

St Anne's and St Joseph's Roman Catholic Primary School, Accrington

Inspection report

Unique Reference Number	119656
Local authority	Lancashire
Inspection number	379863
Inspection dates	17–18 October 2011
Reporting inspector	Christine Millett

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	312
Appropriate authority	The governing body
Chair	Bernard Holden
Headteacher	Felicity Watson
Date of previous school inspection	19 May 2009
School address	Sandy Lane Accrington BB5 2AN
Telephone number	01254 233019
Fax number	01254 301688
Email address	head@sasj.lancs.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 19 lessons or parts of lessons given by 11 members of staff, held meetings with groups of pupils, a representative of the governing body and staff. They observed the school's work and looked at pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety and attendance. Inspectors considered the 84 questionnaires completed by parents and carers as well as those from pupils and staff.

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

- Whether teacher assessments are accurate.
- Whether pupils' attendance has improved since the previous inspection.
- The levels of progress being made by pupils in Key Stage 2.

Information about the school

St Anne's and St Joseph's is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is below the national average. Most are of White British heritage. A very small minority are from other ethnic groups. The number of pupils who speak English as an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is also below the national average. The school has achieved a number of awards including Healthy School status, Activemark (gold), Eco-school Award and the Race Equality Mark. There have been a number of changes to staff since the previous inspection, including a new headteacher.

A private provider operates a daily breakfast club and after-school club for pupils on the school site. This did not form part of the inspection.

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

St Anne's and St Joseph's is a good school. This happy, harmonious school has many strengths some of which are outstanding. All parents and carers who responded to the questionnaire were unanimous in the view that their children enjoy coming to school. Pupils' spiritual, moral, social and cultural development is outstanding as is the school's promotion of community cohesion. Pupils' experiences of different cultures and beliefs are well developed through the curriculum, charity work and links with Kenya.

The school cares well for all its pupils. Many comments from parents and carers referred to a 'caring and approachable staff'. Good safeguarding arrangements are in place and pupils have confidence in adults to help them overcome any problems they may have. Strong relationships exist with parents and carers. Pupils participate to a high level in the life of the school and the local community. Pupils' attendance has improved since the previous inspection as a result of interventions by the school.

A wide range of partnerships contributes well to pupils' well-being and achievement. Children start school with skills and knowledge that are below national expectations and make good progress during their time in school. Attainment at the end of Year 6 is broadly average. Attainment in English is currently better than that in mathematics. The number of more-able pupils reaching the higher Level 5 in mathematics is lower than is usually expected. Pupils with special educational needs and/or disabilities are well supported and make the same levels of progress as their peers.

Teaching is good. Lessons are well planned though at times, especially in mathematics, the pace of learning is slowed down by overly long introductions to lessons. Teachers sometimes talk for too long which reduces the amount of time spent on the main part of the lesson when pupils could be working independently. Marking is informative and of a consistently good standard, particularly in English. This is impacting positively upon pupils' learning. Regular assessment takes place. However, the moderation of assessment is not sufficiently rigorous and has led to some uncertainty as to the accuracy of overall assessments. Not all staff are involved in the analysis of data to identify those who may not be making enough progress and ensure work matches the needs of all pupils.

The headteacher is supported effectively by senior leaders and staff. The governing body is equally committed and oversees safeguarding procedures well. All share a clear vision for future improvement, recognising what the school does well. Good use is made of accurate self-evaluation to highlight areas for improvement confirming the school's good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment, particularly in mathematics, by:
 - reducing the amount of time teachers spend talking in the introductions to lessons to provide more time spent on pupils' independent learning
 - ensuring there is a sharper match of work to the differing abilities of all pupils, particularly the more able.

- Develop teachers' skills in the analysis and tracking of data by:
 - involving all staff in the rigorous moderation of assessment to ensure accuracy.

Outcomes for individuals and groups of pupils

2

Pupils are attentive and participate well. The overwhelming majority of pupils say they enjoy their learning. A high level of engagement was seen in an outstanding mathematics lesson where the teacher introduced new work on measurement by means of extremely well-thought-out practical tasks relating to real-life situations. Pace was brisk, misconceptions addressed, questions challenged and learning was secure.

Pupils' progress is good. This is supported by the school's tracking system as well as evidence in work in pupils' books. Pupils with special educational needs and/or disabilities also make good progress towards their targets because the support they receive is well focused on their specific needs. This is not always the case for the more-able pupils in mathematics.

Discussions with pupils showed that they have a good understanding about how to keep fit and healthy. They appreciate the number of opportunities they have to participate in a range of activities with other schools. Pupils say they feel well looked after at school and they have a good understanding of how to keep themselves and each other safe. Pupils respond well to the wide range of responsibilities they are given and make positive contributions to the school community through the school council or as 'Guardian Angels', for example. Pupils' grasp of basic skills and their developing personal qualities equip them satisfactorily for the next stage of their education. Excellent spiritual, moral, social and cultural development is evident in pupils' reflective attitudes, willingness to take part in local, national and global charity work and very good understanding of the faiths and beliefs of others. The heritage of members of the school community is celebrated.

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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The majority of lessons seen were good with examples of outstanding practice. Staff are working to ensure there is consistency across the school. Teachers engage pupils' interest in learning through the use of interactive whiteboards and other visual aids. Behaviour in lessons is good. Adult support is generally well focused and contributes well to the quality of learning. Assessment procedures are in place, although rigorous moderation of assessments to ensure their accuracy is not yet fully embedded. Pupils' work is marked regularly and, in the main, assessment information informs future planning. Pupils take a pride in their work which is neatly and carefully presented.

