Inspection of St Anne Line Catholic Junior School

Wickhay, Basildon, Essex SS15 5AF

Inspection dates:	24 and 25 September 2024
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Previous inspection grade	Good

What is it like to attend this school?

Pupils love being part of this welcoming and diverse community. They benefit from the high-quality nurture and care that the school provides. Pupils' attendance is exceptionally high. They do not want to miss out on school life.

The school's values of 'we love, we learn, we share, we pray' spread through every aspect of the school's work. Pupils follow the 'St Anne Line way' and treat each other and adults with the utmost respect and kindness. Pupils are polite and considerate of the differences between themselves and others. They help each other with their learning and support their peers on the playground. Pupils say they 'are never short of a friend' because the anti-bullying ambassadors make sure no one is lonely.

Pupils live up to the school's very high expectations. They behave exceptionally well and have positive attitudes to their learning. All pupils, regardless of background or need, achieve well. Across a range of subjects including art, music and mathematics, adults support pupils to be successful.

A range of exciting clubs, trips and experiences complement the ambitious curriculum. From singing in the varied choirs and running the school radio station to boxing clubs and crochet, there is something here for everyone.

What does the school do well and what does it need to do better?

The school's unique curriculum is rich in knowledge and covers a range of ambitious subjects, such as Latin. Key knowledge is outlined and sequenced well so that pupils build their understanding as they progress through the school. Pupils make strong connections between other subjects, which reinforces their learning further. For example, pupils use and practise their drawing skills when planning a project in computing. The school continually evaluates, refines and improves the curriculum to ensure it reflects the changing needs and background of its pupils. The strong focus on learning key vocabulary, for instance, benefits all pupils, including those who speak English as an additional language.

Across the school, highly trained staff teach the curriculum very well. In class, staff choose effective activities that fully engage pupils and support them with their learning. Staff explain new ideas clearly and use effective questioning. They check regularly on what pupils know. This helps staff to close gaps in pupils' understanding. Staff know the needs of all pupils, including pupils with special educational needs and/or disabilities. This means that, where needed, pupils get effective and appropriate extra help and support in class or in the 'Beehive'. Consequently, pupils' confidence improves and they make great strides in their learning. Therefore, all pupils achieve well, including in national curriculum tests.

A wide range of carefully chosen books form the backbone of the curriculum. Pupils enjoy these books and read regularly at home. Staff bring stories to life. The diverse range of texts support pupils' language development and understanding of different cultures

effectively. A well-structured phonics scheme is in place to help pupils who find reading tricky. Staff identify weaker readers early on and give them effective support to catch up and keep up with their peers.

The school's approach to securing good behaviour is exemplary. When pupils join the school, they are taught about the school's values and how to behave. If pupils make mistakes, they are put back on track with care and support. Lessons are calm and take place without interruption.

A highly effective personal, social, health and economic (PSHE) education curriculum helps pupils to learn about numerous interesting and relevant topics in an age-appropriate way. Aligning closely to the school's ethos, the PSHE curriculum builds pupils' character effectively. Pupils are highly skilled in listening to each other and discussing their different perspectives. They become responsible and respectful citizens. They relish their leadership roles and the opportunity to make a difference to their community.

Staff at all levels are passionate about the school being the best it can be. They act with humility and determination to seek out and put in place the best opportunities for pupils. Governors and the diocese offer appropriate challenge and support to help the school in its journey to provide the best possible education and care for its pupils.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115156
Local authority	Essex
Inspection number	10323622
Type of school	Junior
School category	Voluntary aided
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair of governing body	Vincent Toman
Headteacher	Nathalie Watson
Website	www.st-anneline-jun.essex.sch.uk
Dates of previous inspection	23 and 24 May 2023, under section 8 of the Education Act 2005

Information about this school

- The school has a Catholic ethos. It is part of the Diocese of Brentwood.
- The school was last inspected under section 48 of the Education Act 2005 in April 2018. The school's next section 48 inspection will be within eight school years.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, art and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the curriculum in physical education and computing.
- Inspectors spoke with a range of pupils on both days of inspection. Inspectors spent time with pupils at lunchtimes and breaktimes to observe behaviour and speak to pupils about school life.
- The lead inspector held a meeting with those responsible for governance, including the chair of governors.
- The lead inspector spoke to representatives from the diocese education team, the local authority and the school's improvement adviser.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered the 26 responses made by parents to Ofsted Parent View, Ofsted's online survey, including 26 free-text responses.
- Inspectors spoke with a range of staff over both days on inspection and considered the responses to Ofsted's staff survey.

Inspection team

Damian Loneragan, lead inspector	His Majesty's Inspector
Aimee Bray	Ofsted Inspector
Jackie Mullan	Ofsted Inspector

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