

St Anne's Catholic Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 119578 |
| Local Authority | Lancashire |
| Inspection number | 358585 |
| Inspection dates | 14–15 February 2011 |
| Reporting inspector | Clare Henderson |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 213 |
| Appropriate authority | The governing body |
| Chair | Mr John Gillooley |
| Headteacher | Mr Michael Barrett |
| Date of previous school inspection | 23 June 2008 |
| School address | Slater Lane Leyland Lancashire PR25 1TL |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 lessons taught by 10 different teachers. The inspectors held meetings with members of the governing body, staff and pupils, observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. Inspectors scrutinised the views of staff and pupils and analysed 67 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils, and, in particular the more able and those with special educational needs and/or disabilities, make good progress in English and mathematics.
- Whether the quality of teaching and learning and the curriculum enable all pupils to achieve high levels of attainment.
- The quality of community cohesion and pupils' cultural development.
- Whether leaders and managers have improved pupils' achievement and met the issues raised at the last inspection.

Information about the school

This school is average in size compared with other primary schools. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The majority of pupils are of White British heritage. A few pupils have minority ethnic heritages. The school has gained Activemark, Green Partnership and Healthy School status.

A privately run after-school club is situated within the school building. This provision was subject to a separate inspection and a report about its quality can be found on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is welcoming and held in high regard within the local community. Instrumental to its success is the good care, guidance and support provided which enables all pupils and, in particular, those with special educational needs and/or disabilities and others whose circumstances make them vulnerable, to thrive personally, to feel safe and happy in school. The vast majority of parents and carers agree with this view. Pupils say they enjoy school because, 'If you are worried, teachers will always sort it out for you'. Pupils make a good contribution to the school and wider community and show a good understanding of how to lead a healthy and safe lifestyle. Their spiritual, moral, social and cultural development is good.

By the end of Year 6, pupils' attainment in English and mathematics is broadly in line with the national average and the progress they make in learning, from Years 1 to 6, is good. Although the rate of children's progress in the Early Years Foundation Stage is satisfactory, children do not make as many gains as they could because assessment systems are not sufficiently robust to identify and extend their learning. Furthermore, they do not have enough opportunities to extend investigation skills and independent learning in the outdoor environment. A good partnership between home and school contributes effectively to pupils' good behaviour and average attendance.

Pupils are taught well and generally enjoy their learning. However, staff do not always use pupils' individual learning targets and marking well enough to guide them in how to improve their learning and achieve higher levels of attainment. The good quality curriculum with an imaginative and creative focus is providing pupils with some memorable experiences and it is enhanced by a wide range of extra-curricular activities.

The school has a good capacity to continue to improve. Senior leaders and the governing body have ensured good improvement since the last inspection. Pupils' attainment has steadily improved and their safety is paramount. Leaders and managers are clear about the school's effectiveness through accurate self-evaluation and as a result of the rigorous checks on pupils' outcomes and the quality of provision.

What does the school need to do to improve further?

- Raise pupils' attainment in English and mathematics by ensuring that individual learning targets and the marking of pupils' work consistently provides clear guidance for pupils' to improve learning and achieve higher levels of attainment.
- Improve outcomes in the Early Years Foundation Stage by:

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- ensuring assessment systems are sufficiently robust to track children's progress through Nursery and Reception in order to identify and extend skills in all the areas of learning
- providing children with more opportunities to develop investigation skills and independent learning in the outdoor environment.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and enjoyment of school are good. Key to this is pupils' positive attitude to learning and good behaviour. Pupils are keen to join in discussions and activities particularly when learning has a creative, reasoning or practical focus. At these times, they are fully engaged and their learning is accelerated at a good or, occasionally, outstanding pace. In a Key Stage 2 mathematics lesson, for example, pupils learnt at a fast rate when they were challenged to use thinking and reasoning skills to solve logic problems. On occasions, the pace of learning slows when learning is overly dependent on the teachers' contributions.

From starting points which are below age-related expectations pupils make good progress. Pupils and, in particular, the more able have responded well to new initiatives introduced in English and mathematics to challenge and extend pupils' reasoning and thinking skills. As a result, the rate of attainment has accelerated through Key Stages 1 and 2. Pupils' work in lessons and the school's own data indicate this, and attainment in English and mathematics is rising and, for a minority of pupils, is above the national average. Pupils with special educational needs and/or disabilities and the more vulnerable thrive both academically and personally because work with specialist support staff and teaching assistants develops their self-esteem effectively and has a positive impact on their learning.

Pupils understand how to stay safe and feel confident about, for instance, using the internet safely. They have a well-developed understanding of the need to lead healthy and safe lives. Most eat sensibly in school and take an active part in the many clubs and extra-curricular activities on offer. Pupils are provided with good opportunities to learn about differences in cultures and religious beliefs, to learn to make responsible choices and reflect on right and wrong actions. They contribute effectively to local, national and global communities through meeting pupils from different religions and cultural backgrounds to their own. This develops their understanding and tolerance for others effectively. Pupils are proud of their school and eagerly take on roles such as playground leaders and reading buddies. They are committed to improving the local and wider communities. This is reflected in a recent commendation award, from the High Sheriff of Lancashire, for good citizenship and anti-vandalism work with the local police. The skills that pupils develop and use in lessons, such as teamwork, listening and negotiation, all provide good evidence of their good preparation and skills for their future lives.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Relationships between pupils and adults are extremely positive. Good humour, high expectations and skilful questioning encourages teamwork and independent thinking. Such good quality teaching contributes to pupils' good progress in English and mathematics. Teachers and other adults who support learning and pupils' personal development use resources imaginatively and effectively, and employ information and communication technology well to inspire pupils' interest and to challenge their thinking. Teaching and learning are good rather than outstanding because, staff do not always use pupils' individual learning targets and marking well enough to guide pupils in how to improve their learning and achieve higher levels of attainment.

