

St Anne's Catholic Primary School

6 Durham Street, London, SE11 5JA

Inspection dates 20-21 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Children join the school with levels of skill and knowledge that are low compared to other children of the same age. As a result of well-matched activities, pupils make good progress across the school.
- The quality of teaching is mostly good, with examples of some outstanding teaching. Teachers plan well and effectively engage pupils in their learning.
- Children in the Early Years Foundation Stage make good progress because of targeted interventions to develop their English language acquisition. Children are given a variety of opportunities to work independently and explore their ideas.
- Rigorous systems to check the quality of teaching and learning by the senior leadership team mean that all teachers know what they do well and how to improve.
- There is a very positive ethos in and around the school. The governing body, headteacher and senior leadership team are ambitious for the school. They know the school's strengths and areas for development very well.
- Performance management is very closely linked the quality of teaching and pupil achievement.
- Pupils' behaviour is very good. They are polite, caring and courteous and show great respect for all members of the school community. Pupils say they feel safe and are well cared for.

It is not yet an outstanding school because

- There is insufficient outstanding teaching to enable pupils' achievement to be consistently high across the school.
- Pupils' progress in English at Key Stage 2 is lower than in mathematics.
- Marking and feedback do not consistently suggest clear next steps in pupils' learning and pupils are not given enough opportunities to respond to teachers' feedback in their books.

Information about this inspection

- Inspectors observed parts of 24 lessons, of which 17 were seen jointly with the headteacher and members of the senior leadership team.
- Inspectors evaluated pupils' work and talked to them about their learning.
- Inspectors held discussions with parents, staff, members of the senior leadership team and other leaders, the Chair and three members of the governing body and a representative of the local authority.
- Inspectors analysed a range of documents, including the school's checks on how well it is doing, improvement plan, notes from local authority representative visits, documents relating to safeguarding, policies, information about pupils' progress, minutes of meetings held by the governing body and records of behaviour and incidents. They also looked at the school's website and 'data dashboard' and records of the monitoring and evaluation of the quality of teaching and learning.
- Inspectors examined anonymised documents about the management of staff performance.
- There were no responses to the online Parent View survey. Inspectors took account of the views expressed by parents to inspectors during the inspection and school's records of parents' views. They reviewed the responses to staff questionnaires.

Inspection team

Kewal Goel, Lead inspector	Additional Inspector
Raminder Arora	Additional Inspector
Sandra Teacher	Additional Inspector
Clementina Olufunke Aina	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school with an unusually high proportion of boys. There are two classes in each year group from Reception to Year 6, and 36 pupils in the Nursery.
- The school is a strategic partner in the Lambeth Teaching School Alliance. It provides 15 free breakfast places for those who are eligible for free school meals. This is funded from the pupil premium grant.
- Most pupils come from a wide range of minority ethnic heritages, with pupils from Black African backgrounds and White backgrounds other than British forming the largest groups.
- The school has an exceptionally high number of pupils who speak English as an additional language. Many pupils are at an early stage of learning English especially in early years.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, from forces families and looked-after children) is significantly above average.
- The number of pupils, who join or leave the school other than at the usual time, is slightly, lower than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly above average. The proportion supported at school action plus or with a statement of special educational needs is higher than average.
- The school meets the government's current floor standards in English and mathematics, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - improving the quality of marking and feedback to ensure that teachers consistently suggest pupils' next steps in their learning and give them time to respond in their books
 - giving pupils more independence and ownership of their own learning.
- Raise the achievement in English by:
 - ensuring that pupils are given opportunities to write extensively for a range of purposes
 - developing pupils' high-level skills of reading.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills and knowledge that are below those typical for their age. Their knowledge and skills are particularly low in English language and communication and personal and social development. Pupils make good and often very good progress throughout their time in school.
- At the end of Year 6, pupils' attainment is average in English and above average in mathematics. Thus, by the time pupils leave, they are well prepared for their time in secondary school.
- Children make good progress in the Early Years Foundation Stage in their personal development and communication and language skills because of targeted support in English language acquisition, communication and personal and social development. Although, they make good level of progress in English language and communication from their starting points, they are still below the levels expected for pupils on entry to Key Stage 1.
- As a result of good and targeted teaching in Key Stage 1, pupils develop a secure understanding of phonics (letters and the sounds they make). In 2013, Year 1 pupils performed above the national average in the phonic screening check.
- In Key Stage 1, attainment has been improving steadily over the last three years. In 2013 pupils' attainment is average in reading, writing and mathematics. Teachers make sure that pupils build well on this good foundation.
- At the end of Year 6, pupils' progress has been significantly above average over the last three years. In 2013 pupils' attainment is average in English and mathematics, although pupils achieve higher levels in mathematics than they do in reading and writing.
- The achievement of disabled pupils and those who have special educational needs is good as is the achievement of those who speak English as an additional language (including those at an early stage of learning English). This is because of accurate identification of their needs and specialised and targeted interventions provided by staff.
- More-able pupils also make good progress because they are appropriately challenged to reach the higher levels of attainment.
- The school encourages pupils to read widely and often. More-able pupils talk enthusiastically about the books they have read.
- Pupils known to be eligible for the pupil premium make good progress and attain better than their peers in the school, both in English and mathematics. The school uses the designated funds well to support these pupils, including booster classes, special teaching programmes in English and mathematics, speech and language therapy and 1:1 support.

