



St Anne Line Catholic Junior School

URN: 115156

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

03–04 October 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

Compliance statement

- The school uses the required scheme of work and allocates at least 10% of curriculum time to teaching of religious education.
- There are no additional requirements of the diocesan bishop.
- The school has continued to address improvements in the religious education action plan; to make data available to stakeholders; and to develop the role of governors in the self-evaluation process.

What the school does well

- Pupils are exceptionally proud of their school; this is shown in their exemplary behaviour at all times and their respect for everyone whom they encounter during their school day.
- Relationships with parents are very positive and ensure that there is an extremely strong sense of community, where all are welcomed.
- Pastoral care for pupils and their families is greatly valued across the school community with nurturing support being provided for all those in need.
- Teachers' high expectations, strong subject knowledge and excellent assessments in lessons drive high standards in religious education, with pupils taking great pride in their work.
- Pupils' joyfully participate in all the prayer and liturgy provided by the school; this is greatly enhanced by the pupils' harmonious and jubilant singing.

What the school needs to improve

- Develop and implement robust systems to ensure forensic monitoring, searching analysis and self-challenge to inform self-evaluation for Catholic life and mission, religious education and for prayer and liturgy.
- Develop a clear policy and strategy, which includes professional development, to enable staff to support pupils in planning, leading and evaluating 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

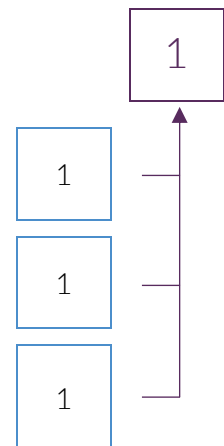
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils have an excellent knowledge and understanding of their school mission statement: 'with Jesus, through the St Anne Line Way, we love, we learn, we share, we pray, together, we grow our school each day'. Furthermore, they know that St Anne Line is an inspirational role model through her faith. Pupils clearly know they are made in God's image. This was strikingly demonstrated in a Year 3 lesson where pupils showed their understanding of God's qualities being reflected in their own. Pupils' moral development is exceptionally strong. This is developed through their discussion in lessons, and recognised and appreciated by parents. One parent explained, 'the children are taught respect, manners, and to be kind and caring human beings, to love all around us.' Pupils have a very good knowledge of how they can care for our Common Home. They know that Pope Francis encourages care for Creation through his letter *Laudato Si'*. Pupils are engaged in a variety of fundraising activities to support Catholic social teaching initiatives and are beginning to articulate aspects of the theology underpinning their actions. Pupils' respect for themselves and others is exceptional, with the St Anne Line Way guiding them to make right choices. Additionally, the school's anti-bullying ambassadors have an excellent understanding of how they can support other pupils in resolving any arguments or disagreements to ensure there is no bullying. Pupils value the chaplaincy provision and take on leadership roles when these are provided.

The mission statement is revisited at least annually with staff and pupils, with a special time of reflection at the beginning of the school year. Staff commitment and service is remarkable. They are devoted to the school, often attending events such as residential visits on a voluntary basis. One member of staff stated that they are 'privileged and honoured' to work at the school. Staff are exemplary role models, particularly in their relationships with pupils. There is an

exceptionally strong sense of community, which is developed through key events such as the Big Breakfast where parents and children share a meal together. This is one of many fund- raising opportunities organised by the school. All pupils are included within the school and there is a wonderful culture of acceptance and understanding for the needs of others. International food day is exceptionally popular with the school in celebrating and welcoming all cultures. Pastoral care is excellent, with the school demonstrating great compassion for families in need. The headteacher and other staff, including the highly experienced and gifted learning mentor, provide time and a listening ear. The Beehive nurture provision for pupils is excellent and highly appreciated by pupils, parents and staff. The environment is excellent, particularly in communal areas, displaying the St Anne Line Way and effective signs of the school's Catholic character. Chaplaincy is central to the school, and the school develops the pupils' spiritual needs as a priority. The relationship, sex and health education policy meets statutory and diocesan requirements. It is published on the school website.

