

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Serco
Direct T 0121 683 3888



30 June 2011

Ms Maureen Frawley
St Anne's Catholic Primary School
Chace Avenue
Coventry
CV3 3AD

Dear Ms Frawley

Ofsted monitoring of Grade 3 schools: monitoring inspection of St Anne's Catholic Primary School

Thank you for the help which you and your staff gave when I inspected your school on 29 June 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. Please thank the pupils and governor who took time to discuss their views with me.

The school has a rising roll and the proportion of pupils from a wide variety of ethnic backgrounds continues to increase. Many pupils enter with skills below those expected for their age.

As a result of the inspection on 14 January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The school has made good progress since the last inspection on each of the key issues. The pupils are generally achieving better, attaining good results in their external tests and making good progress in almost all lessons. The trends are positive and over the last year there has been a rapid improvement in English and mathematics. Back in 2010, Key Stage 1 results were less good than those at Key Stage 2 and there was a general weakness across the school in pupils' writing. This year's results, as yet unpublished, show that in Key Stage 1 pupils are now reaching the national average and Key Stage 2 results are likely to be above the national average with 50% reaching the higher level in mathematics. Pupils' writing has improved right across the school and an increased proportion of pupils have reached the higher levels in this subject for their respective age groups. The contribution made by the Early Years Foundation Stage to this overall progress is significant as

September 2010



they have also rapidly improved the scores children obtain and this is giving the children a stronger foundation for their future work. The school adequately delivers the required science curriculum but it currently has no co-ordinator for this subject and, as a consequence, pupils' progression across topics is less secure.

Teaching is generally good and has a much improved pace. In most classes pupils show more responsibility and independence. They confidently check each other's work and work well in pairs to tackle questions and exciting tasks, such as finding words to describe a kindly giant. Staff use the school data, based on secure assessments, to track pupils' performance very well. The introduction of regular performance reviews ensures that teachers check effectively if pupils are on track to meet goals or if they need any extra help. The one-to-one tuition and revision classes have had a good impact. Pupils are well behaved and their spiritual, moral, social and cultural development is given a very high priority. Their speaking and listening skills were, for example, well promoted as the entire school participated in a joyful church service.

The leadership and management have steadfastly tackled the issues identified in the previous inspection. The team is strong and effective. They consult widely and are driving improvement more rapidly. The learning mentors work well with families to prevent problems and to help all children to get to school in a timely manner. Pupils' attendance is exceptionally good. The leadership team delegate well and are dealing effectively with the remaining pocket of weaker teaching. Their monitoring is accurate and leads to good points for staff development. The governing body holds the school to account and, due to helpful training, its members understand the nuances in the school's data. They ensure that the school is in good order and have overseen effective improvements to the buildings and site. The school has a good capacity to continue to improve given its success in developing the curriculum and raising pupils' outcomes. The one-year school development plan has served the school well and leaders are now poised to think about longer term issues as they prepare for the rising numbers of pupils. The school has benefited from good support from the School Improvement Partner and the local authority.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mo Roberts
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2010

- Raise whole school attainment and achievement in English, mathematics and science by:
 - improving the quality and pace of teaching and learning to ensure work is challenging for all pupils, including higher attainers
 - providing more opportunities for pupils to develop their independent learning skills and to use them across the curriculum.

- Develop consistently good or better practice in using assessment to promote learning across the school by:
 - further developing staff skills, practice and confidence in improving pupils' progress, using the good data available to focus on individual learning outcomes
 - enabling pupils to be fully aware of how well they are doing and what they need to do next through spreading the current pockets of good informative marking to all classes.

- Improve the responsibility and accountability of leadership and management responsibility and accountability at all levels by:
 - setting a visible, rigorous pace and challenging timescale from senior leaders to drive forward planned improvement strategies, ensuring the involvement of middle managers and other staff in raising and sustaining school standards
 - ensuring that all governors develop their skills through regular training and that the whole governing body fully participates in supporting senior leaders in raising standards.