

St Anne's Catholic Primary School

Washington Road, Caversham, Reading, RG4 5AA

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Achievement is inadequate. Progress is inconsistent and in some classes pupils are regressing.
- Weak teaching over a sustained period of time has meant that pupils do not make sufficient progress in writing. The school's writing policy is not consistently applied.
- Those who are more able do not make the progress of which they are capable. This is because up until recently teachers have been incapable of correctly tracking the progress that pupils make.
- Gaps in the attainment and progress between those who are eligible for the pupil premium and their classmates are increasing.
- Teachers do not have high enough expectations of what pupils can do. They do not set tasks appropriate for pupils' needs. The pace of learning is too slow.
- School leaders have not managed the performance of teachers well enough. Teachers have had not had adequate professional development.
- Senior leadership has not tackled successfully the weaknesses noted at the previous inspection.
- The provision for pupils who have special educational needs is not managed effectively. Consequently, too many do not make the progress they should and some make inadequate progress.
- Procedures for the safeguarding of pupils are not consistently monitored or implemented.
- The governing body does not hold the school to account and neither does it monitor its finances sufficiently closely.

The school has the following strengths:

The current leadership has addressed many issues in the short time they have been at the school. Behaviour has improved and there are now fewer exclusions.

- Attendance is good. Engagement with parents, carers and the community has also improved.
- Opportunities for spiritual, moral, social and cultural development are promoted well.

Information about this inspection

- Inspectors observed 12 lessons and part-lessons including seven joint observations with the senior leadership team. In addition, inspectors heard pupils reading and scrutinised work in books.
- Meetings were held with two groups of pupils, the past and present chairs of the governing body and school staff. There were also meetings with three representatives from the local authority. A telephone call was held with a representative from the diocese.
- Inspectors took account of 78 responses to the online questionnaire (Parent View) as well as correspondence from a parent. Discussions were also held with parents and carers at the end of the school day.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress, planning and monitoring documentation and records relating to behaviour over the last two years.
- Records of the correspondence between the school and local authority were scrutinised, particularly those relating to the health and safety and safeguarding concerns that the local authority had raised. The single central register was examined.
- Governors' minutes were examined.
- The views of staff were analysed through the 14 responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

David Mankelow

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.

The school should not appoint newly qualified teachers at this time

Information about this school

- St Anne's is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is average. Pupil premium is additional funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent or carer in the armed services.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic backgrounds is much higher than average. The number of pupils whose first language is not English is average.
- The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.
- The present Chair of the Governing Body took up his post a few days before the inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring that all teachers have the skills to accurately assess pupils' attainment
 - raising expectations about what all pupils, particularly those who are more able, can achieve and set tasks appropriate for their needs
 - ensuring the pace of learning in all lessons is appropriate to ensure good progress for all pupils
 - ensuring that teaching, together with additional support, enables those with special educational need to make good progress.
- Raise achievement in writing by:
 - providing more opportunities for pupils to write at length across the curriculum
 - ensuring the writing policy is consistently applied in all classes.
- Improve leadership and management, including governance, to secure and sustain improvements by ensuring that:
 - procedures relating to safeguarding are urgently, consistently implemented
 - there is clear succession planning for the senior leadership of the school
 - weaknesses in teaching are eliminated rapidly, performance management is linked to achievement and checks made on the quality of teaching are robust
 - staff are given opportunities to develop their skills through a planned programme of

professional development

- rapid action is taken to monitor the progress of those who are eligible for the pupil premium to ensure that gaps are closing
- the leadership of special educational needs is developed within the school
- the governing body robustly holds the school to account and ensures financial probity.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- The progress of pupils is too variable. Some teachers have not demonstrated the skills to correctly assess progress until recently and consequently only the most recent information is accurate. These assessments show that in some classes pupils are either not making progress or are regressing. For example, in Year 3 there is insignificant progress in reading and the more able have slipped back almost a term in mathematics. In Year 4, there is little progress in reading, writing or mathematics. Weak teaching was observed in both of these classes.
- The progress of those who are more able is inadequate and the 2013 results showed that too few pupils attained the higher levels in either the Key Stage 1 or Key Stage 2 tests in writing. This is because there are insufficient opportunities for pupils to write at length in different subjects of the curriculum. In some classes the school's writing policy is not used consistently.
- The gap between those who are eligible for the pupil premium and their classmates is widening. In 2012, Year 6 pupils who were eligible were about a term behind their peers and all pupils nationally. The 2013 results show that in reading, Year 6 pupils were four terms behind their classmates and three terms behind all pupils nationally. In writing, these pupils were three terms behind their classmates and four terms behind all pupils nationally. In mathematics, the gap was smaller and pupils who were eligible were about a term behind their classmates and all pupils nationally.
- Disabled pupils and those who have special educational needs make inconsistent progress. This is because of the inexperience of staff who hold responsibility in this area. At present the role is being developed by the local authority, which is providing external support and this has resulted in a more accurate assessment of disabled pupils and those who have special educational needs. However, it is too early to monitor the impact on pupils' progress.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language make similar progress to that of their peers.
- Children start the school with skills and knowledge at the levels typical for their age. By the time they leave Reception they are working at broadly average levels. Pupils in Years 1 and 2 make steady progress in mathematics, reading and writing. Attainment in 2013 has risen back up to national levels after it slipped below in 2012. However, pupils did not do as well as those nationally in the 2013 phonics reading recheck for Year 2. By the end of Key Stage 2 too few pupils reach the higher levels.
- Some of the sports funding has been used to replace equipment that had been condemned by the local authority as being too dangerous to use. More recent plans have included holding tournaments for different ability levels in the purpose-built sports pavilion. Sports coaching and activities for those who are less keen on sport are also planned.

