

DIOCESE OF PORTSMOUTH VALIDATION REPORT



St. Anne's Catholic School

Carlton Road, Southampton, SO15 2WZ

URN: 138476
 Date of previous validation: 28th and 29th June 2012
Date of this validation: 8th and 9th March 2017

Overall effectiveness	Previous validation:	Good
	This validation:	Outstanding

The school community:	Outstanding	Attainment and progress in RE:	Outstanding
The wider community:	Outstanding	Quality of teaching in RE:	Outstanding
Spiritual development:	Outstanding	Leadership and management of RE:	Outstanding
Moral development:	Outstanding	Leadership and management:	Outstanding

This is an outstanding school

- St. Anne's provides an outstanding, inclusive Catholic education, founded upon and imbued with the charisms of the La Sainte Union order.
- All members of the community are valued and respected for their unique talents and contributions to school life. Students receive outstanding support and care not only from staff, but from each other.
- Curriculum religious education (RE) is given prominence and its importance is acknowledged.
- GCSE results and A Level results in RE are consistently well above national average and students in all three key stages make outstanding progress.
- RE teaching is outstanding, with teachers displaying excellent subject knowledge.
- Students clearly recognize and value staff as role models, both in terms of their faith development and as aspirational young women in the 21st century.
- Student leadership of prayer and assembly time is exemplary. Girls are empowered by the chaplaincy team and their tutors to make these occasions prayerful, reflective and joyful.
- The headteacher and senior team offer an outstanding example of Catholic servant leadership. This golden thread runs throughout the school where the headteacher's clear vision of '*being the best we can be, and being the change we want to see*' is a lived reality for the whole community.
- Governors are fully supportive of the school. They are conscious custodians of a rich LSU tradition and seek by objective challenge to ensure that St. Anne's is a forward thinking community.
- The twin foci of continuing professional development of teachers, and improving the life chances of disadvantaged students has led to exceptional outcomes for all.

What does the school need to do to improve further?

In order to continue to move forward, the school should consider the following:

- The curriculum is compliant with the RE Curriculum Directory; however, the amount of time given to RE in years 7 to 10 needs to comply with the Bishop's Conference requirement of 10%.
- Consider the appointment of a full time chaplain and seek the advice and support from the diocesan Head of Educational Chaplaincy.
- Spiritual development opportunities should be further embedded through the days of reflection.

Full Report

The school as a Catholic community

The school community:

Outstanding

The wider community:

Outstanding

- A cohesive and comprehensive pastoral care system exists where students feel safe and exceptionally well cared for. The school employs a number of professionals who support the physical and emotional welfare of the students.
- Students speak warmly of their identity as ‘*St. Anne’s girls*’. They feel able to grow and excel.
- Transition arrangements are very well coordinated with girls feeling part of the St. Anne’s community long before arrival. Year 6 ‘*singly*’ days help to ensure good relationships are established upon entry.
- All staff feel valued and included for their contributions. Staff morale is high and they give readily of their time to expertise to one another. New staff clearly experience a culture of support, encouragement and professional respect.
- Parents value the pastoral care, faith opportunities and high academic standards offered to their daughters. They speak of St. Anne’s as a place where their children can flourish.
- Governors encourage the leadership team to take risks, have high expectations and be faithful to the charisms of the La Sainte Union order. They take a rigorous approach to their responsibilities.
- The school is an active member of the diocesan family of schools and takes a leading role in local school and partnerships. Excellent links are firmly established with the University of Southampton.
- The school’s vision, ‘*to be the best you can be and be the change you want to see*’, is well embedded and embraced by the whole community.

Curriculum religious education

Attainment and progress:

Outstanding

Quality of teaching:

Outstanding

Leadership and management of RE:

Outstanding

- RE has a high status in the school and the head of department is a member of the senior leadership team. He works tirelessly to promote and embed the Catholic ethos of the school through his oversight of chaplaincy. The subject is valued by the students.
- Attainment and progress in RE are outstanding in all key stages, with many students exceeding their targets.
- Teachers have excellent subject knowledge and plan effectively using a range of resources; lessons are challenging and paced appropriately. There is a lot of collaborative and active learning which enthuses and engages the students. Higher order questioning is a strong feature across all ability ranges and year groups.
- Exercise books show clear evidence of progression and there is good evidence that students act on teachers’ advice to improve their learning. Verbal feedback during lessons is received positively as it is sharply focused on progress.
- Behaviour for learning is outstanding: students are fully engaged and keen to do well in class.
- Teachers create a dynamic and supportive environment, where mutually respectful relationships are evident and which enables students to realise their potential.
- Assessment is rigorous with monitoring and standardisation taking place within the department to ensure good practice is both embedded and cascaded.
- The head of RE is an outstanding leader who actively promotes high standards and leads by example. He inspires his team to share good practice and is regarded as a role model by staff.

