

# St Anne's RC Primary School

## Crumpsall Manchester

Moss Bank, Crumpsall, Manchester, M8 5AB

**Inspection dates** 1–2 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

### Summary of key findings for parents and pupils

#### This is a good school.

- Pupils in Year 6 make excellent progress in English and mathematics because of strong support from adults. This includes those pupils who receive additional funding through the pupil premium.
- Pupils throughout the school make excellent progress in reading because of well-embedded phonics (letters and the sounds they make) teaching in the school.
- Most groups make good progress in English and mathematics, including disabled pupils, those who have special educational needs and pupils who speak English as an additional language.
- By the time pupils leave at the end of Year 6, standards are broadly average.
- Teaching and learning are good because of high expectations. Pupils are involved and interested and they are keen to learn.
- Behaviour and safety are good and sometimes excellent, as a result of the caring attitude by pupils for each other and adults. They feel safe and know how to keep themselves safe when not in school.
- The headteacher has high ambitions for the school that are well supported by the senior leadership team and the governing body. As a result, achievement and teaching have improved to good since the previous inspection.

#### It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that all pupils make rapid progress.
- Pupils' progress in writing and mathematics is weaker than in reading, especially in Year 4 and Year 5.
- The school does not always check on the behaviour incident logs to see the impact of the behaviour management policy on improving behaviour.
- Some parents have too little involvement in supporting their children's learning.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons, of which two were joint observations with the headteacher.
- Inspectors made a number of shorter visits to other lessons. Inspectors also listened to pupils read and scrutinised their work.
- Meetings were held with two groups of pupils. Inspectors held informal discussions with other pupils.
- Inspectors also held meetings with the Chair of the Governing Body, four other governors, senior leaders, parents and a representative from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. They looked at the impact of the school's spending of pupil premium funding.
- Inspectors took account of the views of 23 parents in the online questionnaire (Parent View).
- The school's surveys and views of four parents, who responded in writing, were considered. The views of parents were sought as they brought their children to school at the start of the school day. Inspectors scrutinised 32 questionnaires completed by staff.

## Inspection team

Zahid Aziz, Lead inspector	Additional Inspector
Elisabeth Fenwick	Additional Inspector

## Full report

### Information about this school

- St Anne's is an average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The large majority of pupils are White British. The proportion of pupils from minority ethnic backgrounds and of pupils who speak English as an additional language is above average.
- A new headteacher, assistant headteacher and a seconded deputy have joined the school since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
  - making sure that activities set for pupils are always at the right level of demand, especially for more-able pupils
  - making sure that marking is consistent across the school, so that pupils know their targets and how to achieve them as part of the 'next step' for improvement.
- Accelerate pupils' progress in writing and mathematics, especially in Year 4 and Year 5, so that it at least matches that for Year 6 by making sure that:
  - pupils are given sufficient time to complete their writing and have better opportunities in mathematics to set out their work carefully, including when drawing shapes
  - forging stronger relationships with parents to benefit pupils' learning.
- Improve systems to ensure the best possible behaviour by more frequently checking the incident logs.

## Inspection judgements

### The achievement of pupils is good

- Most pupils make good progress over time and some make outstanding progress from their individual starting points as they move up the school.
- In the past, pupils' progress has fluctuated more in writing and mathematics, especially in Key Stage 1. However, the school's recent focus in reading, writing and mathematics has resulted in many pupils making good and some outstanding progress in these subjects.
- Progress in writing and mathematics has improved; although good, progress is not as fast as that in reading especially in Year 4 and Year 5. This is because there is not sufficient time given to complete writing tasks. In mathematics, pupils lack sufficient opportunities to set out their work carefully, for instance with drawing shapes correctly so that accurate results can be gained.
- Most children start in the Nursery class with skills that are well below those typical for their age. By the time they enter Year 1, they have made good progress in their communication, personal and social skills, although these skills are still below the expectation for their age. This is a result of effective planning, tracking of children's progress and purposeful learning in the Early Years Foundation Stage.
- Pupils' attainment has been broadly average by the end of Year 6 in English and mathematics since the previous inspection. Present school information shows that pupils are on track to meet this 'year's target.
- Pupils are very keen on reading books and read every morning. Most pupils read books widely and are able to explain the story correctly, as well as to use strategies to recognise unknown words accurately. Adults give very good support so that pupils are able to identify different aspects of the story. As a result, pupils' progress is excellent in reading.
- The pupil premium is effectively used to give one-to-one and learning mentor's support to advance further pupils' learning. As a result, pupils known to be eligible for free school meals are making increasingly good progress. Overall, attainment in English and mathematics at the end of Year 6 is similar to that of those pupils who are not eligible for such funding.
- Disabled pupils and those who have special educational needs make good progress because of half-termly checks and effective planning for those pupils with specific needs. This is further helped by good partnerships with outside agencies.
- Pupils who speak English as an additional language make good progress because they develop good language skills.

### The quality of teaching is good

- Teaching is consistently good with some that is outstanding over time. This is due to teachers' high expectations, and a stimulating learning environment in classrooms and around the school, as well as outdoors. As a result, teachers make sure that pupils make good progress in their basic skills in mathematics and writing and excellent progress in reading. In Year 6, progress is especially good.
- Teachers extend pupils' knowledge and experience, for instance, in science by carrying out surveys and using graphs as part of an investigation. Pupils are encouraged by adults to develop their communication and language skills. Pupils gain confidence, and advance their speaking and listening skills, through talking partners, and use of mathematical language.
- In some year groups, pupils have the opportunity to use resources and props. For example, in an outstanding lesson in Year 6, excellent teaching meant that less-able pupils were inspired and prompted by using a tambourine to focus on negative numbers using a number line and temperature measurements. Pupils were able to remember steps for moving up and down the scale and appreciated the importance of hot and cold temperatures and weather. Such experiences prepare them well for their next stage of education.