Leaders and governors can articulate the Church's mission and ensure that Christ is at the centre of their community. Leaders and governors access diocesan training opportunities. Parish links are excellent and many staff are active members of the parish community, which further enhances this relationship. The partnership with parents is exceptional with many parents providing examples of support above and beyond the norm for their families in need. Leaders clearly demonstrate their commitment to Catholic social teaching. All staff feel highly valued and their well-being is given a high priority. A clear programme of professional development is in place, including time for staff to reflect on the Catholic life and mission of the school. The Catholic curriculum is clearly in place with opportunities to develop the whole child. Further consideration now needs be given to ensure a cohesive plan of this provision enables all staff to articulate the Catholic curriculum. There are good procedures in place to receive the views of staff and parents. School self-evaluation is established, but greater self-challenge by governors and senior leaders would ensure this becomes exemplary.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

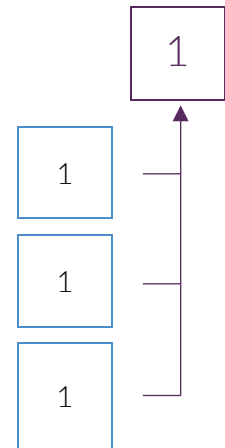
How well pupils achieve and enjoy their learning in religious education

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



Pupils thoroughly enjoy religious education lessons, resulting in excellent engagement and strong knowledge development. This is particularly evident in Years 3 and 4, where pupils follow the newly introduced *Religious Education Directory*. Pupils who have special educational needs or disability receive well-adapted resources and high-quality support from teaching assistants, ensuring they make the best possible progress alongside their peers. Across the school, there is clear evidence of pupils reflecting independently on key themes. Lessons are interactive, with pupils actively engaging through paired discussions and responding well to skilful questioning. They use religious vocabulary confidently and take pride in producing high-quality work. The exciting, well-planned lessons foster outstanding behaviour, with pupils eager to do their best. In Year 5, pupils explore the experiences of early Christians through effective hot-seating, and Year 6 pupils prepare thoughtful questions for a candidate for priesthood during a lesson on vocation. Pupils respond positively to feedback, both verbal and written, and regularly assess their own progress, setting personal goals. Attainment in religious education is consistently high and comparable to other subjects across the curriculum.

Staff are deeply committed to developing their subject knowledge in religious education, with many participating in Alpha classes and the Catholic Certificate of Religious Studies to strengthen their expertise. This results in confident teaching and high expectations, clearly communicated in lessons. Classrooms are rich in religious vocabulary, and staff ensure pupils use this in both spoken and written work. Teachers know their pupils exceptionally well, using formative assessment to plan lessons that build effectively on prior learning. Adaptations and sensitive support ensure all pupils can access learning objectives. Teachers are exceptionally skilled at rapid and constant assessment during lessons. They use carefully crafted questions to guide pupil understanding. For example, in a Year 3 lesson, the teacher successfully supports pupils

by building their confidence so that they can articulate their understanding. Pupil contributions are celebrated, and feedback in workbooks highlights effort, motivating high engagement. 'Time-to-think' questions deepen knowledge and enhance progress. Tasks are thoughtfully designed to meet diverse needs, with scaffolds and prompts as needed. Activities are varied, from drama and scripture analysis to prayer writing and art studies, allowing pupils to express themselves creatively and make meaningful progress in religious education.

Upper Key Stage 2 currently follows the *Come and See* programme, while Years 3 and 4 have recently adopted the new *Religious Education Directory*. There is a clear plan for full implementation across the school. Leaders and governors ensure religious education holds equal importance with other core subjects, with three hours of weekly instruction exceeding the minimum teaching time. Staff regularly participate in professional development, which is scheduled in advance and responsive to any diocesan updates. New staff undergo a well-structured induction, supported by experienced colleagues. The subject leader stays updated on developments in religious education and works with senior leaders to disseminate information and implement changes. Monitoring activities, including planning reviews, work scrutiny, lesson observations, and climate walks, ensure consistently high-quality teaching. Both the school improvement plan and the subject leader's action plan drive further improvement in religious education. The curriculum is designed to build sequentially on prior learning, with termly assessments focused on pupil attainment. Leaders share a vision for meeting the needs of different pupil groups, and progress meetings highlight teaching strategies and adaptations needed to support individual progress.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