- There are many examples of best practice, including the use of department champions for sub groups of students and the departmental support of the delivery of the PSHE programme.
- The curriculum is currently changing at all key stages and the RE department are working on an assessment policy which will be fit for purpose. This will need to be in line with any whole school policy.
- The Year 12 general RE programme is valued by students as relevant and engaging. Consideration should be given to extending the general RE programme into year 13.
- The opportunities for prayer and reflection, which occur in key stage 3 RE lessons, are a strength of the department. Consideration should be given to extending these reflection opportunities into key stage 4 RE lessons.
- The department is well resourced and the classrooms are well-presented and informative learning spaces.

Spiritual and moral development

Spiritual development:

Moral development:

Outstanding

Outstanding

- Students are open to the Gospel. The school has developed a culture of spiritual growth and reflection based upon a 'lectio divina' model. Shared leadership in this area is exemplary, where the chaplaincy team model good practice and students readily lead reflection.
- The use of student chaplaincy representatives is embedded throughout the school. Training is given and students are eager to share ideas. Nurture, prayer and support in various clubs and societies make a valuable contribution to the spiritual and ethical life of students.
- Retreats are organised by the chaplaincy team, supported by tutors and support staff. These are constantly evolving and are well received.
- Opportunities for the celebration of the Mass are taken up by both students and staff. Relationships with the local parish priest are excellent and he plays an integral part in the mission of the school.
- The Oasis room is well used throughout the week. Students respect this prayer space as a haven of calm and contemplation within a busy school environment.
- Behaviour is excellent, with students exhibiting a sense of natural justice and mutual respect among themselves. Rewards and sanctions are clear and administered equitably. Student voice is used to inform and trial new strategies and systems

Leadership and management:

Outstanding

- The headteacher is an outstanding role model of Christian leadership, embodying the school's emphasis on educating and celebrating the whole person in the La Sainte Union tradition.
- The senior leadership team contribute significantly to the outstanding opportunities and outcomes that staff and students experience. There is a deep understanding of the Catholic school as a body called to serve the poor and marginalised. Diverse worshipping and cultural communities are embraced and skilfully provided for in all respects.
- The governors have a thorough understanding of the school and the direction in which it is going. They visit regularly, hold senior leaders to account and are valued members of the community.
- The strategic vision and practice of holding the spiritual, pastoral and academic needs of students in parity is to be commended. Students speak of a holistic education which engenders a sense of being young women prepared for the 21st century.
- The school has effectively carried out the areas for development highlighted in the previous validation.

School details

Name of school:	St. Anne's Catholic School
Age range of pupils:	11-18
Gender of pupils:	Girls in lower school; mixed in VI Form
Number of pupils on roll:	1076
Chair of Governors:	Mrs Linda Bate
Headteacher:	Miss Lyn Bourne

St Anne's Catholic School is a slightly larger than average-sized secondary school for girls. The school has a small sixth form which also admits boys. The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils who are eligible for free school meals and those who are looked after) is in line with the national average. Some pupils are eligible for the Year 7 catch-up premium. A small number of pupils in Key Stage 4 attend alternative provision at Southampton City College to study vocational courses. The proportion of pupils who have special educational needs or disability is well below the national average. The proportion with a statement of special educational needs or education, health or care plan is very low. Nearly two thirds of the pupils are from minority ethnic backgrounds. Approximately half of the pupils speak English as their first language.

Information about this validation

This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

Validation Team

Mr John Wright	Lead Validator
Mrs Julie Oldroyd	Assistant Validator

Activities carried out as part of the validation

- Ethos walk with Head Girls.
- Discussion on the school's self-review documentation.
- Meetings and discussions with two student groups.
- Meetings and discussions with governors, headteacher, leadership team members, head of RE, heads of year, two staff groups.
- 12 part-lesson observations.
- 2 tutor observations.
- 1 assembly observation.
- Attendance at staff briefing.
- Meeting with a representative of the governing body.
- Meeting with the parish priest.
- Parental survey.

Conclusion

The team wishes to thank the school for its very warm welcome and co-operation during the validation process.