



## St Anne Line Catholic Infants School

URN: 115160

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

03–04 December 2025

### 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 is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- All areas for improvement outlined in the previous inspection have been addressed in full.

## What the school does well

- The inspirational leadership team are beacons of excellence, with a deep understanding of their mission around the community they serve.
- Staff act as excellent role models in promoting the school's mission, valuing every person as a unique gift from God. Pastoral care and inclusion are at the heart of the school; all are welcome.
- Pupils respond reverently and enthusiastically to prayer and worship across the school, with full, active and conscious participation.
- Pupils show a deep and consistent respect for themselves and others and are joyful ambassadors for their school.
- The teaching of religious education across the school is excellent because teachers have strong subject knowledge, use insightful questioning and constantly build upon pupils' prior learning. Consequently, pupils have a high level of understanding of the faith, allowing them to be active participants in their learning journey; enjoying the experiences provided for them.

## What the school needs to improve

- Provide opportunities that are more challenging for pupils so that they can extend their knowledge and understanding in religious education.
- To enable the chaplain to provide further professional development for staff in order to drive the formation of all pupils.

## 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

1

#### Provision

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

1

#### Leadership

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

1

1

Christ is truly at the heart of St Anne Line Catholic Infants School; the sense of welcome and belonging is tangible and pupils are joyous and passionate envoys for the school. They live and breathe the school's mission statement of, 'Love, Learn and Pray' and have a deep understanding of what they need to do to embody this through their words and actions. The school's mission tree, which celebrates pupils' achievements, is a driving force, empowering pupils to make a difference to all whom they meet. Pupils are happy, confident and feel secure in their daily experience of school; they greatly enjoy being part of a community and they value the support of the adults around them. Pupils actively meet the demands of Catholic social teaching and this is embedded throughout the school community. As one pupil stated, 'it helps [them] to understand how to look after the world, help others and be a good person.' The 'Faith Disciples' of the school, who are enthusiastic pupil leaders, are able to share how the school plays an important role in working together for a range of different charities including the local food bank, Children in Need and Cafod. They are able to articulate that they do this because they are greatly concerned about helping those less fortunate than themselves.

The school's mission statement serves as a constant reminder to all staff that they are witnesses of Christ embracing a lived sense of community, which offers a remarkable culture of inclusivity. All staff members are exemplary role models because they strive to show love and care for the pupils and their entire community. One staff member commented that, 'the Catholic ethos is lived out daily, creating a warm, nurturing environment where both staff and pupils feel respected and supported.' A parent shared that, 'I particularly love how my child's Christian foundation has been moulded by the school. This has supported them towards a clear understanding of good morals and respect for their family, teachers, friends and the community at large.' Pastoral care is at the core of daily life; this starts from staff greeting pupils at the gate every day to helping families, referring them for additional support if needed. The physical environment is attractive and distinctively Catholic. Displays around the school, prayer areas and

classrooms are stimulating, encouraging everyone to reflect upon their place in God's world. Relationships, sex and health education is well planned, meeting statutory and diocesan guidelines.

Leaders and governors are passionate about promoting the school's Catholic life and mission. All policies and procedures clearly reflect the priority given to the Catholic identity, charism and mission of the school. The taught curriculum embodies the Catholic identity of the school. The governors have high aspirations and lead by example, demonstrating a relentless determination for the school to thrive, always placing pupils at the heart of all they do. They are deeply connected to the school and consequently are able to offer appropriate support and challenge to leaders through their monitoring. There is a flourishing partnership between the school and the parish, with the parish priest being a welcome visitor, providing both support and spiritual guidance to staff and pupils. Leaders and governors care for the welfare of staff, and staff speak at length about how they are exceptionally well supported not only professionally but also personally. Professional development is a key focus and there is effective induction for those new to teaching at St Anne Line Infants. The school plays a full role within the diocese and regularly works with other schools within the Christus Catholic Trust to review and strengthen their own provision. The partnership with parents is incredibly effective and parents truly appreciate the work done by the school. The school's approach to self-evaluation is accurate and drives self-improvement.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

