



# St Ann's Church of England Primary School



## Statutory Inspection of Anglican Schools

### Inspection Report

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School address	Avenue Road Tottenham London N15 5JG
Headteacher	Mrs Linda Sarr
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	102137
Diocese	London
Local Authority	London Borough of Haringey
Date of last inspection	February 2008

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Inspection date	6 <sup>th</sup> December 2012
National Society Inspector	Miss Gladys Vendy (NS 299)

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The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

### **Context**

St Ann's is an oversubscribed one form entry school with a nursery class. It is situated in a densely populated urban area of extremely high socio-economic deprivation. Over 70% of pupils are of Black African, Caribbean or mixed race heritage. The school has been operating under a soft federation since January 2010. The Head Teacher of St Ann's is now the Executive Head Teacher of the federation. The majority of pupils are from practising Christian families.

### **The distinctiveness and effectiveness of St Ann's School as a Church of England school is outstanding**

St Ann's School was established to serve the local community. It does this by calmly welcoming all who come through its doors regardless of their faith. The close links between the school and the church effectively and distinctively secure the Christian ethos of inclusiveness.

### **Established strengths**

- The strong and inclusive Christian ethos is secured through clear Christian leadership supported by the partnership with the church, local community and parents where every child is valued for their unique contribution.
- The worshipping life of the school is strengthened by the work of the church staff team with whom there is a seamless coherence.
- The school's shared vision and the outstanding teaching of Religious Education contribute to the excellent social, moral, spiritual and cultural development of the school community.

### **Focus for development**

There are no significant areas for development.

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

St Ann's School is faithful to its original trust deed to establish a school for the local community which it achieves through its admissions policy. The vision 'a community that aspires, believes and achieves' is revisited annually on Stakeholders Day as part of the process of self-evaluation. Representatives of the local community such as councillors and police officers as well as governors, parents, children and staff all take part. The outcomes are displayed in the entrance hall. Children enter school with skills well below their age related expectations and make very good progress so that by the end of Key Stage Two their achievement is in line with national averages. Rigorous tracking procedures ensure that intervention strategies provide learning support as well as opportunities for the gifted and talented. Every child is valued and nurtured for their unique contribution. The International Primary curriculum with its themed learning and cross curricular links supports the inclusiveness of the school community. Christian values which are fully embedded lead to excellent relationships between all groups. An effective school behaviour policy reflects the Christian principles of restorative justice and is clear in its expectations. Children's behaviour is outstanding and their respect for each other is shown by the way they celebrate each other's successes together. Pastoral care is excellent and a counselling service run by the church helps those with particular needs. Extra-curricular activities including breakfast club and attendance at St Ann's Youth Club contribute to the social, spiritual and cultural development of the children. Pupils are trained as peer mediators, sports leaders or as members of the lunchtime peace patrol. The school council is involved in decision making and has recently been pro-active in looking at ways to keep children safe on the streets. Children have a very good understanding of global awareness through the Comenius project. The school has gained International School status. The school has a long standing partnership with a church school in Uganda which members of staff have visited. There are many visible signs that this is a church school including the weekly RE challenge box in the foyer. The school has an excellent website. Church and school echo each other in their care and concern for the community.

### **The impact of collective worship on the school community is outstanding.**

Worship is of central importance in the life of the school and underpins its Christian character. Themes which reflect the Anglican church calendar, the Social and Emotional Aspects of Learning programme (SEAL) and school events are carefully planned with the clergy and church staff. This gives a layered approach that contributes effectively to spiritual development. The worshipping life of the school is strengthened by the work of the church staff team with whom there is a seamless coherence. There is a clear weekly pattern of worship led by members of staff or church workers so that children experience a range of worship styles within a liturgical framework. Children meet monthly in church for a Praise Assembly which is well attended by parents. Sometimes a neighbouring Roman Catholic school joins them and speakers from free churches are also invited. Children spoke very positively about this and said 'it makes the Christian part of our school really special'. Each act of worship, including those in the Foundation Stage, begins with a period of guided reflection which creates a calm atmosphere and contributes strongly to spiritual development. Foundation Stage children listened attentively to the story of the Nativity and showed a growing understanding that Jesus is the son of God. The worship songs, practised by Key Stage One children and led by a church worker, were set in their Biblical context. Key Stage Two children actively participated in their act of worship about Advent. A group of children had planned, and enthusiastically performed, two interlinked sketches reflecting the theme of waiting and preparing for Christmas. In all acts of worship the children sang sweetly and tunefully. One of the church workers also leads the school choir. Prayer and reflection play a key part in the spiritual development of the community. Children are encouraged to write prayers for worship and to offer their own extempore prayers. A worship file show good records are kept and worship is effectively evaluated and reported to Governors.

