



**Southwark Diocesan  
Board of Education**

**STATUTORY  
INSPECTION OF  
ANGLICAN SCHOOLS**



**The National Society**

Name and address of school : **St Anne's CE Primary School**

St Ann's Hill  
Wandsworth  
London  
SW18 2RU

Type of school: Voluntary Aided  
Diocese: Southwark  
School's Unique reference number: 101041  
Date of inspection: 28 February and 1 March 2013  
Date of last inspection: 15 and 16 October 2007  
Headteacher: Lesley Steward  
Chair of Governors: Revd Gordon Jeanes  
Inspector's name with National Society inspector's number : Andrew Redman 789

**School context**

St Anne's is a one form entry primary school in the centre of Wandsworth serving a diverse community with high levels of deprivation. The number of pupils with English as an additional language is well above the national average. 40% of families attend local churches and other faiths are an integral part of the school. There have been significant changes in the leadership and management of the school since 2010.

**The distinctiveness and effectiveness of St Anne's as a Church of England school are outstanding**

St Anne's is justifiably proud of its distinctive Christian character and all stakeholders articulate that Christian values really do permeate through all aspects of school life. With Jesus as their role model, pupils actively live these values out on a day to day basis. Children and adults speak as one, confirming that they are special in the eyes of God and valued as individuals in the family of St Anne's.

**Established strengths**

- Strong and effective leadership has clarified the Christian vision for the school which is understood, articulated and lived out by all stakeholders
- Christian values and the centrality of prayer underpin the daily life of the school

- The care, guidance and support for the individual based on its Christian values
- Strong relationships between the school, church and local community.

#### **Focus for development**

- To continue to develop the assessment systems in Religious Education (RE) to ensure accurate monitoring of progress over time.
- To ensure that the Faith Committee maintains a clear focus on the monitoring of the distinctive Christian character of the school within the new restructuring of committees.

#### **The school, through its distinctive Christian character is outstanding at meeting the needs of all learners.**

Adults and pupils are passionately clear that Christian values really do permeate through the life of this school and, in particular, that the individual is valued and supported. Parents could not speak more positively about the school; one noted that 'this is the best school I could have ever dreamed of, it's home to me.' They explained that the school aims for the best for pupils and staff and particularly emphasised the value placed on the individual; everyone at St Anne's is special in the eyes of God. Parents were keen to share that the school was extremely understanding of particular individual circumstances, 'they go the extra mile.' All cultures and faiths are embraced and celebrated and parents indicated how they are welcomed in to share their backgrounds. They say that their views and beliefs are welcomed, recognised and valued and they are effusive in their praise for the 'wonderful leadership team' who are 'so approachable.' Pupils echo this view saying 'St Anne's recognises that all children are different,' 'teachers listen to children and understand what we are saying.' Parents value the high expectations that the school has of pupil behaviour and they believe that this is directly linked to the importance placed on following Jesus as a role model. Relationships within the school are outstanding as is the behaviour of the pupils who show real respect for each other. Pupils are clear that 'teachers never let behaviours slip...they help us to be one big family.' The school places a strong emphasis on positive partnerships, not only between the home and school and in the local community, but also in a global context through a strong link with a primary school in New Dehli. Through a wide range of enterprise projects, including involvement in the annual United Nations General Assembly, pupils are encouraged to become responsible citizens. Parental feedback confirms that the Christian values of the school help to develop important life skills and one pupil stated that 'I like the fact that teachers trust us with big responsibilities.'

