

# St Anne's Catholic Primary School

North Street, Keighley, West Yorkshire, BD21 3AD

**Inspection dates** 28–29 January 2014

<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.

- Children get off to a good start in the Reception class, from well below expected starting points.
- Pupils continue to make good progress throughout their time in the school. They achieve well. Standards in English and mathematics are average and improving at the end of Year 6.
- The quality of teaching is good. Teachers challenge pupils and try to bring the best out of them in lessons.
- Pupils feel safe and valued by their teachers and each other. They enjoy learning and behave well in lessons and around the school.
- Leaders and managers, including the governing body, lead the school well and have brought about good improvements since the previous inspection.
- Senior leaders check the quality of teaching and learning very well and this underpins the school's good performance.
- The school works well with other schools in the local authority.
- Parents are very supportive.

### It is not yet an outstanding school because

- The quality of teaching and learning is not outstanding.
- Pupils do not use their mathematical skills and knowledge sufficiently to solve problems in practical ways.
- Sometimes pupils do not listen well enough in lessons.
- Teachers' marking is not helpful to pupils in some classes and varies between subjects.
- Not enough use is made of technology to support learning. This restricts pupils' enjoyment of learning.

## Information about this inspection

- Inspectors observed 20 lessons and part lessons, two of which were observed jointly with the headteacher.
- Meetings were held with pupils, parents, staff members and members of the governing body, and a representative from the local authority.
- Also taken into account were the views of 19 parents who responded to the on-line questionnaire (Parent View).
- Inspectors observed the school's work and examined a wide range of documentation including: national assessment data and the school's assessments; the school's own view of its work; minutes from governing body meetings; safeguarding documentation and samples of pupils' work.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Christine Millett

Additional Inspector

Stefan Lord

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils are from minority ethnic backgrounds, mostly Pakistani, but with an increasing number from Eastern European backgrounds who speak English as an additional language.
- An average proportion of pupils are supported by the pupil premium. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The proportion of pupils supported by school action only is broadly average.
- A below average proportion of pupils is supported by school action plus or has a statement of special educational needs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has achieved the Artsmark Gold and Investors in Pupils awards
- The school will convert to academy status on 1 April 2014.

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

- Increase the proportion of outstanding teaching and learning by:
  - planning more practical ways, in different subjects, for pupils to use their knowledge and develop their understanding of mathematics
  - insisting on pupils' listening very well all the time, especially in some Key Stage 1 and lower Key Stage 2 classes
  - giving equal importance to marking in all subjects, making sure that pupils are clear about how to improve and giving them enough opportunity to respond to the guidance they receive
  - improving the range of technology used by pupils to help them learn.

## Inspection judgements

### The achievement of pupils is good

- Most children start the Reception class with abilities that are below those typically expected, particularly in their personal, social and emotional skills. A significant number are well below expectations in communication skills. Some speak English as an additional language and others have not attended any pre-school.
- The very good level of care and good teaching provided by the staff mean that children make good progress. They become confident and keen to learn and generally have the skills they need to make progress when they move into Year 1.
- In Years 1 and 2, pupils build well on their good start in the school. They build up their knowledge of letters and sounds well. Those who struggle in Year 1 because their English language is limited, quickly make up the ground they need in Year 2, where they enjoy books and read confidently. Standards in reading, writing and mathematics at the end of Year 2 are improving quickly.
- The school's assessments, as well as pupils' current work, show good progress year-on-year from Years 3 to 6. English and mathematics standards in Year 6 are on track to be better than they were in 2013, when they were broadly average. All pupils made expected or better progress in writing in that year and progress in mathematics also improved significantly, showing how well the school has dealt with that issue since the previous inspection.
- Pupils read well in Year 6. They read unfamiliar texts aloud with ease, use good expression and show good understanding. They enjoy a range of reading including non-fiction and have appropriate knowledge of the works of past and present authors. They see the importance of reading for learning and pleasure.
- Pupils achieve well in other subjects. In music, for example, choral singing is particularly good. There is good achievement in science and in physical education, the girls' football team has an impressive record. Performing arts is also an area where pupils increasingly do well.
- The most able pupils in Year 6 do well in English and mathematics lessons. Good planning and good use of teachers' expertise in those subjects ensure that there is always enough challenge. In a mathematics lesson, for example, Year 6 pupils showed great perseverance and ability to think for themselves when solving problems linked to the movement of shapes, because that was what was expected of them and they have the confidence to 'have a go'.
- Pupils who speak English as an additional language make good progress. There are good levels of support for them in their own languages at first as well as in English. Those who start in Key Stage 2, often outside the normal times for starting school, settle in very well. They are given every encouragement by staff and pupils and very quickly find the confidence to answer questions in lessons.
- The progress of disabled pupils and those with special educational needs is closely checked to make sure that they are managing to do the work that is set for them. Extra support is planned carefully and increased when there are signs of slower progress so a good rate of learning is kept up. Pupils make good progress from their different starting points.
- Pupils supported by the pupil premium perform well. In 2013, pupils known to be eligible for free school meals did better in writing and mathematics than others in the school. This is a clear indication of the school's success in providing equality of opportunity for its pupils.

### The quality of teaching is good

- Improvement in teaching has been one of the school's most important achievements since the previous inspection. Teachers are strongly supported by leaders and motivated to improve their work. As a result, pupils' progress and standards are improving.
- Pupils have sufficient opportunities to learn basic skills in literacy and numeracy. Writing is taught well because pupils are given plenty of chances to discuss ideas before they begin to

write. That is especially helpful to the increasing numbers of pupils who join the school in both Key Stages 1 and 2 unable to speak English. This works well alongside the extra language help they get at other times.