- Teachers follow the school's marking scheme well; mark pupils' work regularly and pupils check their own work, especially in writing. However, feedback to pupils about their work is not always consistent across the school or linked with pupils' targets and National Curriculum levels. As a result, pupils are not always sure how to move to the next level, and particularly how to improve their handwriting or to make their measuring skills more accurate.
- Most pupils choose books appropriate for their ability. Consequently, these pupils make very good progress in reading.
- Homework is regularly planned and well prepared by staff. This makes a positive contribution to pupils' widening experience in creative work and extends their knowledge, for example, with science topics. It also helps to develop and encourage pupils' independent learning skills.
- In a few classes, occasionally, lessons lack pace and the work set is too hard or not sufficiently demanding. When this is the case teaching does not promote rapid and sustained progress, especially for the more able.
- Support staff play active roles in helping pupils' learning, both within lessons and when working with small groups. This ensures that disabled pupils, those who have special educational needs, pupils with English as an additional language and those known to be eligible for pupil premium funding make good progress.

### **The behaviour and safety of pupils are good**

- Pupils behave well in classes and in the playground. Pupils know about different types of bullying and say it is not a problem in their school. They say poor behaviour rarely happens in class because teachers plan lessons that are motivating and pupils want to learn. They are very happy coming to school and very proud of it. This is indicated by further improvements in attendance since the previous inspection.
- Adults and pupils form a strong bond with each other because they are keen to be kind to each other and to their classmates. Bullying is rare. When and if it occurs it is dealt with very effectively. This is well reflected in the racist incident log, where there are few recorded incidents. However, the school's checks on behaviour logs are somewhat infrequent which means that it is not fully clear how successful behaviour management systems are.
- Pupils say they feel very safe in school and they know how to keep themselves safe outside school. The learning mentor has developed a strong link with parents, who now appreciate the importance of their children attending the school regularly. Punctuality is excellent.
- Pupils show high levels of respect and care for others. This is a strong part of the school's ethos and is seen in the way they work well together, in groups and pairs, in lessons.
- Pupils take on a wide range of responsibility in the school, such as becoming prefects and school councillors. They take initiative in raising funds for charities. They are developing their own school behaviour rules, monitoring their effectiveness and rewarding pupils accordingly. They make a very positive contribution to the school and the wider community.
- Pupils take responsibility for their own safety and that of others in lessons, at play and in a range of other situations, for instance, with safer use of the internet.

### **The leadership and management are good**

- The good and determined leadership of the headteacher and the senior leadership team has been instrumental in making necessary improvements. These have been consolidated in the school over time. Achievement is now good in writing and mathematics and outstanding in reading.
  - Leadership and management have been recently strengthened with the appointment of the new leadership team which has raised achievement further and ensured further improvement in teaching. However, leadership is not outstanding because teaching and pupils' achievement are
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not outstanding.

- The school's leadership and governance have been effective in ensuring that the issues identified in the school's view of its own performance have been tackled, such as strengthening pupils' writing and mathematics further.
  - The headteacher, other senior leaders and teachers are more focused on how well pupils make progress by having half-termly pupils' progress reviews. The headteacher and the deputy headteacher work well together, supported by key stage and subject leaders. There is a pro-active team of governors, who share the same high ambitions for pupils.
  - Checks on teaching are effective and lessons are monitored well. This has improved the quality of teaching, with only a few inconsistencies remaining. It ensures that all lessons give appropriate challenge to meet the needs of all pupils, especially the more able pupils.
  - Teachers are set targets based on their performance and pupils' progress. Salary awards are allocated based on the achievement of these targets. Staff receive training that is personalised to their individual needs.
  - Subjects and topics include opportunities for pupils to celebrate their own culture. They are very appreciative of choir and music concerts and enjoy a range of clubs, such as dancing, football and progress-booster groups. Visits and visitors extend pupils' knowledge, such as those by the police. There is strong ethos, which promotes pupils' spiritual, moral, social development extremely well.
  - Partnerships with parents are good and most speak well about the school. The Parent Teacher Association is developing well to improve links with parents. However, a few parents feel that the school does not respond well to their concerns and they do not receive sufficient information about their child's progress.
  - Equality of opportunity is clearly demonstrated by the way the school cares well for all its pupils and ensures that there is no discrimination. Therefore, pupils feel safe and enjoy their learning.
  - The local authority has provided some effective support for the school since its previous inspection. This support is set to reduce, because the local authority has high confidence in the capacity of the school's leadership to continue to raise standards.
  - **The governance of the school:**
    - Governors give good support to the school's leaders. They are well informed and bring a wide range of professional expertise to their work, with skills in, for example, education, finance, information and communication technology, mental health and child psychology. Governors have a good knowledge of what happens in the school. This helps them to challenge school leaders effectively, leading to improvements in pupils' achievement across the school. Governors make sure that appropriate safeguarding and child protection procedures are in place. They have received relevant training, which has equipped them with the skills and knowledge essential for performing their duties. Through the scrutiny of school finances, governors are now aware of how effectively pupil premium funding is used to support eligible pupils' learning and they have a healthy budget that will support further the school's improvement. They are well informed about the quality of teaching and the progress pupils make, and they have supported the headteacher well in improving this area of the school's work. Governors check that salary awards are only allocated when targets linked to staff performance are achieved.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	105521
<b>Local authority</b>	Manchester
<b>Inspection number</b>	404997

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr David Glover
<b>Headteacher</b>	Mrs Karen Orrell
<b>Date of previous school inspection</b>	22 June 2011
<b>Telephone number</b>	0161 740 5995
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