

# St Anne's Catholic Primary School

Address: 6 Durham Street, London, SE11 5JA

Unique reference number (URN): 100629

## Inspection report: 13 May 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Leaders have high expectations for attendance. They prioritise making the school a safe, welcoming place where pupils want to be. Leaders promote attendance widely. They use fun ways to motivate pupils. These include, for example, dressing up as 'Stanne the dog' at breaktimes to reward pupils who attend school regularly with a stamp. Well-considered systems enable leaders to monitor attendance closely. As a result, on the occasions when a pupil's attendance falls below expectations, leaders act quickly and effectively to identify barriers and put suitable support in place. This approach works extremely well. Pupils' attendance, including that of disadvantaged pupils and those with special educational needs and/or disabilities, is above the national average. The proportion of pupils who miss large amounts of school is significantly below that of their peers nationally.

Behaviour is incredibly positive at St Anne's Primary. Pupils arrive each morning full of energy and enthusiasm for the day ahead. A culture of high expectations and well-established routines ensures that pupils learn in calm, purposeful classrooms from the moment they arrive. For example, pupils enter classrooms each morning in a quiet and orderly manner and start their 'rewind time' right away. During this time, pupils visit previous gaps in their learning that their teacher has aptly identified. Leaders and staff make sure that no learning time is lost. Leaders' high expectations for behaviour mean that any rare occurrences of unkindness or bullying are acted on swiftly and in an appropriate manner.

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## Expected standard ●

### Achievement

Expected standard ●

Pupils achieve well. They typically progress appropriately through the curriculum from their various starting points. Pupils who speak English as an additional language receive the support that they need to develop their language and successfully access and learn the school's curriculum. Leaders ensure that pupils with special educational needs and/or disabilities also develop their knowledge and skills effectively. Disadvantaged pupils often make significant progress from their starting points, particularly in mathematics and reading. In these subjects, over time, their attainment is better than their peers nationally in national assessments at the end of Year 6.

Overall, pupils achieve outcomes at the end of key stage 2 that are broadly close to their peers nationally. Pupils learn to read fluently by the time they leave the school. Since the introduction of the new phonics scheme, pupils' achievement in phonics has also risen. Overall, pupils are prepared effectively for their next steps, including the move to Year 7.

### Curriculum and teaching

Expected standard ●

The curriculum is suitably broad and ambitious. It is carefully designed to ensure that pupils practise and embed important knowledge. For example, in English, pupils in Year 5 are

introduced to a wider range of punctuation and learn how to use it accurately in increasingly complex sentences. Later on in their learning, pupils then build on this foundation by applying their knowledge to craft more sophisticated writing. They use punctuation deliberately to control meaning.

The curriculum prioritises pupils securing important English and mathematical knowledge right from the early years. Pupils learn to read effectively. Staff are well trained and model sounds with precision. The books that pupils read are well matched to the sounds they know. This helps them to read with increasing accuracy, fluency and confidence. Pupils who struggle to read are well supported to catch up.

The school's approach to professional learning has improved the quality of teaching. Staff demonstrate secure subject knowledge and explain concepts with clarity. Pupils with barriers to their learning, including disadvantaged pupils, are supported to access the curriculum. However, there are instances of some variability in how well the curriculum is taught. For example, checks on pupils' learning are, on occasion, not systematic. As a result, sometimes, teachers do not identify misconceptions or adjust teaching quickly enough in response. Similarly, sometimes, expectations of pupils' spoken and written responses and use of language vary between classes.

## **Early years**

**Expected standard** 

Children in the early years display positive attitudes to learning, showing curiosity, perseverance and concentration as they learn, explore and play in different areas of the curriculum. For example, when using resources to count up to 19, children tested out different ways of grouping objects. With well-targeted guidance from staff, children identified and corrected any mistakes and used mathematical language to describe what they were doing. Children in the early years feel safe and secure because staff respond to their emotional needs as well as their academic development.

The school has put in place a thoughtfully sequenced curriculum, which outlines clearly what should be taught and when. Teaching typically enables children to build their knowledge and skills over time. For example, at the start of Reception, teaching focuses on helping children to build their listening skills and follow instructions. As the year progresses, they build the confidence and language needed for simple exchanges, leading to more sustained back-and-forth conversations.

Staff check children's learning accurately and use this information to ensure that those who need extra help usually receive it in a timely and effective way. Children typically make secure progress, and by the end of Reception, most are ready for Year 1.