- In one lesson, the teacher showed pupils a short but very moving silent video that really made pupils think and talk about the characters and what they might be saying. This was a good way of preparing pupils for the dialogue they wrote afterwards.
- Number skills are taught well. There is emphasis on learning multiplication tables and exploring number patterns and calculation, for example. However, pupils do not have enough chances to put those skills to the test in a variety of ways to find answers to different problems, despite the good work seen in Year 6 by the most able pupils.
- Disabled pupils and those with special educational needs are taught well. The work of teachers and the skilful team of teaching assistants is checked rigorously by senior staff, to make sure that good quality teaching and good progress are maintained.
- Teachers use resources well, generally speaking. They make good use of electronic whiteboards, although pupils are seldom seen using them. Other aids to learning such as maps, practical equipment and written instructions are prepared well and make work more enjoyable for pupils. Pupils' use of a range of technology, across all subjects, however, is limited and restricts to some extent the different ways that pupils can enjoy learning.
- In most classes, teachers and teaching assistants work well together to advance pupils' learning and help them to make good progress. They expect pupils to behave well and they manage their behaviour effectively. Occasionally, some teachers' expectations slip, which results in pupils not listening well. When that happens, learning for those pupils comes to a halt.
- Teachers use the school's good systems for checking pupils' progress well and have an accurate picture of the varying abilities of the pupils in their classes. Day-to-day marking, though, does not give pupils clear information about how work can be improved, nor challenge them to do better in all subjects. Consequently, immediate improvement, for example, in the neatness of work or better spelling or writing is not always easy to find.

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

- The behaviour of pupils in lessons and around the school is good. Pupils enjoy school and show positive attitudes to learning. They particularly enjoy sports and the after-school clubs are well attended.
- Pupils are very polite and well mannered. They show respect for their teachers and visitors to the school and get on well with one another.
- Pupils are proud to belong to St Anne's. They dress neatly for school, mostly arrive on time and are improving on their currently average attendance.
- They judge their own behaviour to be good, acknowledging that there are sometimes 'fallings out' but also that they do not last. They accept one another for who they are, whatever their particular needs or backgrounds. While sharing the same values the school teaches, they respect others' different beliefs.
- The school's work to keep pupils safe and secure is good. Pupils feel safe because of the trusting relationships they have with those who care for them. They are confident that help is there when needed.
- Pupils learn and understand about the ways that bullying can take place, including cyber-bullying and offensive name-calling, and what to do if they find themselves in unsafe situations.
- Parents are confident about the way the school provides for their children's safety and good behaviour and, overall, are very supportive.
- Pupils are encouraged to be open about their view of the school. They are proud of the parts they play as school council members and play leaders. Pupils show their concern for those in need by raising significant amounts of money for charities.

**The leadership and management are good**

- Since the previous inspection, the headteacher's energetic leadership has been a strong driving force in the school's improvement. He has changed the roles of senior leaders, shown confidence in their skills and enabled them to be active and effective in helping to check the work of the school and gain an accurate picture of its strengths areas to improve.
- Two of the senior leaders have leading roles in the work with other schools on ways to improve pupils' attendance and the introduction of the new primary curriculum.
- Senior leaders are fully supported by the middle leadership team who lead subjects well and make sure that the quality of the curriculum and the enjoyment it provides for pupils both continue to be good. All staff are fully behind the school's ambition. The commitment to provide the best for all pupils is shared also by governors and parents.
- The school's purposeful work with local authority advisers, as well as external consultants, is shown to be successful in its record of improvement. Assessments, teaching and learning, and leadership have been tackled head-on while the good standards of behaviour and safety for pupils in the changing school population have been maintained. The local authority now sees St Anne's as a school that is quite capable of managing its own further improvement.
- The arrangements to check the quality of teaching and learning have been central to the school's work for the past two years. Tough targets are set for teachers with regard to pupils' progress and their own continued training for improvement. The headteacher checks the quality of lessons regularly and teachers appreciate the feedback and support they receive that help them to improve their teaching skills.
- There is a clear action plan for the use of the primary school sports funding allocated to the school. Instructors are already leading physical education lessons with teachers working alongside them. There is a good range of sports clubs after school. The school is set to extend opportunities further and provide more training for teachers by working with a local high school.
- **The governance of the school:**
  - Governors are clearly committed to the school's success. They review their own work as school governors and undertake the essential training needed to enable them to challenge the school and hold it to account. Governors are familiar with national school data and the school's performance as well as the school's use of the pupil premium to make sure that pupils have equal opportunities and access to learning. They see the importance of the school to the community and work hard to reach out to parents especially those whose children may be potentially vulnerable. Governors have a good overview of the everyday work of the school, including the arrangement to check the performance of teachers and how that is linked to salary costs. Safeguarding arrangements are secure and meet all requirements. Finances are managed effectively and governors are prepared well to continue their work of improving the school when it becomes an academy.

## 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>	107344
<b>Local authority</b>	Bradford
<b>Inspection number</b>	430849

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	329
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Gilligan
<b>Headteacher</b>	Sam Poulton
<b>Date of previous school inspection</b>	22 March 2012
<b>Telephone number</b>	01535 210600
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