#### **The impact of Collective Worship on the school community is outstanding.**

Collective worship is at the heart of school life and pupils and adults of all faiths derive inspiration, spiritual growth and affirmation from worship which they say is meaningful to the lives of the whole school community regardless of background. Worship sets the tone for the day and is an integral part of every learner's spiritual, moral, social and cultural development. A formal system of evaluation clearly indicates a dramatic increase in the enjoyment and value of collective worship for pupils. Their attitudes to worship are outstanding; they sit quietly, behave reverently and listen attentively. Pupils regularly and confidently lead significant aspects of worship and quite clearly value and enjoy the varied and well planned themes which are led by senior leaders, clergy, governors and other local Christian leaders. Pupils have a good understanding and knowledge of Anglican traditions and practice and enjoy the involvement of the vicar and the strong links with the parish church. Staff say that values permeate through from the acts of worship and the pupils actively make connections that influence their actions in

day to day life. Staff say that collective worship is a time when 'we draw strength from each other...it is a bonding time' and they speak of it being a time when we can 'soak up worship and then refer back to it during lessons.' Parents speak of being very involved in worship and appreciate being able to develop discussion of the relevant Christian values at home; they clearly believe that pupils' behaviour is directly influenced by this teaching. A Muslim parent spoke passionately about being made to feel special and how she happily encouraged her children to join in church services and receive a blessing. Prayer is integral to the life of the school; in addition to the more formal opportunities (including regular parent prayer groups) pupils find real comfort and support from sensitively designed reflection and prayer areas throughout the school.

### **The effectiveness of Religious Education is good**

The school places great importance on the leadership and provision for RE. The recently appointed subject leader is a member of the senior leadership team and RE is a key priority in the school development plan. Good use has been made of diocesan support and effective planning provides the basis for an imaginative curriculum that links well with the exploration of other faiths and caters for a wide range of learning styles. Staff have benefited from training to develop assessment for learning, 'I can' statements and effective ways of matching different abilities. Support staff play an active role in lessons to ensure that discussions that indicate progress are captured and recorded for assessment. The quality of teaching observed was at least good and in some cases outstanding. Pupils are extremely positive and enthusiastic about RE and are able to link this learning to other curriculum areas; pupils are totally engaged as lessons are generally well planned and effectively matched to individual needs with challenge activities prepared for the more able. Skilled and stimulating questioning enables pupils to become reflective and deep thinking learners. In the early years, for example, pupils worked co-operatively to consider what we should be thankful to God for. Philosophy for Schools (P4C) was then seen used to great effect as Year 5 generated high level discussion ('Why did God make the death of Jesus so stressful and painful?') as they focussed on the crucifixion. Pupils are clearly able to articulate what they have learned about Christianity; Key Stage 2 pupils explained that characters in biblical stories 'inspire us to behave like them.' Pupils make good progress across the school and standards in RE are broadly in line with core subjects which are at least in line with national. New assessment systems are in place to support these judgements but, as they are in the early stage of development, they do not yet provide the rigour that is necessary to ensure accurate monitoring of progress over time.

### **The leadership and management of the school as a church school is outstanding**

The headteacher provides strong and determined leadership that continually promotes and enhances the distinctive Christian character of the school. This powerful vision is shared by senior leaders and governors and permeates through the whole life of the school and is understood and put in to practice by all stakeholders. Christian values are at the heart of the school and its success; parents were clear that their children were being provided with a strong spiritual grounding that will help them in the next stage of their learning. Governors ensure that appointments made reflect their clear vision for distinctive Christian leadership; this is currently exemplified by the development of a role for a shadow RE leader. Governors are now clearly monitoring and evaluating the success of St Anne's as a church school and this is formally reflected in the performance management targets for the headteacher and the RE subject leader. Governors have actively sought support from the Diocese and are now involved in the day to day life of the school to ensure they have, as they say, a 'seamless picture of what is going on.' Self evaluation judgements are discussed formally on an annual basis and, with the

recent reorganisation of the committee structure, this ongoing task will be included in the remit for the Faith Committee. Parents, including those of other faiths, speak of the very strong links between church and school and one parent noted how they felt 'very privileged' to be involved. Governors noted that 'we have reached the point where school and church are on side and we are reaching the whole community.' The incumbent also explained that he 'could not imagine a closer relationship between himself and the school. Parents know that their views are taken seriously and they have total respect for the headteacher and the staff which is echoed by pupils. Key stage 2 pupils were adamant that this report should note their belief that their church school is 'spot on!'

March 2013 SIAS Report, St Anne's CE Primary School, St Ann's Hill, Wandsworth SW18 2RU