## **Leadership and governance**

**Expected standard** 

Since the previous inspection, there have been changes in leadership and staffing at the school. The new headteacher has acted quickly and decisively to improve the school, supported by the new leadership team. Leaders' work has led to improvements in early years, and a number of academic outcomes. Some actions, such as those that relate to improving pupils' writing, require more time for the full impact to be evident.

Leaders, including those responsible for governance, have created an ethos and a culture firmly rooted in the school's values. Every decision is made with the best interests of pupils at its heart. Leaders pay particular attention to pupils who face barriers to their learning. They are acting decisively to improve provision for these pupils. For example, professional learning for staff includes a clear focus on building their expertise in providing all pupils with the help that they need to be successful. Those responsible for governance fulfil their roles effectively and provide the right challenge and support to school leaders.

Staff are well supported. The school's structured approach to professional learning has led to notable improvements in the delivery of the curriculum. Leaders consider the implications of changes on staff, including on their wellbeing and workload. Staff benefit consistently from research-informed professional learning. This enables them to strengthen the knowledge and skills that they need to be effective in their roles.

## **Personal development and wellbeing**

**Expected standard** 

The personal, social and health education (PSHE) curriculum is carefully sequenced to ensure that, overall, pupils develop their knowledge successfully. This curriculum is rooted in the school's values and designed to nurture character, leadership and citizenship. Leaders make sure that vulnerable pupils are successfully supported by the personal development programme. For example, leaders run a specific workshop about safe travel for those pupils about to begin secondary school. Pupils learn how to plan safe routes, recognise potential risks on public transport and respond confidently if they ever feel unsafe.

Pupils have a range of interesting opportunities to broaden their experiences. They develop talents and interests through a range of extra-curricular clubs, including basketball, gardening and yoga. Pupils also have opportunities to develop resilience by representing their school in sporting competitions. Pupils spoke passionately about the opportunities to play cricket through their weekly visits to the Oval cricket ground. Leaders have ensured that all aspects of pupils' personal development are accessible to, and benefit, disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders give pupils real responsibility in school life. Many take on elected and appointed roles, such as head boy, head girl and science ambassadors. These roles allow pupils to contribute to the wider school community and to lead assemblies. Pupils also play an active part in the local community. They develop a strong sense of respect and tolerance for other cultures, for example through their annual international evening event.

The curriculum is carefully enriched with visits that typically build and extend pupils' learning. For example, pupils visit museums, the Black Cultural Archives in Brixton, and take part in a number of author events. Pupils particularly enjoy the chance to win a golden token, which they can exchange for a free book from the school's book vending machine.

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## Needs attention

### Inclusion

Needs attention 

Leaders have high ambitions for all pupils. They are working to make sure that pupils with special educational needs and/or disabilities (SEND) get consistent support. For example, leaders have introduced easy-to-use 'pupil passports' that give staff practical strategies for adapting teaching. However, sometimes, staff do not use these strategies as expected. When this happens, pupils with SEND do not access learning as well as they could.

The school has systems to identify pupils' needs and reduce barriers to learning. At times, these are not used quickly enough. This means that some pupils, including those with SEND, wait long periods of time for appropriate support to be put in place. Once needs are identified, the school typically works effectively with external professionals to ensure that pupils with SEND receive support that helps them to achieve.

Leaders have put in place an evidence-based pupil premium strategy. The strategy fits the school's context, including prioritising the development of pupils' speaking and communication skills. For example, leaders have introduced specific sessions in Reception to strengthen early language. This targeted approach is helping children who are not on track with their communication skills to build their vocabulary. While the full impact of the school's pupil premium strategy is still emerging, it has led to clear improvements in attainment and attendance for disadvantaged pupils.

## What it's like to be a pupil at this school

Pupils at this school live out its values in their daily interactions. Leadership roles help to give pupils a strong sense of responsibility and service. Pupils feel part of a close and caring community. They and their families are greeted in their first language as they arrive each morning. This reinforces the school's warm, inclusive culture. Community spirit is important to this school. This shared commitment strengthens relationships across the school and contributes to pupils' sense of belonging.

The school is a friendly place where pupils feel safe and well supported. Staff use the 'St Anne's Way' to teach pupils the behaviours expected of them. This contributes to the positive climate for learning and builds pupils' confidence. Leaders' work to strengthen pupils' resilience has contributed to their positive attitudes and high attendance rates. The majority of pupils behave remarkably well. The school provides appropriate support for those pupils who need help with behaviour. For example, there are quiet spaces around school where pupils can go if they need to calm down and be ready to learn. The support for pupils' wellbeing is a strength of the school.