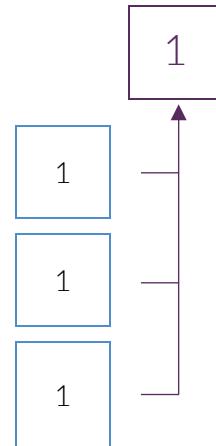
How well pupils achieve and enjoy their learning in religious education

#### 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 are enthusiastic learners who actively engage in and enjoy their lessons. They have excellent knowledge of the religious curriculum they explore. They make strong progress from their starting points, building on prior learning. Pupils with special educational needs or disabilities are very well supported to access the same curriculum as their peers. Attainment is strong and comparative with other core subjects. Pupils use their knowledge, understanding and skills confidently to reflect on their learning. Their strong religious literacy and accurate vocabulary show a growing awareness of the need to reflect on their faith and the impact it has on their daily lives. One pupil noted that the Advent Wreath reminded them of the crown of thorns that Jesus wore when He was crucified. Another shared that, 'the candles on the Advent Wreath reminds us that Jesus is the light of the world.' Teacher questioning is a strength and consequently pupils are themselves able to ask insightful 'I Wonder' questions. This was evident when analysing artwork from around the world relating to Mary. Pupils produce work to a high standard and take pride in their presentation at an age-appropriate level. Effective feedback ensures that pupils know how well they are doing in RE and what they need to do to improve.

Teachers have strong subject knowledge, which has been well informed by their ongoing training and first class support they receive from the subject leader. They are deeply committed to the value of religious education and understand its importance as a core subject in a Catholic school. Planning is linked to the needs of the pupils and lessons are constructed so that they consolidate learning and because of this, pupils have a strong foundation which maximises their learning opportunities. Knowledge organisers have been devised to show pupils what they will be learning and why. Staff now need to consider ways in which they can challenge pupils further to deepen their understanding of the curriculum. Teachers are highly skilled at asking effective and targeted questions that deepen pupils' knowledge and understanding ensuring pupils know and

remember more. Teachers plan to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms of expression, including drama, role-play, artwork, and written work. Teachers provide useful feedback to recognise and celebrate pupils' efforts as well as offering specific and developmental questioning; giving pupils the next steps they need to improve. Additional adults in the classroom are invaluable and play a sensitive and significant role in supporting those who may find difficulty in learning.

Leaders and governors have a coherent vision for teaching and learning in religious education. They understand the strategic role it plays in the formation of a pupil's faith journey. Governors regularly visit the school and feed back to the governing board. This enables governors to understand and check the quality of provision and provide appropriate challenge and support for leaders. Consequently, religious education is central to the life of the school providing a positive impact on pupils' lives. It is given equal status to other core subjects in terms of training, resourcing and strategic development and it has a very high status amongst everyone in the school community. They accurately follow the *Religious Education Directory*. The subject leader, who has a clear vision for the subject, makes an exceptional contribution to the high standard of religious education. She successfully supports staff in such ways as helping with planning and questioning, which has led to sustained improvements in the quality of teaching and learning. Continuous professional development drives school practice. The monitoring and evaluation process, which includes pupil surveys, lesson observations, and reviewing of books ensures that priorities for improvements are clearly identified and reviewed. Staff are also in the process of moderating with colleagues across their trust; this will ensure that teacher assessments are accurate and consistent.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

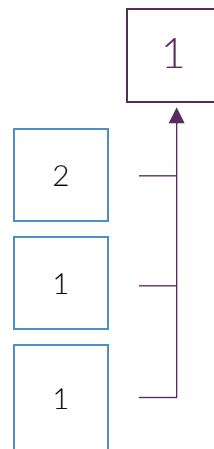
How well pupils participate in and respond to the school's collective worship

