

St Anne's Catholic Primary School

Blackwood Road, Streetly, Sutton Coldfield, B74 3PL

Inspection dates 24-25 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The leadership and management of the school are outstanding. The headteacher is well supported by the deputy headteacher and a dedicated team of staff and governors. Together, they have created a learning environment that is constantly improving and all pupils develop and flourish.
- Pupils' attainment in reading, writing and mathematics is well above average and has been so for a number of years. Pupils make excellent progress and by the time they leave the school their achievement is outstanding.
- The overall quality of teaching is outstanding. Teachers plan and teach lessons that are consistently good and often outstanding.
- Learning activities are highly demanding, but well matched to pupils' needs. This contributes to their excellent progress.
- Pupils' above average attendance reflects their enjoyment of school.
- Pupils demonstrate exemplary attitudes to learning and these contribute to their outstanding progress. They work well together, feel safe and are always exceptionally polite and respectful towards adults and one another.
- The governors are very knowledgeable about the school. They hold the headteacher to account by insisting she provides clear and regular information about how well the school is performing.

Information about this inspection

- Inspectors visited 15 lessons. Three lessons were observed jointly with the headteacher and deputy headteacher. In addition, inspectors looked at pupils' work, heard pupils read and spoke with them about their learning.
- Meetings were held with pupils, governors, a representative from the local authority and senior staff in the school.
- The views of the 81 parents who responded to the survey on Parent View were taken into account, as well as those gathered through discussions with parents on the playground. The inspectors also received and considered 29 staff questionnaires.
- Inspectors observed the school's work, including assembly and hymn practice, and looked at a wide range of documentation including: national assessment data and the school's own assessments; the school's evaluation of its work; local authority reports; minutes from governors meetings; safeguarding information; and samples of pupils' work.

Inspection team

Michelle Pickering, Lead inspector

Additional Inspector

Gavin Jones

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well below average. The proportion supported by school action plus, or with a statement of special educational needs, is also well below average.
- The large majority of pupils are of White British heritage.
- The proportion of pupils of Indian and Irish heritage is above average and the proportion of those of Indian heritage has been rising over the last three years.
- A well below average proportion of pupils is supported by pupil premium funding. This provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those from service families. This group of pupils is made up only of those who are known to be eligible for free school meals.
- A before- and after-school club operates from the school site.
- The school meets the current floor standards, which are the minimum government expectation for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The headteacher has provided support to a number of other primary schools.

What does the school need to do to improve further?

- Make sure that the quality of teaching and learning remains consistently outstanding by:
 - improving pupils' use of teachers' feedback on their work
 - ensuring that additional adults spend more time with pupils of different abilities, including the most able.

Inspection judgements

The achievement of pupils

is outstanding

- Children enter Reception with skills and knowledge at or above levels typical for their age. Good planning of activities during the year allows them to develop independence, explore their own ideas and develop skills.
- The rapid progress that children make in Reception continues into Years 1 and 2. The brisk pace of learning continues and pupils clearly enjoy their lessons, responding to meet the high expectations set by their teachers.
- Pupils of all ability levels demonstrate a love of reading. The school focuses on the development of pupils' skills in phonics (letters and the sounds they make) and uses programmes to support this very effectively across the school. In the Year 1 phonics check in 2013, the proportion of pupils achieving the nationally expected level was well above average.
- Standards at the end of Key Stage 1 are typically high and pupils enter Key Stage 2 with skills that are above average for their age. Test results for pupils at the end of Year 2 in 2013 show that levels have now risen to well above average in reading and mathematics. Pupils' work indicates that this rise is likely to continue.
- In 2013, almost all pupils made more than expected progress in reading, over half made more than expected progress in writing and a quarter made more than expected progress in mathematics. This represents excellent progress from their starting points.
- Rapid progress continues in Years 3 to 6 where attainment is consistently above or well above average. Pupils are consistently given work that challenges and stretches them and this has led to well above average outcomes for the last five years. Over half of pupils achieved the higher level (Level 5) in reading, writing and mathematics. Almost a fifth of pupils achieved the highest level (Level 6) in mathematics in 2013.
- School assessments and pupils' current work in Years 3 to 6 show that this trend of excellent achievement is set to continue.
- There are small numbers of pupils supported by pupil premium funding. The proportion of pupils achieving at least expected progress was above average. These pupils attain at a similar level to their classmates in English and mathematics at the end of Key Stage 2. This shows that the school has successfully closed any gaps in learning.
- Disabled pupils and those with special education needs receive very effective support and make very good progress. The outstanding achievement of all groups of pupils reflects the school's commitment to promoting equality of opportunity.
- The school has not yet received its government sports funding. Staff are collaborating with the local sports academy to ensure best value for their money. They have planned an approach aimed to promote sport, physical education and healthy lifestyles across the two schools. Pupils have been consulted as part of the planning process and are enthusiastic about the additional opportunities this will create for them.

The quality of teaching

is outstanding

- Teaching over time is consistently at least good, with much that is outstanding. Progress in pupils' books and the school's assessment data indicate that the quality of teaching over time is outstanding.
- Lessons are planned effectively ensuring that all groups of pupils are given challenging tasks. Pupils learn quickly and achieve extremely well. Teachers have high expectations and, as a result of good relationships between adults and children, pupils strive to meet these expectations.
- Pupils know how to improve their work and can talk about the impact that support programmes have made to their learning.
- Pupils' work is regularly marked and often gives clear guidance on the next steps that pupils need to take to improve their work. However, pupils do not always respond to, and use, this

feedback from their teachers.

- Teachers ask pupils carefully chosen questions to keep them engrossed in each lesson, consolidate learning and assess understanding. Questioning is used well to challenge pupils' thinking by encouraging pupils to explain their reasoning and to ensure that all pupils are clear about what is expected of them.
- Teachers expect pupils to be independent and resourceful. This challenges pupils and brings the best out of them. In one class the rule 'ask three before me' encourages pupils not to rely on their teacher always, but to find out for themselves.
- Teaching assistants are a crucial part of the teaching team. They know the pupils well and, in most cases, provide good learning support. However, teaching assistants tend to focus mainly on the lower ability groups rather than supporting a wider range of pupils, which occasionally limits the progress made by some.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour and their enjoyment of learning are outstanding. Pupils are able to get on with their work very well and learn extremely effectively. Pupils take responsibility for managing their own behaviour and set themselves very high standards.
- Pupils are polite, considerate and very welcoming and friendly to visitors. Their exemplary behaviour is reinforced by warm and trusting relationships with staff.
- School records show that incidences of misbehaviour are rare. There is no disruptive behaviour in lessons. Pupils cooperate well with each other and willingly offer to work with others to help them with their learning.
- Pupils know about different types of bullying, but say it is very rare in the school. They are confident that any incidents would always be dealt with effectively by staff. Discrimination of any kind is not tolerated. Pupils are proud of their school and say they really enjoy being there.
- Attendance rates are above national averages. Pupils say they enjoy coming to school.
- Pupils say they feel very safe in school. They are confident that there is always someone on hand to help if they have a problem. Pupils know well how to keep themselves safe in various situations, including when using the internet.
- All parents who responded to the Ofsted online questionnaire (Parent View) said that their children are happy and feel safe in school.
- Relationships in lessons are strong. Pupils know that their contribution to lessons is valued highly. As a result, they are confident and extremely keen to learn.
- Pupils contribute a great deal to the everyday life of the school. They are active on the school council and charity committee, enjoy working as play leaders and are always willing to take on additional responsibilities. They are true ambassadors for the school. Their academic success and the personal qualities they gain leave them exceptionally well prepared for the next stages of their education.

The leadership and management are outstanding

- Despite the school's success, there is no complacency. The headteacher has led the school from good to outstanding with vision and determination. She is ably supported by a highly effective deputy headteacher and a senior leadership team who, with the governing body, have driven important improvements since the previous inspection.
- The headteacher and the senior team lead all staff to set the highest standards for themselves, working as a single team to give pupils the best possible quality of education. There is a common mindset in the school that things can always be better.
- A key focus since the previous inspection has been to raise the quality of teaching. Regular checking, well focused training to improve teachers' skills and support to iron out weaknesses have made their mark and lifted the overall quality to outstanding.
- Subject leaders make a strong contribution to managing teaching and learning. They are involved in checking the quality of teaching within their areas of specialism and provide feedback

and support to teachers in order to maintain the quality of teaching as outstanding.

- The rich and creative curriculum meets the needs of all groups of pupils well and makes an outstanding contribution to their spiritual, moral, social and cultural development. It is enriched by visitors to the school, a range of trips, and opportunities for pupils to develop artistic, musical and sporting skills.
- Almost every parent who responded to Parent View agreed that the school is led and managed well, and would recommend the school to others.
- The local authority provides light touch support and recognises the school's qualities by enlisting its help as an example of excellent practice for others to emulate.
- **The governance of the school:**
 - Governors have a clear and detailed overview of pupils' achievement because they take regular opportunities through the year to examine data on how well pupils are doing. They receive regular reports on the quality of teaching and learning. These, along with information gained through their visits to school, enable them to play an active part in evaluating the school's work by asking questions from a well-informed standpoint. For example, they were aware of a dip in performance in Year 3 last year and contributed to the plan to remedy the situation. They effectively oversee the school's systems for managing staff performance, ensuring that everyone is held to account for pupils' progress. Governors are fully aware of the link between staff performance and pay rises. They ensure that the school's finances are well managed and that pupil premium funding is spent wisely to help overcome barriers to learning. Governors carry out their statutory duties effectively, ensuring that the rigorous safeguarding policies and procedures are managed well and reviewed regularly, and meet national requirements. They ensure that equal opportunities are promoted vigorously and discrimination is not tolerated.

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

Unique reference number	104241
Local authority	Walsall
Inspection number	427084

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	229
Appropriate authority	The governing body
Chair	Mrs Patricia O'Kane
Headteacher	Mrs Maureen Robinson
Date of previous school inspection	24 September 2008
Telephone number	0121 3535114
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Email address	postbox@st-annes.walsall.sch.uk

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