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

RE is given a high profile in the curriculum and is properly timetabled, budgeted and resourced. It is enthusiastically led by a senior teacher. The scheme of work has been in place for some years but constant review, adaptation and amendment means that it is tailored to suit the needs of the school. As someone said 'this school is not a school which stands still'. A learning walk through the school showed that the quality of learning and teaching was always outstanding. Progress and continuity were evident particularly the learning about Christmas where all children showed very good prior knowledge. A multi-sensory approach enhanced understanding. For example children in the Foundation Stage used puppets, followed the story in the book, empathised through making faces and repeated phrases about the Nativity story. Role play was encouraged both inside and outside where there was a stable trail. In several classes pupils were observed working co-operatively and showing respect for different views. Children in Key Stage One shared and recorded their ideas on a candle template about love, peace, hope and joy which helped them to understand abstract concepts. A variety of visual resources such as video clips from You Tube and paintings supported learning. Computers were used for research. Questioning was a key feature of all lessons and children responded by asking questions as well as answering them. Cross curricular links were very effective such as the crosses made out of nets of cubes which linked with work about Dali's crucifixion. Children demonstrated that learning about religion could help them to learn from religion as when the older children were looking at the Transfiguration story. Creative work is well recorded through photographs or as a written response to the learning objective. Work is properly marked and signposts the next steps. RE is assessed annually against national curriculum attainment targets and carefully tracked. Standards of attainment in RE are in line or better than those in core subjects. The issue from the previous denominational inspection to establish a regular monitoring cycle has been efficiently addressed through a cyclical programme which includes pupil interviews and detailed book looks.

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

The Executive Head Teacher, Head of School and Governors have a strong and shared Christian vision for the school. They are committed to promoting the Christian values of the school as well as raising standards of achievement. This is shown in all the key policies including the spiritual, moral, social and cultural policy. Staff morale is high and mobility is low. Children notice that 'teacher's joke together, are very professional and make lessons fun'. The distributive style of leadership means that younger members of staff are encouraged to share responsibilities. There is a clear approach to succession planning with very good professional development. The RE and Worship

Action plan which Governors monitor termly has rightly identified areas for development. There is evidence of progress such as in the planning of visits to church and other faiths places of worship. In service training is held annually to promote RE teaching. The Governors play an active and challenging role in the life of the school. They are well informed through close communication with the school in addition to working as volunteers and visiting regularly. Teaching staff meet with their link governors and present an annual report at the Governors' meeting. The curriculum committee carried out a learning walk to focus on RE. They were able to report back to the full Governing Body with commendations and recommendations. The experienced RE and worship governor is a regular visitor. Parents play an active part in the life of the school through the Friends' Association. The school has an open door policy. It encourages and supports parents through learning workshops. They say 'we feel included as part of the family at St Ann's'. Two examples of these are evenings for Dads and a netball group for Mums. Partnerships with other schools and further education institutions are strong. The school has made effective links with a local Muslim school as well as cementing its relationships with other Christian schools through shared services. The school is very well supported by the diocese. The school is a flagship of Christian education.

SIAS report December 2012 St Ann's School, London, N15 5JG



## Judgement Recording Form (NSJRF)



**Name of School:** St Ann's Church of England Primary School  
Avenue Road, Tottenham, London, N15 5JG

**Date of inspection:** 6<sup>th</sup> December 2012

**Type of Church school:** Voluntary Aided

**Phase of education:** Primary

**Number of pupils:** 201

**URN Number:** 102137

**NS Inspector's Number:** 299

**Rating 1-4\***

<b>How distinctive and effective is the school as a Church school?</b>	<b>1</b>
<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>1</b>
<b>What is the impact of collective worship on the school community?</b>	<b>1</b>
<b>How effective is the religious education?</b>	<b>1</b>
<b>How effective are the leadership and management of the school, as a church school?</b>	<b>1</b>
<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education *</b>	<b>Yes</b>

*\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate*