

St Anne's Catholic Primary School

Underwood Road, Whitechapel, London, E1 5AW

Inspection dates 30–31 January 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress across the school.
- Attainment in the 2013 national assessments was below national averages in reading, writing and mathematics. Pupils do not reach the standards that they are capable of by the end of Year 2 and Year 6.
- Few pupils attain the higher levels by the time they leave, particularly in mathematics. They do not do well because the school does not identify pupils' needs early enough.
- Standards and progress in writing in Key Stage 2 are not high enough because pupils do not have sufficient opportunities to write at length.
- Those pupils who have special educational needs make inconsistent progress in reading in Key Stage 2. This is because teachers have not accurately identified or addressed their needs quickly enough.
- Teaching over time has not been good enough to ensure that all pupils make good progress and attain well.
- Teachers have not had enough opportunities to see examples of outstanding teaching.
- The impact of the marking policy not being consistently used is that pupils are not carefully enough guided in their next learning steps.
- The use of the pupil premium grant to raise pupils' achievement is not monitored rigorously enough by leaders and managers. Governors do not track the impact of this funding to ensure that gaps in attainment, particularly in Years 5 and 6, are rectified.

The school has the following strengths

- The headteacher has set in place many new initiatives designed to bring about rapid improvements in pupils' progress.
- Children in the Early Years Foundation Stage make good progress from low starting points.
- The spiritual, moral, social and cultural development of pupils is good.
- Pupils behave well in class and are keen to learn. The school's work to keep pupils safe and secure is good.

Information about this inspection

- Inspectors observed 25 lessons and part-lessons including eight joint observations with senior leaders. In addition, inspectors heard children reading in Years 2 and 6. Books in Year 6 were scrutinised jointly with the headteacher and deputy headteacher.
- Meetings were held with two groups of pupils, as well as informal discussions in the playground. There were also discussions with the Chair and other members of the governing body, school staff and a representative from the local authority.
- Inspectors took account of 13 responses to the online questionnaire (Parent View) as well as informal discussions at the start 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. Safeguarding documents were also scrutinised.
- The views of staff were analysed through the 27 responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Angela Podmore

Additional Inspector

Brian Netto

Additional Inspector

Full report

Information about this school

- St Anne's is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is much higher than the national average. Pupil premium is additional funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent 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 groups is higher than average. The number of pupils whose first language is not English is much higher than the national average.
- The Early Years Foundation Stage includes a Nursery as well as Reception classes.
- There is a breakfast club and after-school provision which is run by the governing body.
- The school does not meet the current floor standards, which are the minimum standards for attainment and progress expected by the government.

What does the school need to do to improve further?

- Improve consistency in the quality of teaching to ensure that all is good or better by:
 - providing teachers with more opportunities to see outstanding practice
 - ensuring that the marking policy is used consistently and effectively to move pupils on in their learning.
- Improve standards and progress in writing, particularly in Key Stage 2, by providing more opportunities for pupils to write at length.
- Identifying earlier, and providing more consistent challenge for those pupils who are more able, particularly in mathematics.
- Improve the consistency of progress in reading in Key Stage 2 for those who have special educational needs by making sure that teacher assessment accurately identifies and addresses their needs.
- Improve the leadership and management of the pupil premium funding by ensuring that:
 - there is rigorous tracking of those pupils who are eligible
 - school plans concentrate on the impact of spending decisions on closing the gap.

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

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because not all pupils make rapid progress and reach high enough standards in reading, writing and mathematics by the end of Years 2 and 6. In 2013 pupils' overall attainment in the national assessments was below the national average.
- Progress this academic year is improving across the school but it is still inconsistent, particularly in mathematics in Year 5.
- Progress in writing has been inconsistent, particularly in Year 6. Few pupils attained the higher levels in Key Stage 2 in 2013 because pupils do not have enough opportunities to develop their skills, as they do not often write longer pieces of work. The school is starting to address this issue and is encouraging pupils to write blogs about their trips and visits.
- Previously, those pupils who are more able, particularly in mathematics, did not achieve as well as they could because the school did not identify their potential early enough. However, the school has recently started to tackle this issue.
- Pupils who have special educational needs do not progress consistently in reading across the school. This is because teachers do not accurately assess or address their needs early enough.
- In 2013 there were some significant gaps, particularly in mathematics, between the attainment of those who are eligible for the pupil premium and their peers. The gaps are rapidly closing this year. However, there are still some gaps for the current Year 6, particularly in reading and mathematics.
- Those who speak English as an additional language frequently attain better than their peers.
- Children's knowledge and skills when they start in the Nursery are well below those expected for their age, particularly in communication and language skills. Effective teaching in Nursery and Reception means that children make good progress during the Early Years Foundation Stage. As a result, attainment at the end of the Reception year in 2013 was slightly below the national average.
- Pupils' progress has begun to accelerate because teaching is improving. In classes where teaching is consistently good, pupils are beginning to make more rapid progress and are quickly making up for lost time.