#### 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 are actively engaged in the school's liturgical life. They participate willingly in prayer, showing enthusiasm and sincerity, and confidently offer spontaneous prayers on matters that hold personal significance. Pupils make effective use of visual prayer prompts when needed and respond appropriately during moments of quiet reflection. Across the school, pupils join in singing with energy and joy, including the use of actions and signing. Pupils are familiar with traditional prayers and understand the liturgical year in action. They talk about Advent being a special time of preparation for Christmas and that Harvest is a time for giving, and they understand May as a month dedicated to Mary when she 'wears a crown.' Pupils enjoy making collaborative decisions about their worship and are supported to plan and lead the celebration of the word, which is mostly in four parts. The youngest pupils choose hymns they would like to sing and, as pupils move through the school, this is developed so that they are able to choose the theme and share prayers they have written. They are beginning to respond to evaluative questions following worship, recognising what went well and how it could be better. While pupils are active participants in prayer, they now need to think about how prayer experiences influence their values and how it motivates them to make choices in their everyday lives.

Appropriately planned prayer and liturgy opportunities are central to the life of the school and because of this, significant moments in the school and Church calendar are celebrated. Families are very much included in the prayer life of the school and parents are welcome to attend assemblies and other liturgical celebrations. Parents welcome the opportunity to pray with their children stating, 'I can see how reverent my child is and it makes me calm and reflective, unlike the outside world.' All staff demonstrate exceptional levels of commitment to prayer and liturgy and set a positive example as active participants. Staff demonstrate increasing skill in supporting pupils to plan, lead and evaluate their 'Celebration of the Word'. However, there is a need for

further professional development to strengthen practice. Staff use their creativity to enhance prayer and liturgy. For example, Widgets provide pictorial cues and nativity figures are used to support the youngest pupils to identify with the feelings of the characters within the story and thank them for the part they played in Jesus' birth. All classrooms have a focal prayer table. The prayer garden is a well utilised outside space, which pupils use to pray the Stations of the Cross during Lent, pray to Mary and lay poppy wreaths in the month of November. Inside, the prayer tent and 'Made in the image of God' mirror are conducive to prayer and pupils enjoy their time in these areas.

The school's policy on prayer and liturgy is a strength of the school, informing and guiding the practice of all staff. Leaders have placed a great emphasis on ensuring all staff have the relevant understanding and skills to implement the requirements of the *Prayer and Liturgy Directory*. Progression documents clearly set out the expectations for pupils as they move through the school and although this is not yet fully embedded, the direction of travel is clear. Leaders and governors are proactive in ensuring that prayer and liturgy is given the highest priority and as a result, have appointed a school chaplain to guide staff and enrich spiritual experiences throughout the school. Staff benefit from strong support and leadership invests in ongoing training and appropriate resources to sustain this work. The school leadership ensures that there are opportunities to celebrate significant days in the life of the Church and the school, for example, the feast of their patron St Anne Line. The school actively seeks opportunities to work in partnership with other schools, for example participating in a pilgrimage celebrating the Jubilee Year of Hope. Leaders and governors monitor prayer and liturgy through a regular schedule of planned visits and attending events. However, moving forward, the school should regularly seek the views of the pupils as part of the self-evaluation process.

## Information about the school

Full name of school	St Anne Line Catholic Infants School
School unique reference number (URN)	115160
School DfE Number (LAESTAB)	8813451
Full postal address of the school	Wickhay, Basildon, Essex, SS15 5AF
School phone number	01268524263
Headteacher	Melanie Clayton
Chair of governors	Sarah Starling
School Website	<a href="http://www.stannelineinfant.co.uk">www.stannelineinfant.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Christus Catholic Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	2-7
Gender of pupils	Mixed
Date of last denominational inspection	January 2019
Previous denominational inspection grade	Outstanding

## The inspection team

Isabel Quinn

Lead

Laura White

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