Leaders have taken steps to improve the school in recent times. Pupils now study a curriculum that is designed effectively and suited to their needs. Over time, teaching of the curriculum has also improved. Consequently, pupils are now better prepared for the next stages of their education. On the whole, pupils achieve well. This is generally reflected in

national tests and assessments, where the school's results are broadly close to national averages.

Pupils who face barriers to learning, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, receive additional support. Leaders also remove potential barriers that might limit disadvantaged pupils' success or sense of belonging in the school. While approaches to supporting pupils with SEND or other barriers are appropriate, the school is working on ensuring that these are used consistently to benefit pupils.

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## Next steps

- Leaders should build on their current work to strengthen consistency in teaching, including ensuring that there is a consistent approach to developing pupils' writing and oracy across subjects and year groups.
  - Leaders need to continue improving the quality of inclusion by accelerating how quickly pupils with special educational needs and/or disabilities are identified. Furthermore, they must ensure agreed support strategies are used consistently across the school, including in early years.
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## About this inspection

The acting chair of the board of governors in this school is William Burks.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

During the inspection, inspectors spoke with the headteacher and other senior leaders, including the special educational needs coordinator. The lead inspector also spoke with a representative of the local authority and the diocese. She also spoke with a group of governors that included the acting chair of the governing body.

Inspectors visited lessons, spoke with pupils, looked at curriculum information and pupils' workbooks. They reviewed a range of school documentation.

The inspectors confirmed the following information about the school:

The school is registered as having a Catholic religious character. It is in the Archdiocese of Southwark. Its last section 48 inspection was in June 2023.

There has been a new headteacher since the previous inspection, who was appointed in September 2023.

**Lead inspector:**

Lisa Smith, His Majesty's Inspector

**Team inspectors:**


Jeff Cole, Ofsted Inspector

Harvey Webb, Ofsted Inspector

Rob Veale, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 May 2026

## School and pupil context

### Total pupils

**208**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**210**

Below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**37.69%**

Above average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**2.88%**

Close to average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**20.19%**

Above average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Above average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

### No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

### All pupils' performance

#### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	61%	Below
2024/25 (final)	56%	62%	Close to average
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	41%	60%	Below

#### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (final)	72%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	80%	73%	Above

#### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	53%	72%	Below
<b>2024/25 (final)</b>	62%	72%	Below
<b>2023/24 (final)</b>	61%	72%	Below
<b>2022/23 (final)</b>	41%	71%	Below

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	82%	73%	Above
<b>2024/25 (final)</b>	82%	74%	Above
<b>2023/24 (final)</b>	78%	73%	Close to average
<b>2022/23 (final)</b>	84%	73%	Above

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	53%	46%	Close to average
<b>2024/25 (final)</b>	71%	47%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	58%	46%	Above
<b>2022/23 (final)</b>	36%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	78%	62%	Above
<b>2024/25 (final)</b>	86%	63%	Above
<b>2023/24 (final)</b>	74%	62%	Close to average
<b>2022/23 (final)</b>	77%	60%	Above

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	53%	59%	Close to average
<b>2024/25 (final)</b>	71%	59%	Above
<b>2023/24 (final)</b>	58%	58%	Close to average
<b>2022/23 (final)</b>	36%	58%	Below

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	85%	60%	Above
<b>2024/25 (final)</b>	93%	61%	Above
<b>2023/24 (final)</b>	79%	59%	Above
<b>2022/23 (final)</b>	86%	59%	Above

## **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	53%	68%	-15 pp
<b>2024/25 (final)</b>	71%	69%	2 pp
<b>2023/24 (final)</b>	58%	67%	-10 pp
<b>2022/23 (final)</b>	36%	66%	-30 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	78%	80%	-1 pp
<b>2024/25 (final)</b>	86%	81%	5 pp
<b>2023/24 (final)</b>	74%	80%	-6 pp
<b>2022/23 (final)</b>	77%	78%	-1 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	53%	78%	-25 pp
<b>2024/25 (final)</b>	71%	78%	-7 pp
<b>2023/24 (final)</b>	58%	78%	-20 pp
<b>2022/23 (final)</b>	36%	77%	-41 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	85%	80%	6 pp
<b>2024/25 (final)</b>	93%	81%	12 pp
<b>2023/24 (final)</b>	79%	79%	0 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	86%	79%	7 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	4.9%	5.9%	Below

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.2%	13.0%	Close to average
2023/24 (3 term)	9.9%	14.6%	Below
2022/23 (3 term)	13.7%	16.2%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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