2

1

Pupils enthusiastically participate in all the prayer and liturgy opportunities provided by the school. Pupils demonstrate great joy in singing a range of modern and traditional hymns. Their voices are raised in harmonious praise in school assemblies and class liturgies. They have opportunities and time to reflect on scripture, including the meaning and how this can help their actions on a daily basis. Pupils are very keen to discuss key events in the liturgical year, for example : the use of the Advent wreath, the distribution of ashes for Ash Wednesday and the Stations of the Cross. Pupils are able to make the sign of the cross using Latin words, and are encouraged to use traditional prayers, such as the Memorare. Pupils write bidding prayers for assemblies and class liturgies and there is evidence of pupils preparing end-of-unit celebrations. However, pupils now need to extend these practices, and plan, lead and evaluate creative and well-constructed experiences of prayer and liturgy. Pupils' prayers are thoughtful and poignant, including prayers for creation, those who have died, and those who are vulnerable in society. These prayers are clearly influenced both by the curriculum and the wider life of the school. Pupils confidently discuss the importance and impact of prayer in their lives; they can give examples of answers to their personal heart-felt prayers.

Prayer is evidently central to the life of the school. A planned programme of assemblies informs the community's daily gathering together as a whole school. There is a weekly assembly for 'Our History Matters', which focuses on biblical characters, saints and inspirational leaders, for example Martin Luther King. The natural pattern of daily prayer is embedded in the daily life of the school; it includes traditional prayers, and spontaneous prayer from pupils is actively encouraged. Scripture is widely used, often with the readings of the day. Senior leaders show great passion for their faith, which inspires other staff and pupils to participate in prayer and liturgy. Staff are keen to improve pupils' skills in leading prayer and liturgy, and senior leaders

have good knowledge to support this development. Music is used effectively to enhance all prayer and liturgy within the school, including the singing of psalms. Additionally, art images are sometimes used to provide a focal point for reflection during prayer and liturgy. The school's recently blessed and beautiful prayer room is a permanently dedicated prayer space. This prayer room and the prayer garden provide pupils with the opportunity for quiet times and their own personal reflection. In each classroom there is a prayer focal area. There is a very strong partnership with the local parish which is highly valued by the local Catholic community. One parishioner explained that the school is truly a 'key part of the Holy Trinity Parish'.

The prayer and liturgy policy is used by some staff to support them, particularly during the induction period at the school. Leaders and governors have a good understanding of the capabilities of pupils. They now need to develop a clear and comprehensive strategy to build up pupils' skills, as they progress through the school, to ensure they can plan, lead and evaluate their own prayer and liturgies. There is a very well-planned calendar to ensure pupils celebrate the Eucharist for all holy days of obligation and celebrate the life of St Anne Line. Reconciliation Services are available in the parish church for pupils during Advent and Lent. There are opportunities for staff to attend professional development for prayer and liturgy. Leaders and governors have ensured resources are prioritised for prayer and liturgy, as seen in the beautiful prayer room. Governors have a good knowledge of the prayer and liturgy opportunities provided by the school, as they regularly attend school Masses and key school events. Governors have had opportunities for discussion with pupils, including those designated as Faith Disciples. They share their findings at their formal meetings through visit reports. However, there is a need to ensure that the highest priority is given to the evaluation of the quality and impact of prayer and liturgy and that this is fully embedded in the school's cycle of self-evaluation and planned improvement.

Information about the school

Full name of school	St Anne Line Catholic Junior School
School unique reference number (URN)	115156
School DfE Number (LAESTAB)	8813431
Full postal address of the school	St Anne Line Catholic Junior School, Wickhay, Basildon, SS15 5AF
School phone number	001268470444
Headteacher	Nathalie Watson
Chair of governors	Vince Toman
School Website	http://www.st-anneline-jun.essex.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	7-11
Gender of pupils	Mixed
Date of last denominational inspection	25 April 2018
Previous denominational inspection grade	1

The inspection team

Gael Hicks

Laura White

Lead

Team

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