The quality of teaching

requires improvement

- Teaching has not been strong enough over time to ensure that pupils make consistently good progress.
- Although positive action has been taken to improve teaching and much is now good, there are still inconsistencies in the overall quality. For example, some teachers do not follow the marking policy with the result that pupils are not carefully guided in their next learning steps.
- The headteacher, senior leaders and the local authority regularly visit lessons and check the work in books. This is resulting in pupils in all year groups now making better progress than in previous years.
- All teachers create a positive classroom environment for pupils to learn in. They set regular homework in English and mathematics. The recently introduced learning passports provide parents and pupils with a clear indication of how well they are doing.
- Teaching assistants have a clear understanding of their role and work confidently with pupils. As a result they make a positive contribution to pupils' progress.
- In the Early Years Foundation Stage there is a good range of activities. Children receive effective guidance in speaking, reading and writing. Specialists come in and support those who need additional help with their English. Lessons are well planned and all teaching assistants are given precise guidance on how to develop language skills.
- As a result of recent initiatives, pupils who may potentially reach the higher levels in English and

mathematics are now given carefully tailored support which caters well to their needs. In a debating session a pupil was encouraged to give a speech regarding voting for a youth mayor for London. Other pupils were very supportive of the speech and this contributed well to their social development.

The behaviour and safety of pupils are good

- St Anne's is a caring, welcoming and inclusive school and the behaviour policy reflects the values that the school promotes. Pupils say, 'We love this school because our teachers care for us.'
- Pupils' behaviour is good and the majority of parents who expressed a view agree. The school's records show that this good behaviour is typical. Relationships between staff and pupils are warm. The way in which the school manages behaviour helps pupils to think about the choices they make. The play therapist and counsellor ensure that all pupils have every opportunity to express their feelings and are given sensitive support.
- Pupils' attitudes to learning are largely positive; they listen attentively and are keen to start work. Occasionally, however, a few pupils lose concentration in lessons and this is why behaviour is not judged outstanding.
- The school's work to keep pupils safe and secure is good. Pupils say that there are very few issues regarding bullying and that they would know who to go to if they felt they were being bullied. Pupils have a good awareness of the different types of bullying, including cyber bullying.
- The breakfast club provides an enjoyable and positive start to the school day for those pupils who attend.
- There are clear procedures to promote good attendance and staff work hard to ensure that all pupils attend regularly; as a result attendance is showing a steady improvement and is now slightly above average. There have been no recent exclusions.
- Children in the Early Years Foundation Stage enjoy their learning and make good progress in their personal and social development.

The leadership and management require improvement

- Since the arrival of the headteacher the school has undergone significant changes for the better. The leadership team and middle leaders have established a whole-school drive to improve the quality of teaching and many initiatives have been put in place. However, it is still too soon for the impact of these initiatives to be fully reflected in pupils' progress and some variations remain. For example, the school's tracking and plans for spending pupil premium funding do not clearly demonstrate how the gap will be closed between those who are eligible for it and other pupils in the school.
- The school is well placed to continue to improve. Staffing is now more stable and the school is a cohesive community, focused on raising standards. The school works well with the local authority, which is closely monitoring the rapid improvements. Therefore, the capacity to improve is strong.
- The parents who were spoken to and those who responded to the online survey, Parent View, are positive about how the school addresses any concerns they may have. The school is working well with the parent community who appreciate the information events that the school puts on; for example, the recent mathematics session, where parents were told about the different levels that their children could obtain in national tests.
- There are also very strong links with the wider community, including the church. The school benefits from many volunteers who come in and help with reading and mathematics. This enables most pupils to have individual attention each day.
- There are good procedures for appraising the performance of teachers. Training and improvement priorities are well linked to pupils' progress and school improvement plans although, at present, teachers have few opportunities to see outstanding practice by other teachers.

- The curriculum provides an interesting range of subjects and topics. Pupils really enjoy the additional trips and activities, such as to the City Farm, which is situated next door. They also enjoy having experts from the farm help them with growing vegetables in the school playground. Opportunities such as these contribute well to pupils' spiritual, moral, social and cultural development.
- Discrimination of any sort is not tolerated. The school is strongly inclusive and there is a firm commitment to equality of opportunity.
- Leaders make good use of the primary sports funding. The school is using specialist coaches to provide additional provision while supporting the training of staff. This is increasing participation in sport and well-being.
- **The governance of the school:**
 - Members of the governing body are very supportive of the headteacher and the school. They have a clear understanding about the quality of teaching and the link with attainment and progress of pupils. They are kept well informed about the rapid improvements that are taking place and have a clear understanding about performance management and how it is being used to ensure that promotion and pay awards are based on the progress that pupils make. Governors are well trained and know about published data on the school and receive updates from the headteacher on pupils' progress. Safeguarding arrangements meet statutory requirements.
 - Although governors know how the pupil premium is spent, as yet they do not track carefully enough whether the use of this money is having an impact on raising standards. A review has been recommended to support governors in carrying out this role to ensure that the progress of pupils eligible for the pupil premium rapidly becomes good.

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	100950
Local authority	Tower Hamlets
Inspection number	431311

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	336
Appropriate authority	The governing body
Chair	Vicki Bradley Spencer
Headteacher	Sheila Mouna
Date of previous school inspection	February 2009
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