

St Anne's Catholic Primary School

Inspection report

Unique Reference Number	107344
Local authority	Bradford
Inspection number	377572
Inspection dates	22–23 March 2012
Lead inspector	John Dunne

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	The governing body
Chair	Sean Gilligan
Headteacher	Sam Poulton
Date of previous school inspection	21 October 2008
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Introduction

Inspection team

John Dunne

Additional inspector

Steve Rigby

Additional inspector

Freda Jackson

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 23 lessons, taught by 14 teachers. These included short visits to a range of phonics (teaching of letters and sounds) sessions taught by teachers and trained assistants. They also sampled pupils' work and heard a number of pupils read. Meetings were held with groups of pupils, members of the governing body and school staff, including senior and middle managers. Inspectors took account of the responses to the on-line questionnaire (Parent View) when planning the inspection, observed the school's work and looked at a number of documents, including the school's planning, the safeguarding policies, and the school's analyses of pupils' progress. They also analysed the responses to the 147 parental questionnaires, and others completed by pupils and staff.

Information about the school

This school is larger than the average sized primary school. The proportion of pupils from minority ethnic groups is well above that found in schools nationally, as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free schools meals is below the national average. The proportion of disabled pupils and those with special educational needs is average. There is greater movement into and out of the school than is usually seen. A new headteacher took up post in September 2011. The school has received a number of awards, including Artsmark Gold, the Activemark, Healthy School status and Investors in People. The school meets the current floor standard.

The playgroup adjacent to the school is independently managed and is inspected separately.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. Under the sharply-focused leadership of the new headteacher, provision and outcomes are improving. The school is not good because attainment in mathematics is below average.
- Pupils' achievement is satisfactory. From starting points which are below those expected for their age, children make good progress in the Early Years Foundation Stage. Attainment overall by the end of Year 6 is broadly average. It is below average in mathematics, but improving. Lesson observations and progress data provided by the school demonstrate that the proportion of pupils who are reaching higher levels of attainment is improving. This represents satisfactory and improving progress.
- Pupils' behaviour is good. They behave well in lessons and around school and have positive attitudes towards learning. Pupils from different cultures get on well together and pupils joining the school with little understanding of English are very well supported and welcomed. These are strengths of the school. Pupils have a good understanding of how to keep themselves safe in various situations, including when using the internet.
- Teaching is satisfactory overall. Although there is much good teaching, inconsistencies mean that pupils' rates of progress vary in lessons and over time. Tasks in lessons do not always fully engage all pupils to achieve their full potential. Currently, not all teachers are making the most of opportunities for pupils to work independently and in groups to further develop basic skills, such as literacy, numeracy and information and communication technology (ICT) across the curriculum. The quality of outdoor learning in the Reception Year does not match the good provision seen indoors.
- Leadership and management are satisfactory. The new headteacher rapidly identified the key improvements needed to move the school forward and he has

managed the school's performance well. The quality of his leadership of teaching and the management of performance are key in bringing about current improvements. Many of the changes are relatively recent and are not yet sufficiently established to make a full impact on teaching.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress across the school, particularly in mathematics, by:
 - ensuring that all teachers use a more systematic approach to the teaching of mathematics, giving pupils greater opportunity to apply their skills in problem-solving activities
 - ensuring that pupils have greater opportunities to work independently and in groups so that they can apply their basic skills in literacy, numeracy and technology in all lessons, and across the curriculum, more effectively.
- Ensure that all teaching is consistently good or better by:
 - sharing the best practice within the school to ensure a greater amount and consistency of good teaching
 - eliminating learning experiences where pupils spend too long having to listen to teachers or watch them demonstrating lengthy tasks, so that all teaching provides activities which fully engage pupils.
- Provide a more stimulating outdoor environment in the Early Years Foundation Stage so that outdoor learning reflects more closely the good quality indoor provision by:
 - ensuring planning builds upon indoor learning and provides more structured and creative outdoor activities, for example, through role play
 - ensuring adults engage more with children in outdoor learning, for example, through more effective questioning.