The quality of teaching is good

- Much of the teaching over time is good across the school, with examples of some outstanding teaching. Most teachers have high expectations.
- Teachers make clear at the start of every lesson what pupils are expected to learn and how they can achieve success. They do this well by involving pupils in devising the success criteria and checking their progress against those success criteria, throughout the lessons.
- Some teachers use a variety of inspiring and creative approaches to meet and respond to pupils' different learning needs. Pupils are challenged to explore and develop critical thinking. For example, in Year 6, pupils were working on what makes a good play script. Adults modelled through role-play on how to write a play script. All pupils made outstanding progress in writing a very good play script as a result of the enthusiastic, skilled input by the teacher.
- Planning is thorough and takes into account fully the skills pupils need to learn and develop in all subjects. Teachers ensure there are strong links with pupils' prior learning. However, pupils are

not given enough opportunities for extended writing for a range of purposes or develop their high order skills of reading.

- Pupils show high levels of engagement and excitement in their learning. Relationships between pupils and between pupils and teachers are very good. Classrooms have a very positive atmosphere in which pupils work together, share their views and ideas with each other very well.
- Teachers mark pupils work regularly but sometimes the feedback is not closely linked to next steps in learning. They do not consistently give pupils time to consider their comments and respond appropriately in their books.
- In the Early Years Foundation Stage the quality of teaching and learning is consistently good. There is a good balance of child-initiated and adult-led activities. Teaching assistants are deployed effectively. Children are motivated, keen to learn and interact with other children very well.

The behaviour and safety of pupils are good

- Overall there is a very positive ethos in and around the school. Pupils' behaviour in lessons and outside is good. Pupils' response to teaching is immediate with no disruption. They engage in their work and participate well in class discussions. Pupils are supportive of each other's views, feelings and abilities.
- Pupils are respectful, polite and courteous. Relationships among pupils and between pupils and adults are very good. Pupils are proud of their school and fully appreciative of the opportunities they are given but they say that they would like to contribute more. The school is not providing enough opportunities to develop pupils' independence and ownership of their own learning.
- The school has a well established and clear behaviour management procedures. Staff apply those procedures consistently. Pupils know where they stand and generally accept any reprimands without complaint.
- Pupils say that behaviour in the school is very good. The school's records of parents' views indicate that they are overwhelmingly positive about behaviour and safety of pupils in the school.
- Pupils say that bullying and racism are rare and they trust staff to follow up if they have any concerns. The school's records also confirm this. Pupils have a good understanding of different forms of bullying including cyber bullying.
- Pupils have good opportunities to take responsibility. Some pupils are peer-mediators who help to address any minor friendship disputes that arise.
- Pupils attend regularly and are punctual. Attendance is above average for all groups of pupils.
- All pupils feel safe and well supported at school. They know how to keep themselves safe from everyday hazards including e-safety and road safety. The school carries out rigorous risk-assessments for any out-of-school activities, which are reviewed after the activity.

The leadership and management are good

- The headteacher and the senior leadership team have secured high expectations and ambition for the school. Everyone in the school has a common goal in terms of improving the quality of teaching and all pupils' achievement further.
- There is a clear drive to improve teaching by accurate monitoring, effective performance management and professional development for all staff.
- The school's checks on how well it is doing are thorough and accurate. They are based on clear evidence and the school's actions are carefully planned, concerted and effective. The school has effective systems for checking pupils' progress in all year groups. Policies are very clear and

detailed. They are regularly reviewed and ratified by the governing body.

- The school promotes equal opportunities for all pupils and uses well-planned strategies to support any groups of pupils who are doing less well than they could. It creates a learning environment where everyone is respected and discrimination of any kind is not tolerated.
- The school's curriculum covers a range of subjects including French, Spanish and Mandarin. It provides opportunities for academic development and enhances learning. Literacy and numeracy are used well across some subjects but could be developed more. For example, planned opportunities to develop extended writing across different subjects. There is a wide range of cross-curricular and enrichment activities to develop pupils' skills and attributes.
- The school's promotion of pupils' social, moral, cultural and spiritual development is very good. It is given a high profile and promoted very well throughout the school. Pupils respond positively to a range of artistic, sporting and cultural activities. Spiritual and moral development draws effectively on pupils' experiences and the school's ethos.
- The local authority provides a light-touch support to the school, given the school's track record of performance. It uses the expertise of senior staff to support the raising of attainment in another school.
- The school has used the new primary sports funding to establish links with local authority's sports partnership to develop teachers' expertise and giving pupils access to specialist sports provision after school. The school has prepared an action plan to monitor the impact of this funding. It is going to monitor the quality of teaching in physical education in the school; pupil participation rates in the after-school sports provision and enjoyment rates of some targeted pupils.
- Pupil-premium funding is allocated very effectively to raise achievement of eligible pupils, through a wide range of provision. As a result the progress made by these pupils is good.
- The school works well to engage parent in their children's learning, as evidenced by the parent questionnaire conducted by the school in March 2013.
- Safeguarding systems are robust and meet all statutory requirements.
- **The governance of the school:**
 - The governing body shares the high aspirations of the senior leadership team. It has a very good understanding of the school's effectiveness, including the quality of teaching and the data relating to pupils' performance. The governing body systematically challenges the senior leadership team about the quality of teaching and all pupils' achievement. Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.
 - The governing body is fully aware of the school's strengths and areas for development. It closely monitors how the pupil-premium funding is used in the school and its impact on pupils' progress. It has developed a coordinated approach in planning the use of the additional sports funding.

The governing body regularly checks the performance of staff, and its link to salary and progression. The governing body makes sure that all statutory duties are met and governors attend training regularly.

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	100629
Local authority	Lambeth
Inspection number	433150

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	414
Appropriate authority	The governing body
Chair	John Siraut
Headteacher	Morgan Williams
Date of previous school inspection	18-19 May 2011
Telephone number	020 7735 4516
Fax number	020 7820 8757
Email address	headteacher@st-annes.lambeth.sch.uk

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