



St Anne's Catholic Primary School

URN: 100629

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

08 July 2026 – 09 July 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection

2

1

2

2

Yes

Yes

Fully

What the school does well

- The pastoral care at St Anne's is a real strength; the level of care and support for pupils and their families enables pupils to flourish.
- The subject leader has a clear vision for religious education, with the knowledge and skills to drive this vision forward; this strong leadership helps others to teach the subject with confidence.
- Very strong, thriving links with the parish have created a mutually supportive community, helping pupils participate more fully in prayer and liturgy.
- Pupils are at the heart of all the school strives to do.
- Inspirational leadership has helped the school to thrive, with all embracing a clear and focussed vision.

What the school needs to improve

- Further develop dedicated prayer spaces within the school and in outside spaces.
- Provide more creative opportunities for independent learning in religious education lessons.
- Further develop pupils' leadership skills to enable them to take more responsibility in planning, preparing and delivering prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

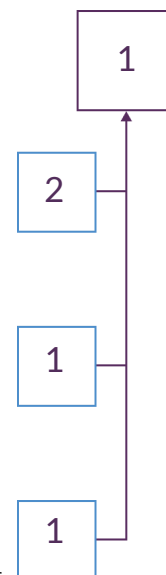
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



St Anne's is a school where the community works together putting faith into action. Visits to St Peter's care home to sing carols, raising money for many charities, such as a community in the Amazon rainforest, collecting books or toiletries, are some of the numerous ways pupils actively respond to living out the school's mission statement and the principles of Catholic social teaching. Knowing they are loved and cared for helps pupils to do the same for others, as one pupil stated, 'to be one like God, to love your neighbour.' St Anne's is a happy, vibrant place where behaviour is exemplary; pupils flourish and thrive on the opportunities the school provides for them. They know they are valued and cared for as unique, special individuals, who feel safe and secure. The school's International Evening, visits from Dr Toni, speakers from non-Christian faiths, all attest to the respect and esteem held for other cultures and faiths.

St Anne's mission statement, 'Let the light of Christ shine in our school', underpinned by the school's values of love, courage, unity and creativity, is simple yet inspirational and truly embraced by all; it is known, lived and witnessed by staff and pupils and lies at the heart of everything the school does. The sense of community is a real strength, Christ is at the heart, evident in the quality of relationships and the strong culture of welcome, such as families being greeted at the gate in their native language. The school goes more than the extra mile to support everyone, especially the most vulnerable and needy; this is reflected in the exceptional pastoral care provided. A real spirit of generous hospitality is reflected in the work of the pastoral leader. Working closely with families in an area of significant socio-economic deprivation, the school provides practical support such as clothing and school uniform, help

with transport costs so children can attend school or medical appointments, and assistance with housing-related correspondence. Together, these actions demonstrate a tangible and purposeful commitment to the most vulnerable members of the community. One parent stated, 'St Anne's is a very special place. They have looked after my child and I.' The school environment effectively witnesses its identity and charism. Around the school there are many images and other signs of the school's Catholic identity, particularly the enormous hand painted picture of The Light of the World in the school hall. Each class has its own prayer focal point reflecting the liturgical year, and a religious education display board. Using 1Decision and Ten:Ten resources, the provision for relationships, sex, and health education is carefully planned to ensure it meets fully diocesan requirements, and is firmly rooted in Church teaching.

Leaders and governors strive to develop the Catholic life and mission of the school, exercising their duty as guardians of the Catholic life and mission of St Anne's. Governors are regular visitors to the school, attending a variety of events. The link governor for religious education is a welcome visitor, working closely with the subject leader, which is supportive and challenging. Engagement with the diocese and outreach to other schools, particularly St Andrew's in Streatham, is excellent. The partnership between the school and parish is thriving. Parents attend class and whole school Masses, assemblies and other school events; they are increasingly more engaged and supportive of the school's activities. Care of staff is of the highest importance, both in their physical and emotional wellbeing. Well planned and effective induction of new staff, and continuous professional development of all staff, inspires them to participate actively, and contribute fully to the life and mission of the school.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

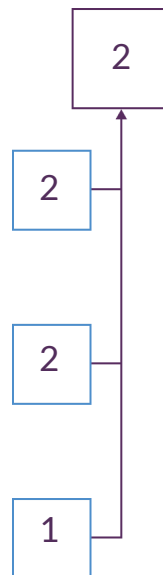
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



In religious education all pupils make good progress and achieve well. This is reflected in the school's data which shows increasing numbers of pupils are working at or above expected levels, equal to, or better than other core subjects. For their age, pupils are able to use subject specific vocabulary, for example pupils in Year 4 know the meaning of 'parable'. Pupils produce good work, and take care with their presentation, which was particularly noted during scrutiny of Year 6 books. Lessons observed demonstrate, through the use of a variety of activities, pupils are engaged, resulting in good quality work. Especially noteworthy is the correct referencing of Bible stories, a skill being developed from Year 3. Pupils would welcome more opportunities for independent learning, as there is little evidence in their exercise books. Progress is evidenced through mind maps created at the start of a topic to illustrate prior knowledge, and revisited at the end to show knowledge gained from studying the topic.

Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. They use questioning to help pupils recall prior learning and reveal misconceptions. For example, Year 2 pupils know in which Gospel the Parable of the Good Samaritan is found and were asked, 'What do we remember about parable?' Teachers' commitment to religious education is clear; they encourage pupils to treat their books with great respect, referring to the subject as 'special'. Using the school's marking policy, teachers pose questions in green, to which pupils respond in purple; through this most pupils know how to improve their work. Assessment sheets in pupils' books provide a clear record of when pupils have successfully secured particular skills or knowledge. Good quality resources help

optimise pupils' learning; for example, Year 1 pupils use pictures to sort, name and explain how different artefacts are important to either Christians, Muslims or Jews, and discuss why it is important to respect the differences between these faiths. All classes have additional staff supporting pupils with their learning, consequently all pupils, particularly those with additional needs, are included in lessons and can access the curriculum appropriately. Lessons observed demonstrate teaching is never less than good, with some outstanding features.

St Anne's follow the '*Come and See*' programme in Key Stage 2, which is a faithful expression of the *Religious Education Curriculum Directory*. '*Lighting the Path*' has been introduced in Reception and Key Stage 1; work is in progress for its full implementation by September 2026. The priority given to religious education is reflected in its parity with other core subjects except for when lessons are timetabled. The subject leader is passionate about the subject; she is deeply committed to the school, the pupils and her faith. Teachers feel very well supported in teaching religious education, with regular, high-quality training and professional development provided by the subject leader, the diocese and other external agencies. The subject leader's open-door approach contributes to increasing levels of confidence amongst teachers, who know support is available when needed. Clear strategies for monitoring and evaluating religious education support and challenge teachers to improve their practice. There is a clear and inspiring vision for religious education, with a structured plan for its implementation, as seen in the subject development plan. Pupils enjoy a range of enrichment opportunities, including visits to a mosque, a synagogue and to St George's Cathedral to see the Oscar Romero exhibition. Governors are kept informed about religious education through regular reports from school leaders and the link governor. Regular meetings with school leaders ensures appropriate challenge by governors.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

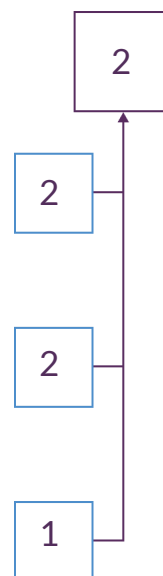
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils respond well to the experiences of prayer and liturgy, joining in community prayer and singing using sign language with confidence. They also understand a variety of ways of praying. From praying the school prayer to singing the hymns in the Celebration Assembly, or using sign language when singing 'Give Thanks' in Year 1, pupils are attentive, respectful and responsive. Experiences of prayer and liturgy are varied and engaging. In class-based prayer and whole school assemblies, careful thought is given to the use of candles, silence, scripture and music. Pupils understand the shape and meaning of the Church's liturgical year; they can explain why the prayer cloth is green. Class prayer tables reflect the liturgical year; a Bible, candle, key words and displays of traditional prayers help pupils pray in their own way. The strong and thriving relationship between the school and parish allows pupils and families to develop and deepen their spirituality. As one parent stated: 'We love coming to the Church and kids love the priest, fantastic job.' In conjunction with their teachers, pupils plan and prepare class prayers, over time this has strengthened. They work well with adults preparing acts of worship but their independence and responsibility in this area is somewhat limited.

Prayer permeates school life, it is naturally embedded in the daily routine of the whole school, for example, the whole community, including parents, join together in prayer on the playground every Monday morning. There are thoughtful class-based prayers, prayers before lunch and before leaving for home. The liturgical life of the Church is reflected through the life and rhythm of the school. Through their words and actions, staff and senior leaders are inspiring models of exemplary practice. Pupils experience the breadth and richness of the Catholic tradition, for example, in May and October pupil spiritual leaders pray the rosary with

others in the playground; during Lent pupils follow the Stations of the Cross and participate in Benediction led by the parish priest. A large display of prayers and symbols welcomes visitors to the school. In the playground there is a memorial garden, shared with the gardening club, which is currently under used as a space for prayer and reflection. Parents are invited to join school assemblies and school services held in the parish church. Attendance is steadily increasing; twenty-five parents attended the Year 5 class assembly, reflecting the success of the school in engaging the wider community.

The prayer and liturgy policy has recently been reviewed and updated by governors, it is carefully formulated and is fit for purpose, showing the importance of prayer and liturgy at St Anne's, and that it is at the heart of the school. The well-planned annual calendar for prayer and liturgy reflects the liturgical year and provides opportunities to celebrate the Sacraments. The parish priest is a regular and welcome visitor; with him school leaders plan the school calendar ensuring there are opportunities to celebrate the Eucharist on holy days, other significant days such as the beginning and end of the school year, leavers' day, and the school's feast day, as well as marking moments of joy and sorrow. Pupils in Key Stage 2 celebrate the Sacrament of Reconciliation during Advent and Lent. Throughout the year, classes may attend morning Mass in the local parish. Key Stage 1 nativity plays and the school carol service are celebrated in the parish church. Consequently, these celebrations are easily accessible, relevant and meaningful to the school community and parishioners. There is a comprehensive programme of professional development, enhanced by diocesan training, which enables staff to become increasingly confident in leading prayer and liturgy.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	100629
School DfE Number (LAESTAB)	2085201
Full postal address of the school	6, Durham Street, London, SE11 5JA
School phone number	020 7735 4516
Executive Headteacher	Mr Peter Hilton
Headteacher or Head of School	Stephanie Monerawela
Chair of Governors	Teresa Song
School Website	www.st-annes.lambeth.sch.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	08 June 2023
Previous denominational inspection grade	Requires Improvement

The Inspection Team

Patricia Horsman Lead

Vera Jajechnyk

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement