

Annecy Catholic Primary School

Sutton Avenue, Seaford, BN25 4LF

Inspection dates 2–3 October 2013

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Inadequate | 4 |
| Achievement of pupils | | Inadequate | 4 |
| Quality of teaching | | Inadequate | 4 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Leadership and management | | Inadequate | 4 |

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Senior leaders and members of the governing body have not acted swiftly enough to rectify a trend of declining achievement.
- Too many pupils in Key Stage 2 make insufficient progress, particularly in mathematics. Attainment over the last three years has been consistently low.
- Groups of pupils, including more able pupils, disabled pupils and those with special educational needs, do not make enough progress. This is because the work set for them does not build strongly enough on what they already know.
- Pupils who are eligible to benefit from pupil premium funding are underachieving. Their attainment is much lower than that of other pupils in the school and pupils nationally.
- Teaching is inadequate. Consequently, there are significant gaps in pupils' knowledge and understanding.
- There is not yet enough consistently good teaching to increase pupils' progress and make up for past underachievement.
- Some teachers' expectations of what pupils can achieve are not high enough and the pace of learning in lessons is too slow.
- Teachers' questioning is not used well enough to explore pupils' understanding and to reshape tasks during lessons to more accurately meet individual pupils' needs.
- Some pupils struggle to keep working hard during lessons when the work is too hard or too easy, so that interest and attention wane. Hence, behaviour requires improvement.
- Information about pupils' progress is not used sharply enough by leaders and teachers to check how well pupils are learning and to provide help for those who are falling behind.
- The governing body is not doing enough to make sure that improvements come fast enough. Governors do not have a clear picture of how well additional pupil premium funding is being used.

The school has the following strengths:

- Recently, the quality of teaching and attainment in Year 6 have begun to improve.
- Pupils are well cared for and feel very safe.

Information about this inspection

- Inspectors observed 13 lessons and part-lessons and observed eight teachers. Lessons observed included four observations completed with the headteacher.
- Discussions were held with the headteacher, a group of governors, two representatives from the local authority, senior leaders, staff, parents and carers, and pupils.
- Inspectors took account of 22 responses to the online Parent View survey.
- Inspectors observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records, safeguarding documents and a sample of pupils' work.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Roger Fenwick

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium in this school was below the national average in 2012 but increased in 2013 (pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families).
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Most of the pupils in the school are White British.
- The school did not meet the government's current floor standards which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in mathematics, so that it is at least good in order to raise achievement by ensuring that:
 - teachers provide pupils of different abilities with suitable work which builds systematically and effectively on their understanding of how to use and apply basic mathematical skills
 - work is planned which is sufficiently challenging for all pupils and children in Reception, especially the most able
 - pupils with low prior attainment are provided with suitable activities to help them improve their mathematical skills.
- Make sure that all groups of pupils make at least good progress by improving the quality of teaching, particularly at Key Stage 2, by ensuring that:
 - teachers make better use of the information gained about pupils' understanding during lessons to reshape and extend pupils' learning
 - the pace of learning in lessons keeps pupils interested and engaged
 - teachers have higher expectations of what pupils can learn and of their behaviour in lessons
 - pupils supported through the pupil premium are given the support and challenge to enable them to achieve well and to close the gaps with their peers
 - teachers regularly show pupils how to tackle tasks successfully.
- Improve leadership and management, including governance, at all levels by ensuring that:
 - senior leaders work together more cohesively as a team so that there is a strongly shared vision to drive and increase the pace of school improvement
 - swift and effective action is taken to eliminate inconsistencies in the information used by the school to check pupils' progress and to raise pupils' achievement
 - information about pupils' achievement is analysed more rigorously to check the progress made by different groups of pupils, particularly those supported by the pupil premium
 - the governing body's understanding of how well pupils are doing and how well funding is

being used is improved, so that they have a clear picture of where there are weaknesses in teaching, and are able to provide effective challenge to the school so that it improves.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved. Ofsted has made recommendations for action on governance to the authority responsible for the school.