Main Report

Achievement of pupils

Almost all parents and carers who responded to the inspection questionnaire stated that their children are helped to make good progress. Inspectors judge that overall, pupils make satisfactory progress. Despite weaknesses in outdoor provision, children make good progress in the Early Years Foundation Stage where mostly good teaching provides a solid foundation for further learning, enabling them to reach broadly average levels of attainment by the end of the Reception Year. Below average attainment at the end of Key Stage 1, as shown by recent test results, indicates that, historically, this good progress has stalled in Key Stage 1. Lessons observed and secure tracking data provided by the school indicate that pupils in Years 1 and 2 are now making satisfactory progress. Observations by inspectors

listening to pupils read showed that attainment in reading by the end of Year 2 is average, but improving strongly due to the effective teaching of phonics. As a result, pupils, particularly those who join the school with little understanding of English, are making strong gains in reading and writing. Consequently, attainment in reading is above average by the time pupils leave in Year 6.

In Key Stage 2, pupils are making more accelerated progress than in previous years as a result of recently introduced and well-focused measures. Consequently, by the end of Year 6, attainment is broadly average overall. It is weaker in mathematics than in English but the gap is closing strongly. Pupils in Years 5 and 6 still have some weaknesses in their mathematical skills and understanding from a legacy of underachievement and because, in some lessons, teachers are not effectively teaching the range of strategies to solve problems. For example, in two contrasting, parallel mathematics lessons, one group was fully engaged in investigations about angles in triangles and having to come up with challenging hypotheses. In the other lesson, pupils were simply told the rules that the angles add up to 180 degrees and given repetitive questions to answer.

The progress of pupils joining the school part-way through their education, those known to be eligible for free school meals and looked-after children is tracked and monitored closely. As a result, the gap between their achievement and that of others is narrow. Disabled pupils and those who have special educational needs are making satisfactory and improving progress due to effectively-structured programmes of intervention and small group work.

Quality of teaching

The majority of parents and carers expressed the view that teaching is good. Inspection evidence found that the quality of teaching is satisfactory rather than good because, although good or better teaching was observed, inspectors saw too much inconsistency. In all lessons, teachers have excellent relationships with pupils. Pupils who join the school with little understanding of English make rapid progress due to the very effective strategies used to develop their language skills.

In the best lessons, interesting tasks capture pupils' imaginations, questioning is used well to assess understanding, pupils are challenged to think hard, apply basic skills well and teachers adapt learning throughout the lesson to correct misconceptions. A good example of this was in an outstanding English lesson where, due to skilful teaching, pupils were very clear about the criteria for high quality outcomes. These were constantly reinforced throughout the lesson as the teacher moved between groups asking probing questions to deepen understanding. As a result, the standard of persuasive writing in pupils' newspaper articles was not only of high quality, but their effective use of vocabulary conveyed their passion about the topic they had chosen. It also enabled them to explore social, moral and cultural issues, for example, crime and punishment and testing cosmetics on animals. In other good lessons, the planned curriculum was used effectively to enable pupils to apply their literacy skills. For example, pupils produced high quality writing about how the industrial revolution and the emergence of the railways had affected their own community. In preparation for this work, pupils had made model trains in design and technology, been on a steam train and studied local history.

Such lessons make a strong contribution to pupils' understanding of spiritual, moral, social and cultural issues. However, this was not evident in all the lessons observed. For example, very young pupils had to sit for long periods, passively listening or watching teachers perform tasks. In Reception, most teaching promotes good progress in all aspects of children's development. This not the case, however, in outdoor learning because activities are not planned as creatively as those indoors and adults sometimes miss opportunities to engage with children as they learn, for example, through asking questions.