The school provides a good, well-organised curriculum which provides all pupils with a rich and broad range of experiences. These contribute a great deal to their all-round personal development. Pupils enjoy the thematic approach to their learning and its relevance to their everyday lives. Pupils speak with great enthusiasm of the range of extra-curricular activities available to them. Subject leaders ensure appropriate emphasis is placed on promoting basic skills. While interactive whiteboards are used effectively in lessons, other forms of information and communication technology are not used as extensively. Music is a strength of the school with the exceptionally talented choir performing locally and throughout the North West.

The quality of care, guidance and support is good. Pupils are confident that adults in school care about them. Great care is taken to ensure pupils are kept safe and know how to stay safe. The individual needs of pupils with special educational needs and/or disabilities are well met through close liaison between parents and carers, teachers, support staff and outside agencies.

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

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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 effectiveness of leaders and managers in embedding ambition and driving improvement is good. Under clear direction from the headteacher and senior leaders there is a strong sense of adults working together for the benefit of the pupils. This is an inclusive school where all pupils are valued and equality of opportunity is promoted well. The collection of data is in place but, as yet, its use is not fully exploited, especially in mathematics. Nevertheless, data indicate no overall unevenness in the progress of different groups and all achieve well. Accurate self-evaluation means there is a clear understanding of specific areas for development. The effective governing body is knowledgeable, highly supportive, offers a range of skills and is committed to bringing about improvement. Safeguarding procedures are good and systems for assessing risks are well developed. Child protection procedures are firmly in place and regularly reviewed.

The school has good relationships with parents and carers and works hard to involve them in school life. Positive links exist with the local community through the church and local school partnerships. These links also contribute a great deal to the promotion of extremely well-planned community cohesion. The school has developed interdenominational ventures with other schools and is involved with many organisations both locally and further afield such as the Kenya Project. Specific themed days, visits and visitors raise awareness of other faiths and cultures.

These are the grades for the 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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Reception class due to thorough induction arrangements and highly effective relationships between parents and carers and staff. Children respond well to high expectations of behaviour and respect for others. They play well together and are willing to share. They develop a good understanding of healthy lifestyles as they enjoy their snacks and benefit from fresh air and exercise in the secure outdoor area. Personal hygiene is promoted well.

Teaching is good and children make good progress. All staff play their part in planning a range of interesting and purposeful activities, indoors and outdoors. High levels of collaboration were seen as children played together in the dressing up corner. Procedures for assessing children’s learning are good and they are used well to plan work to suit the needs of individuals. Assessments are accurate and records of achievement are well documented. Children thoroughly enjoy their time at school.

Leadership and management are good. There is a strong focus on continuous improvement. As intake numbers can vary, it is sometimes necessary for some Year 1 to work alongside the Reception class. However, the knowledgeable Early Years Foundation Stage leaders ensure all children receive appropriate provision through good organisation and ongoing self-evaluation. The safeguarding of children is robust and incorporates risk assessments. The Early Years Foundation Stage is fully incorporated into the life of the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Approximately one quarter of parents and carers responded to the questionnaire. A number felt unable to comment upon some aspects as their child had only been in school for a short time. However, of those who did reply, the response was very positive. All agreed that their child enjoyed school. The overwhelming majority agreed that they were happy with their child’s experience at school and that their child was kept safe. Most thought that teaching was good, their child made enough progress and were helped to have a healthy lifestyle. A similar proportion believed the school to be well led and managed. A very large majority were in agreement with all other areas. A few parents and carers raised individual concerns and these were followed up by the inspectors without breaching confidentiality. It was found that the school has effective procedures in place in relation to the issues raised or, as in the case of parking, they were beyond the school’s control.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's and St Joseph's Roman Catholic Primary School, Accrington 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	75	21	25	0	0	0	0
The school keeps my child safe	71	85	11	13	0	0	0	0
The school informs me about my child's progress	56	67	25	30	3	4	0	0
My child is making enough progress at this school	56	67	26	31	2	2	0	0
The teaching is good at this school	65	77	17	20	1	1	0	0
The school helps me to support my child's learning	54	64	26	31	3	4	1	1
The school helps my child to have a healthy lifestyle	59	70	23	27	2	2	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)	55	65	24	29	0	0	0	0
The school meets my child's particular needs	55	65	26	31	1	1	0	0
The school deals effectively with unacceptable behaviour	53	63	26	31	0	0	0	0
The school takes account of my suggestions and concerns	53	63	24	29	1	1	0	0
The school is led and managed effectively	57	68	26	31	0	0	0	0
Overall, I am happy with my child's experience at this school	69	82	14	17	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



19 October 2011

Dear Pupils

Inspection of St Anne's and St Joseph's Roman Catholic Primary School, Accrington, Accrington, BB5 2AN

Thank you for all your help when we inspected your school. You were very polite and helped us to understand how you feel about your school. You told us that you go to a good school and we agree. We also found that:

- you get off to a good start in the Reception class and make good progress during your time in the school
- you are working hard and attainment at the end of Year 6 is average
- you enjoy coming to school, are keen to learn and attendance is above average. Well done
- you behave well both in the classroom and in the playground
- adults look after you well and make sure you are safe
- teaching is good and teachers try to make lessons interesting
- you show a good understanding of healthy lifestyles and how to stay safe
- you take your responsibilities seriously and contribute well to the life of the school and the local community
- your school is helping you prepare for the next stages in your education.

We think that with your help your school can improve even more and we have asked your headteacher and your teachers to do the following things:

- ensure teachers talk rather less at the start of lessons to give you more time to work independently
- make sure the work you are set is just at the right level for each of you, especially those of you who find learning easier
- track your progress carefully to make sure assessments are accurate.

We believe that this will help you all to make more progress and we are sure you will all work hard to make this happen. Best wishes for the future.

Yours sincerely

Christine Millett
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**