school and the community. Links with other organisations are used well to support students' learning and development. Students' achievement is good and improving. Standards are well above average in tests at the end of Year 9 and represent outstanding achievement. Results at the end of Year 11 are above average, although vary between subjects. The quality of teaching and learning is good; much is outstanding. Teachers adopt a variety of strategies to make lessons lively and ensure students learn. For example, they make effective use of role-play, discussion and a range of practical activities. The school's self-evaluation, which includes rigorous monitoring of teaching and students' work, is very effective. The vast majority of parents and students are very happy with the school and all it offers. There has been outstanding improvement since the last inspection. Standards have risen significantly and students' behaviour has improved. The quality of teaching, care, guidance and support for students and provision for those with learning difficulties and disabilities has also been greatly enhanced. The school has demonstrated very strong capacity to improve. The school uses all resources well and provides good value for money.

Effectiveness and efficiency of the sixth form

Grade: 2

Inspectors agree with the school's judgement that the sixth form is very effective. Students have exemplary attitudes and are a credit to the school. They achieve well because the quality of teaching, care and support they receive is very good. Students' personal development and well-being are excellent. Standards attained are broadly average, but vary significantly between subjects. Most students achieve levels which enable them to progress to higher education. Whilst an extensive range of subjects are offered, opportunities for progression through vocational courses are limited. Leadership of the sixth form is good.

What the school should do to improve further

* Continue to raise students' standards and achievement in science, building on the recent, significant improvements in Years 7 to 9 into Years 10 and 11 and beyond.* Further develop vocational pathways for students from ages 14 to 19 and particularly in the sixth form.* Refine systems for tracking students' academic progress in the

sixth form, ensuring early diagnosis and appropriate intervention to address any underachievement.

Achievement and standards

Grade: 2

Grade for sixth form: 1

Students attain above average standards overall, in Years 7 - 11. They achieve very well. This confirms the school's judgements. There is a clear upward trend in test and examination results, as a consequence of improvements in the quality of teaching and students' exemplary attitudes. The school sets challenging targets, which it strives to meet. Students start in Year 7 with standards which are broadly average. By the end of Year 9, standards are well above average, particularly in English, where students' progress is outstanding. Standards in mathematics and science were an issue at the time of the last inspection. Standards in both have improved significantly. In 2005, the proportions attaining the expected level, Level 5, was above average in both subjects, as was the proportion attaining higher levels in mathematics. At the end of Year 11, the proportion of students attaining at least five higher grades, A*-C, at GCSE is above average and almost all attain five or more grades A*-G. There is some variation between subjects. Achievement is consistently very good in English, art and design and drama, for example. There has been a significant improvement in achievement in mathematics and information and communication technology (ICT). As a consequence, over half of students attain five higher grades or more, including English and mathematics. Attainment in science improved this year, but remains below that of most other subjects, as did that in geography and religious studies in 2005. Standards in the sixth form are broadly average, with some variation between subjects. Some higher attaining students leave the school at the end of Year 11 to attend colleges or selective schools. However, the sixth form has significantly increased in size in recent years and achievement, overall, is good. It is very good in most arts and humanities subjects, including English. The introduction of some vocational courses is helping more students to achieve well. At all ages, there are no significant differences in the achievement of different groups of students, whatever their backgrounds. Students with learning difficulties and disabilities make good progress and those with English as an additional language make at least as good progress as their peers.

Personal development and well-being

Grade: 1

Students' personal development and well being are outstanding across the school. Students very much enjoy coming to school and taking part in stimulating activities in lessons. Attendance is good. Students' behaviour is outstanding. They get on exceptionally well with each other and with adults in the school. The atmosphere throughout the school is calm and relaxed. Students report that bullying is rare and when it does occur they know it is taken seriously and dealt with promptly. They feel safe and well supported by staff. When younger students join the school, they are

helped to settle in quickly by older students, who act as 'buddies.' Students respond very positively to opportunities for spiritual, moral, social, cultural and physical development. They show pride in the school's sporting successes and appreciate cultural activities and events made available to them. Students take part in many retreats and meditation at the convent and their ability to reflect is very evident in many subjects. Students have a clear sense of fairness and respect the views of others. Although they develop understanding of different cultures well in art, dance and music, the school recognises that celebration of the diverse cultures from which students come could be developed further within other subjects. The School Council is very active and students know how to run it fairly, representing everyone's views and interests. Students develop confidence and self-esteem that enables them to become independent learners and prepares them well for the next stages of their education and employment. They make very useful contributions to charities, such as hampers for local families at Christmas and support to communities abroad. Students talk confidently about the importance of healthy lifestyles. A large number take part in sporting activities and they made requests for healthy eating options to the school meals' caterers. Students told the inspectors 'crisps and chocolates have been banned and school meals are improving.'

Quality of provision

Teaching and learning

Grade: 2

The school accurately judges the quality of teaching and learning to be good, both in Years 7-11 and in the sixth form. Students are eager and successful learners. There is a comprehensive programme of monitoring and evaluation of lessons and students' work. This has enabled good practice to be shared and has resulted in a very high proportion of good or better lessons, where students make good progress. In these lessons, teachers draw on their subject expertise to plan interesting and challenging activities that incorporate a variety of tasks, which are matched to students' abilities and take account of their preferred learning styles. For example, in psychology, excellent use was made of a role play activity to stimulate students' understanding of the issues related to 'eye-witness accounts.' In drama, good use was made of a 'layering' technique to refine students' presentations. Teachers make confident use of multimedia projectors and interactive whiteboards, which students indicate add interest to lessons and improve motivation. Inspectors observed very high quality teaching in some lessons in English, science, art, drama, music and psychology and good teaching in most other subjects. Target setting is having a positive impact on achievement. Students have a clear idea of how well they are doing, are aware of current expectations and work enthusiastically to meet the targets set for them. However, the marking of students' work is sometimes inconsistent. The best marking specifies clearly what students must do to improve their achievement. Students indicate they find this additional information useful. Systems for assessing students' progress are good in many subject areas. However, in the sixth form, systems for tracking students' overall progress, ensuring early diagnosis and appropriate intervention, are not rigorous enough. Some subjects

are developing effective student self-assessment systems. This is an example of good practice, but is not consolidated across all departments.