The good curriculum meets pupils' needs and succeeds effectively in enabling pupils to apply and practise their basic skills across a range of subjects. A rich range of visits and visitors enhances pupils' learning. Out-of-class activities cover a wide range of pupils' sporting, musical and artistic interests effectively.

Pupils and their families receive good care, support and guidance from staff who ensure specialist help is available when needed. There are striking examples of decisive and caring actions taken to support vulnerable pupils and their families. Close attention paid by staff to pupils' well-being contributes to developing their self-esteem and confidence, and their subsequent good academic progress. Arrangements to prepare pupils for high school are well planned and help to ensure a smooth transition to their next stage of education.

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These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher and senior leaders have set a clear agenda for school improvement. This team, and in particular, those appointed since the last inspection, have been successful in leading improvements in pupils' achievement and the quality of teaching and learning since the last inspection. Subject and senior leaders' thorough checking of pupils' progress leads to appropriate amendments in provision. As a result, the school is a harmonious and inclusive community. This is exemplified by the full participation in school life of pupils with special educational needs and/or disabilities and the more vulnerable. Racism or harassment of any form is not tolerated. The ethos of this 'listening school' is firmly established and promotes good equality for all. Links with parents and carers are good. The school grasps every opportunity, through regular information meetings and the effective website, to gauge and respond to their views.

Members of the governing body ensure that good safeguarding procedures are embedded throughout the school. Child protection training is up to date and procedures are understood by all adults. The governing body provides good support and challenge to the school's work and has made strong staff appointments to support school improvement. Strong partnerships with a good range of outside providers and support services contribute effectively to pupils' learning and well-being. The quality of community cohesion is good. The focus the school gives within the local community to develop pupils' understanding of differences is good. Furthermore, pupils' experiences and knowledge of cultural and religious differences at national and global levels are good. Secure improvements since the last inspection, pupils' current outcomes and the quality of provision all indicate that value for money is good.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

When children begin in the Nursery, their attainment is generally below that typically expected for their age. Because of good levels of care and close attention to children's personal and social needs, they feel safe and secure and quickly settle to school routines. Adults have properly identified communication, language and literacy skills as a priority for development, and they make sure that they offer children a range of opportunities for speaking and listening and to learn the names and sounds of letters every day.

There is ample provision available, both indoors and outdoors, for children to play and they are encouraged to make some choices about the activities they engage in. However, children do not have enough opportunities to develop their independence or investigation skills through extended periods of play in the outdoor environment. Furthermore, opportunities for learning are at times missed because information from assessments does not enable adults to fully extend children's individual learning.

All adults are enthusiastic and committed and the teachers provide satisfactory shared leadership during the absence of the Early Years Foundation Stage leader. Good relationships with parents and carers underpin the school's good induction and welfare procedures. Children's achievement in the Early Years Foundation Stage is satisfactory, but their skills remain below age-related levels when they move to Year 1.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Almost a third of parents and carers completed the questionnaire. Of these, most were highly positive in their responses. Parents and carers are particularly pleased that the school helps the children to lead healthy and safe lifestyles; that the quality of teaching and of leadership and management are good. A few feel that the school does not meet their child's particular needs; inform them of their child's progress; take account of suggestions and concerns or deal effectively with unacceptable behaviour. Inspectors followed these issues up and found on inspection that the learning needs of all pupils are managed well, that the school regularly seeks parents' and carers' views and that the management of pupils' behaviour is managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 41 | 61 | 25 | 37 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 51 | 76 | 15 | 22 | 1 | 1 | 0 | 0 |
| My school informs me about my child's progress | 30 | 45 | 31 | 46 | 5 | 7 | 0 | 0 |
| My child is making enough progress at this school | 34 | 51 | 29 | 43 | 4 | 6 | 0 | 0 |
| The teaching is good at this school | 43 | 64 | 23 | 34 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 39 | 58 | 26 | 39 | 2 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 34 | 51 | 33 | 49 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 39 | 58 | 26 | 39 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 38 | 57 | 24 | 36 | 4 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 34 | 51 | 25 | 37 | 3 | 4 | 4 | 6 |
| The school takes account of my suggestions and concerns | 29 | 43 | 32 | 48 | 5 | 7 | 0 | 0 |
| The school is led and managed effectively | 40 | 60 | 26 | 39 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 46 | 69 | 19 | 28 | 2 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 February 2010

Dear Pupils

Inspection of St Anne's Catholic Primary School, Leyland, PR25 1TL

Thank you for talking to us and helping us when we visited your school. The inspectors were impressed by how friendly and welcoming you are and by your good behaviour. Most parents and carers are pleased and say you are happy at school.

St Anne's is a good school. It has good teaching and it is well-run. The Nursery and Reception classes give you a satisfactory start to your education. You enjoy learning, work hard and are keen to try everything. You make good progress in your learning and reach broadly average levels of attainment by the time you leave in Year 6. The staff provides good care for each one of you and especially those who need extra help. You say you feel safe in school and know how to lead healthy lifestyles.

The school leaders want you to aim high and are always looking to make the school even better, so I have asked them to make sure that:

- marking helps you to improve your work and that you fully understand how your learning targets help you achieve higher levels of attainment
- children in the Nursery and Reception classes have more opportunities to play and learn outdoors
- teachers in the Nursery and Reception classes check even more closely how well children are learning.

I hope you will play your part by continuing to work hard, continuing to attend school every day and to do your best to make your school even better.

Yours sincerely

Clare Henderson

Lead inspector

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