The quality of teaching

is inadequate

- Inadequate teaching was observed in both Key Stages 1 and 2. Weak teaching over a sustained period of time has meant that pupils do not make sufficient progress, particularly in writing.
- Up until recently teachers have not been able to correctly track the progress that pupils make. While this is now starting to improve, some teachers still do not set tasks that are appropriate for pupils' needs. For example, in one class work was given that did not take into account the progress that pupils had made during the week and so they continued with work they had already mastered. In some lessons the pace of learning was too slow. Both of these were issues at the previous inspection that have not been addressed.
- Some teachers observed did not have high enough expectations of what pupils can do and over time this has had an impact of achievement. When questioned more-able pupils often say the tasks are too easy for them. Many have the skills necessary to start working on a challenging activity from the start of the lesson; however their progress is hampered as they often have to

sit and listen to the full explanation that the teacher is giving to the rest of the class.

- Where teaching was good pupils were enthused and excited by the learning opportunities provided. In the Reception class pupils enjoyed discovering about reflection. The room was dark and pupils were using their torches to look at items such as sequins and reflective jackets. The activity was well developed outside when pupils discovered how sunlight was reflected in glitter.
- Most teaching assistants provide appropriate support in lessons observed. In a Year 6 lesson a less able group was given careful assistance when they were ordering fractions.
- Most marking is regular. Where it is most effective pupils are given clear directions on how to make their work better.

The behaviour and safety of pupils

require improvement

- A significant amount of work has gone into improving behaviour both in lessons and around the school. The number of exclusions has dropped significantly from the last academic year and pupils report that the school is now more orderly. The improvement in behaviour was a priority when the new interim part-time headteacher and the new deputy headteacher arrived in September 2013.
- Good attitudes to learning are seen where teaching is good. However, in a few lessons pupils still do not have positive attitudes to learning. This is when activities set by the teacher are not interesting and as a result pupils lose concentration and become restless. Pupils in one class felt that the teacher spends too long on managing behaviour and that they do not do enough work.
- A small number of pupils display challenging behaviour which is managed adequately to ensure that other pupils remain safe. Staff have had restraint training.
- Pupils are polite and courteous. They get on well with each other and report that lunchtimes and break times are now much more orderly events.
- Pupils report that bullying of any kind is rare. They say that any inappropriate name calling is dealt with promptly as there is always an adult on hand to help them. Pupils showed less awareness of homophobic and cyber bullying.
- Attendance has improved and is now well above the national average. Pupils are punctual into school.
- Opportunities for pupils to develop their spiritual, moral, social and cultural development are well promoted. For example, the school is developing links with a Polish orphanage.

The leadership and management

are inadequate

- Leadership has changed frequently since 2012 resulting in a school that lacks direction and focus. The school is on its third interim headteacher and there is no urgency regarding succession planning for a permanent headteacher. At the time of the inspection a fourth interim headteacher was being interviewed. On some occasions last year, class teachers took it in turns to be headteacher. Instability of senior leadership is why many of the issues identified during the previous inspection have not been tackled. Capacity for sustained improvement is poor.
- Lesson observations and teachers' performance have not been managed consistently and as a result weaknesses in teaching have not been rapidly addressed. This has affected pupils' achievement. Teachers have had inadequate professional development.
- Gaps between different groups, such as those who are eligible for the pupil premium, have been allowed to widen as progress has not been carefully monitored. This means that, although it aims to do so, the school is not ensuring equality of opportunity.
- The curriculum does not meet the needs of all pupils; nor does it sufficiently engage them, except in the Early Years Foundation Stage.
- The school is heavily reliant on the local authority which has undertaken a full health and safety

review. Support has also been provided for special educational needs and also a teaching and learning mentor. There are monthly assessments of the school's progress.

■ Governors minutes in July 2013 identify the fact that the local authority raised safeguarding issues, most of which have been addressed. However procedures for the safeguarding of pupils are not consistently implemented or monitored.

■ The most recent leadership team, which has been in post less than three months, has made significant improvements in many areas including behaviour and tracking pupils' progress accurately. Self-evaluation is accurate and the school has a clear plan for improvements. There are also improved community links. Parental engagement has been encouraged as the school has held evenings to talk about progress information.

■ **The governance of the school:**

– Governors care about the school but recognise that the governing body needs a full review. Meetings are too infrequent for governance to be effective. Governors have had neither sufficient training nor enough information to challenge leaders about pupils' performance. They are not fully involved in the monitoring of teaching or performance management. Although governors are keen to ensure that disadvantaged pupils and those supported by the pupil premium make better progress, at present they do not monitor the use of the pupil premium adequately. Governors are not fully aware of the school's finances as there is some inconsistency in the amount and reason for the large deficit.

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	110003
Local authority	Reading
Inspection number	426422

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	194
Appropriate authority	The governing body
Chair	Brendan Carr
Headteacher	Chris Tomkins
Date of previous school inspection	September 2011
Telephone number	01189 015537
Fax number	01189 015538
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