Curriculum and other activities

Grade: 1

Grade for sixth form: 2

The school provides a good, varied and stimulating curriculum that meets the needs of most students. In Years 7-9, it is broad and balanced and meets statutory requirements. A mixture of grouping students by ability and mixed ability teaching is used effectively. In Years 10 and 11, there is an appropriate range of compulsory and optional courses allowing students to pursue their interests, although some indicated that the number of compulsory courses restricted their choice of options. The recent introduction of some vocational courses provides welcome opportunities for less academic students. In the sixth form, a broad range of subjects are offered. However, vocational opportunities are currently fairly narrow. All students benefit from a personal, social and health education (PSHE) programme that promotes safe and healthy living. Provision for work-related learning, enterprise and citizenship is good and students are well prepared for their future economic well-being. Coverage of the statutory requirements for ICT in Years 10 and 11 is being delivered effectively through science and PSHE. Procedures are in place to identify gifted and talented students and those that would benefit from additional support. However, recent staffing difficulties have had an impact on the provision of suitable enrichment activities for the gifted and talented. There is good provision for students with learning difficulties and disabilities across all year groups. Teaching assistants are used effectively to address individual and group needs. The school promotes a wide range of extra curricular activities, including sport, music, drama and Spanish. These activities are available during lunch-times and after school. Students' participation is high; they enjoy the activities and believe them to be beneficial.

Care, guidance and support

Grade: 1

The school's outstanding quality of care, guidance and support has a significant impact on students' well being, personal development and achievement. This has improved significantly since the previous inspection. There is a very good pastoral system. Effective procedures ensure that students know who to approach when they encounter problems. New students quickly settle into the life of the school because of carefully planned induction arrangements. Academic progress and personal development are systematically monitored, particularly in Years 7-11. When individuals are not achieving their challenging targets, the school quickly provides support that is effective and, as a result, they often exceed their targets. Students with learning difficulties and disabilities have clear individual education plans which are used well. Teachers have good information about students' prior attainment and any individual needs, which enables effective support. The school works well with parents and other agencies to promote students' good achievement. Students feel very well informed when making

choices of GCSE and post-16 courses. They have very good access to careers advice and guidance. They appreciate the practical support they receive in preparation for higher education and the world of work. All adults in the school show a high level of commitment in promoting the health and safety of students. Appropriate systems for child protection are in place, backed by staff training.

Leadership and management

Grade: 2

Grade for sixth form: 1

The quality of leadership and management is good, with some outstanding features. The school is well led by the headteacher, who is supported well by the senior leadership team, several of whom have been in post for less than a year, and by governors. Leaders have brought about significant improvements since the last inspection. They have a clear strategic vision for the school which is shared by the staff and students. Senior managers and governors have an accurate understanding of the school's strengths and weaknesses, and challenge underperformance where it exists. Leadership development is encouraged and supported throughout the school, through the development of middle leaders and year leaders. Staff at all levels focus on improving the achievement of all students and promoting their well being in an exceptionally caring community. Very good systems are in place to monitor students' personal well being. However, academic monitoring and the effectiveness of intervention strategies vary between departments, particularly with the sixth form. School self-review is very well embedded in the school. This is led by middle and senior managers and involves all staff. School development planning has appropriate priorities for improvement and middle managers are focused on raising standards through improving the quality of teaching and learning. The school's capacity to improve is excellent. This is shown by the significant improvements since the last inspection. The views of students and parents are sought regularly through questionnaires and discussions at the School Council and appropriate action is taken in response. Resources are deployed as well as they can be on this split site school. The school's plan to merge onto one site, if successful, will enhance efficient use of resources. Significant improvements have been made to the buildings and through increased provision of ICT. The headteacher has taken full advantage of a wide range of initiatives to improve the school, which is now applying for Business and Enterprise status to support further improvements. Overall, the school provides good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	1
The standards ¹ reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	2
How well are learners cared for, guided and supported?	1	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspection team to let you know the judgements we have made about your school. Thank you for taking part in the inspection by talking to us and making us feel welcome. I am sure you will not be surprised to learn that we decided yours is a very effective school with many outstanding features.

* We believe you, the students, are an outstanding strength of the school. Your attitudes and behaviour are excellent and your attendance is good.* Your headteacher and others work very effectively to make sure the school continues to improve. You, through the school council, for example, play an important part in improving the school. Your ideas are acted upon.* You enjoy coming to school and achieve very well because most of the teaching you receive is good.* We saw some outstanding teaching in a range of subjects. You particularly enjoy learning when you take an active part in lessons, for example, through discussion, role play and use of ICT.* Another reason for your good achievements and excellent development as individuals is the outstanding quality of care and support you receive.* The vast majority of you and your parents are very happy with the school and all it offers. Many of you take part in the wide range of extra activities provided. You spoke very positively about drama, music, art, sports and revision classes.* The school has improved greatly since the last inspection. Standards in examinations have risen and there is good support for those of you with learning difficulties.

Your school needs to:* continue to improve standards in science at GCSE and in the sixth form;* provide more vocational courses, particularly in the sixth form;* improve tracking of your progress in the sixth form to ensure early intervention to address any underachievement.