Behaviour and safety of pupils

Although the majority of parents and carers expressed the view that behaviour was good, a minority of questionnaires from parents and carers showed that some thought too many lessons are disrupted by misbehaviour. Inspection evidence gained from talking to pupils and discussions with staff confirmed that behaviour is consistently good and makes a positive contribution to learning. The way in which pupils from many cultural backgrounds interact harmoniously is a strength of the school and provides a secure climate for learning. There is little evidence of bullying and pupils express confidence in the school's systems for dealing with such occurrences should they arise. Pupils are well-informed about different types of bullying that they may encounter. Pupils show great consideration and respect for others and greet visitors in a very polite and friendly manner, reflecting the way they are treated with care and respect by staff.

Almost all parents and carers expressed the view that their children felt safe in school; pupils agree. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, rail, around water and in the event of fire. Older pupils in particular have a good understanding of internet safety. Over the past year attendance has risen from below average to above the national average, reflecting pupils' increasingly positive attitudes to school.

Leadership and management

Upon taking up the post in September 2011, the new headteacher rapidly identified the areas needing improvement and introduced rigorous systems to monitor teaching and learning and pupils' progress. The school has developed sophisticated systems for monitoring the progress of every individual and group, which are beginning to be used effectively. Staff and the governing body are highly supportive of the many new initiatives and share his ambitious vision for the school. Although many of these systems are at an early stage, they provide a good foundation on which to plan further improvement and a number have already demonstrated a positive impact. Attendance has risen, pupils in all years are making accelerated progress to compensate for a legacy of underachievement in mathematics, and attainment in reading is improving due to the effectiveness of the phonics provision.

There are clear improvement plans supported by well-targeted professional development. For example, there are already plans in place to restructure the outdoor learning environment in the Early Years Foundation Stage. A newly

invigorated group of middle leaders described how they are receiving effective professional development and believe they are making a strong contribution to school improvement. Because of this, the school is well placed to use the skills of the best teachers to coach other colleagues to improve the quality of teaching overall. These improvements in provision and outcomes demonstrate the school's capacity for further improvement. Self-evaluation is accurate and the school knows its strengths and weaknesses well. The governing body has a clear understanding of the school's strengths and areas for further development and it is providing good support and challenge for leaders and managers in their pursuit for improvement.

The school's strategies to safeguard pupils fully meet statutory requirements and include robust recruitment procedures and thorough assessment of risks. The school is highly inclusive and welcoming of all pupils. This is evident in the way in which the increasing number of pupils who join the school outside normal times, often from other countries, rapidly settle and feel at home. This demonstrates the effectiveness of the school in promoting equality of opportunity and tackling any form of discrimination. Disabled pupils and those who have special educational needs are well supported so that they make good gains in their personal and social development.

The curriculum meets the needs and interests of pupils and has a satisfactory impact on pupils' social, moral, spiritual and cultural development. Inspectors saw lessons where pupils had to think and write about contemporary moral issues, for example animal cruelty, poverty in the developing world and gang crime. Pupils also have a well-developed understanding of right and wrong.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 March 2012

Dear Pupils

Inspection of St Anne's Catholic Primary School, Keighley BD21 3AD

The team would like to thank you for your help during the inspection. You made us very welcome, were always very polite and told us of the many things that you enjoy at school. We were glad to hear that you feel very safe in school. We enjoyed talking with you and listening to you read well.

You go to a satisfactory school. These are some of the best things about it.

- You behave well and care for each other considerately, particularly for those pupils who join the school with little understanding of English.
- Younger children are learning to read well due to the good phonics teaching.
- All adults take good care of you and you told us that you feel safe and that adults are always there to listen and help you if a problem arises in school.
- Your work is getting better.

To make the school even better, I have asked the headteacher and governing body to:

- make sure that all teachers consistently plan tasks in mathematics lessons which match your needs and help you to learn more
- give you more opportunities to work independently and in groups so you can spend more time practising and improving your English, mathematics and ICT skills in all your lessons
- make sure that teaching in all your lessons is at least good and you are achieving as well as you should
- improve the way in which adults help the youngest children learn in reception by making their outdoor activities better.

You all can help by doing your best and being on your best behaviour to help your teachers.

Yours sincerely

John Dunne
Lead inspector

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