Inspection judgements

The achievement of pupils

is inadequate

- Wide variations in the rate of pupils' progress between different year groups has meant that achievement for all pupils over time is, inadequate.
- Pupils' progress in mathematics has been particularly weak because the teaching in Years 3 to 6 has not built strongly enough on what pupils need to learn. However, recent improvements in teaching, combined with a renewed drive to improve, mean that pupils' rates of progress have gradually begun to increase. As a result, attainment at the end of Year 6 improved this year to average levels in reading, writing and mathematics and the proportion of pupils achieving the higher levels also increased to above average levels.
- There are gaps in pupils' basic knowledge and skills in English and mathematics as a result of weak teaching in the past. For example, gaps in pupils' knowledge of table facts frustrate their ability to tackle calculations and problem solving with success. These gaps continue to hinder pupils' progress, despite efforts by the school to provide extra tuition groups.
- The school is not ensuring equal opportunities for pupils because specific groups are making slower progress than their classmates. For example, pupils supported through pupil premium funding are making inadequate progress. In 2012, the attainment of Year 6 pupils in this group in both English and mathematics represented over two years' less progress than their classmates in the school and pupils nationally. These gaps increased in 2012 compared with the previous year. In 2013, two thirds of pupils in this group across the school made inadequate progress in English and mathematics. These gaps are too wide and are not closing.
- Too few disabled pupils and those with special educational needs make the progress expected of them because the work set for them is not sufficiently well matched to their needs.
- More-able pupils make inadequate progress because teachers' expectations are not high enough. Too often, the work set for these pupils lacks depth and challenge and teachers are too accepting of work which does not reflect these pupils' true ability.
- Children typically start school in Reception with skills and experiences which are in line with those typical for their age. They make steady progress across the Reception Year, Year 1 and Year 2 to reach average levels of attainment at the end of Year 2 in reading, writing and mathematics.
- Regular and effective phonics lessons, which teach children the link between letters and the sounds they make, mean that pupils make more rapid progress in their reading and writing skills during Years 1 and Year 2. The results of the Year 1 phonics check in 2012 showed above average scores with further improvement evident in 2013. However, pupils' progress slows markedly during Key Stage 2.

The quality of teaching

is inadequate

- The quality of teaching has been inadequate for some time and this has resulted in the underachievement of a significant proportion of pupils, particularly in mathematics.
- Teachers do not have an accurate picture of pupils' progress. Information about pupils' progress is not used well enough by teachers to make sure that work set provides the correct level of difficulty and this limits pupils' progress.
- Some teachers fail to take into account the substantial gaps in pupils' basic mathematical knowledge. As a result, they set work which is far too difficult for pupils to complete successfully. When this is the case, teachers are often slow to reshape tasks during lessons to ensure these pupils make better progress.
- Sometimes pupils are slow to start their work. This is because teachers do not show pupils regularly enough how to tackle tasks successfully to ensure that pupils have a clear understanding of what they need to do.
- Teachers' expectations of what pupils can achieve have been too low. In some year groups, this

continues to be the case so that the pace of lessons is too slow and the work set for pupils is undemanding. When this occurs, some pupils lose interest and stop working.

- Teachers are committed to improving their practice and the overall quality of teaching has improved, although these gains are at an early stage. Very weak teaching is now uncommon and the proportion of effective teaching has recently begun to rise. Consequently, pupils' progress is also improving, particularly in Year 6, where teaching is better. However, there is still not enough consistently good teaching across the school to make up for earlier underachievement.
- In the minority of teaching which is better, teachers ensure that pupils are very clear about the focus of lessons; questioning is used well to check their understanding; pupils' work is used to demonstrate how to be successful and how to improve, and teaching assistants provide confident and caring support. In effective mathematics lessons, teachers set work which has appropriate depth and challenge, so that pupils develop a greater understanding of mathematical concepts, and pupils are given regular opportunities to use these to solve meaningful problems.
- Teachers mark pupils' work regularly and provide helpful guidance about how pupils can improve their work. As a result, pupils take care in the presentation of their work and are beginning to develop a better understanding of what they need to do to improve.
- Steady progress has been made in developing the use of the outdoor area in Reception Year. Activities are attractive and inviting so that children are interested in learning. However, there is not enough challenge in some of the activities to enable children to make better progress.

The behaviour and safety of pupils

require improvement

- Behaviour requires improvement because too many pupils lack the ability to sustain concentration and work independently of adult support. Sometimes pupils lose concentration during lessons and start to fidget, especially when the work is undemanding and the teacher's expectations are not high enough. This is rarely disruptive to the lesson, although occasionally individual pupils disturb each other's learning. More often, pupils quietly disengage from tasks so their learning is limited. When this occurs, some teachers are too slow to notice or re-engage pupils promptly enough.
- Where teaching is effective, pupils are well motivated and their behaviour is much better. They are keen to learn and are proud of their school.
- Pupils are polite, respectful and want to do well. They behave well during playtimes and when moving around the school. Relationships between pupils are good and they are respectful of adults.
- Pupils feel safe in school and most parents and carers who completed Parent View or who spoke with an inspector confirmed this view. Pupils receive regular and effective advice about how to behave safely when, for example, using the internet or crossing the road. Pupils have an accurate understanding of different types of bullying and are confident that adults are always on hand to help if they are worried.
- School records show that there are very few instances of bullying in the school but that, when they arise, the school deals with these appropriately.
- Attendance has been low for several years. However, in the past year the school has increased expectations of pupils' attendance and has worked closely with parents and carers. As a result, attendance has improved to levels which are close to average.

The leadership and management

are inadequate

- The overall effectiveness of the school has declined from good to inadequate since the previous inspection. Leaders and managers have not been effective in promoting good quality education and outcomes for pupils. Governance is weak and allied to the downward trend it means that the school does not demonstrate that it can improve at a quick enough pace.
- The rate of improvement in the school has been too slow, partly because leaders' evaluations of the school's work are over-generous. This means that shortcomings are not always recognised

and tackled with the vigour they warrant.

- A number of staff changes, including at senior leader level, have frustrated efforts to secure a cohesive, whole-school drive to improve. Leaders, including middle leaders, have not worked together strongly enough to drive improvements and to arrest the decline in achievement sooner.
- Recent changes to middle leadership, such as the appointment of the inclusion leader, show very early indications that the school's capacity to improve is beginning to rise and that expectations of staff and pupils are increasing.
- Systems to check pupils' progress lack clarity so it is difficult for teachers and leaders to identify and help those pupils who are falling behind. This means that work in lessons is not matched accurately enough to pupils' needs.
- The school collects information about how well individual pupils are progressing but is not collating and analysing this information sharply enough. In addition, some of the data contain inaccuracies. Several leaders recognise the shortcomings in procedures to check pupils' progress but the school has not yet improved systems as a result.
- The quality of teaching has recently begun to rise because the school has increased the focus on improving it and has provided more effective training. Teachers are committed to developing their practice further.
- A strong, caring, Christian ethos provides a secure foundation for the school. This is reflected in the good relationships evident from the youngest to the oldest pupils. The curriculum makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- Recent improvements in teaching partly result from increased local authority support in response to its concerns over declining pupil achievement. For example, earlier this year a local authority adviser worked alongside the Reception Year teacher to successfully support developments in the use of the outdoor area.
- Funding to support the development of physical education has been allocated appropriately, including the funding of specialist sports coaches, and is successfully enhancing pupils' enjoyment and enthusiasm for sport.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - Governors have not held leaders to account for the school's performance sufficiently well. Information about the school's performance is not rigorous or accurate enough to provide the governing body with a secure view of pupils' achievement. As a result, they have an over-generous view of recent improvements in pupils' progress. Governors know how pupil premium funding is being used to support eligible pupils but they do not know whether this is improving their achievement because the use of pupil progress information has not been sharp enough. The governing body has been supportive of the headteacher in challenging underperformance and has a realistic view of the quality of teaching. Governors know, for example, that the quality of teaching has recently begun to improve but they are also clear that more needs to be done to secure further improvement. They receive information about how pay progression is linked to teachers' performance. Governors ensure that safeguarding procedures are fully in place and meet statutory requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 114571 |
| Local authority | East Sussex |
| Inspection number | 426680 |

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

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| 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 | 197 |
| Appropriate authority | The governing body |
| Chair | Margaret Coyne Prout |
| Headteacher | Fiona McGonigle |
| Date of previous school inspection | 20 June 2011 |
| Telephone number | 01323 894892 |
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