

St Anne's Catholic Primary School

Chace Avenue, Willenhall, Coventry, CV3 3AD

Inspection dates 14–15 October 2014

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

Summary of key findings for parents and pupils

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

- Not enough pupils make good progress and achieve well throughout the school.
- Teaching is not good enough in some classes and work is sometimes too easy to help pupils make good progress.
- Some teachers do not give pupils helpful guidance, either when marking books or in lessons, as to how they can improve their work.
- Occasionally, teachers' instructions and tasks are not clear and so pupils do not understand what they are expected to do.
- Some recently appointed leaders have not yet developed the skills they need to analyse pupils' progress data to help drive improvements.
- The governing body has too many vacancies. This means that the work of checking how the school is doing falls to just a few governors, who are at times overloaded.
- Governors visit the school regularly but these visits are not always focused on school improvement priorities or reported fully to the rest of the governing body.

The school has the following strengths

- Children get a good start in the Reception class and make rapid progress.
- Pupils behave well in and around school and older pupils routinely keep an eye out for younger ones. They feel safe and know how to keep themselves safe in different situations. Attendance is high.
- In some classes, pupils make exceptionally good progress as the result of outstanding teaching.
- The new headteacher has quickly identified where improvements are needed in teaching and pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is given very good support and is a particular strength of the school.

Information about this inspection

- The inspectors observed 16 lessons or parts of lessons, 12 of which were seen together with the headteacher or deputy headteacher.
- Meetings were held with the headteacher, other staff, two groups of pupils, a representative of the local authority and two governors.
- Informal discussions were held with parents.
- The inspectors took account of the 14 responses to Ofsted's online questionnaire, Parent View, and the 16 completed staff questionnaires.
- The inspectors observed the school's work and reviewed a range of documentation, including the school's checks on its performance, its analysis and tracking of pupils' progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspectors also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Keith Whittlestone

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is above average. Approximately half the pupils are White British and a quarter are of African heritage. The proportion of pupils who speak English as an additional language is above average.
- The proportion of disadvantaged pupils is above average. These pupils are supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils with special educational needs supported at school action plus is above average. A below-average proportion is supported with a statement of special educational needs or an education, health and care plan. The proportion supported at school action is average.
- The school has been through a turbulent time with staffing changes and there are still some temporary teachers employed at the school. The headteacher joined the school in September 2014. Most other senior and subject leaders have been in post for no more than 18 months.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching and raise pupils' achievement by making sure that:
 - work in lessons is more closely matched to pupils different abilities so that all make good progress
 - all teachers provide clear guidance to pupils on how they can improve their work, and check that pupils act upon the advice they are given
 - teachers' explanations and instructions are clear so that pupils understand what they are learning.
- Strengthen leadership and management by ensuring that:
 - subject leaders develop the skills they need to analyse pupils' progress data to help them drive improvements in their areas of responsibility
 - governors fill the current vacancies on the governing body and make sure that visits to the school have a clear focus and that governors share their findings with the rest of the governing body.

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 leadership and management requires improvement

- The new headteacher has an accurate view of how well the school is doing and how it needs to improve. She and the deputy headteacher rigorously track pupils' progress, identifying those who are falling behind to alert subject leaders to areas which need improving. Subject leaders have not yet developed the skills they need to analyse the data for themselves.
- Leaders hold teachers accountable for the progress of pupils in their class. Arrangements for checking teachers' performance have identified that, while some teaching is of a high standard, there is some teaching which is inadequate or which requires improvement. Individual targets are used by the headteacher and the governing body to judge whether pay rises and promotion are justified by results.
- The school has strong links with other Catholic schools in the area. This means that staff share good practice to help improve their teaching skills. It also provides opportunities for pupils to compete against, or work with, pupils from other schools.
- The primary sports funding has been used to enable the specialist teacher in the school to model lessons and work with other staff to develop their skills. It also funds lunchtime activities and the introduction of new sports such as 'boxercise'. As a result, 90% of pupils take part in out-of-school activities, pupils' sports skills have improved and the school is much more involved in inter-school competitions.
- The school has made sure that the lessons pupils learn are in line with the recent government guidance on the curriculum. Where teaching is effective, literacy, numeracy and communication skills are developed well in different subjects but this is not a consistent feature of teaching throughout the school.
- Pupils' spirituality is well supported by strong links with the local church. Pupils lead prayers and times of reflection. All adults act as good role models and often refer to school values of caring and respect for each other. Pupils are encouraged to listen to, and respect, the views and beliefs of others. They support the local community by making regular contributions to the food bank. In lessons, pupils discuss moral issues in relation to their topic work or news items. For example, when studying the Vikings, Year 6 pupils wrote balanced arguments as to whether they were bloodthirsty.
- The school works well with parents. The family support workers arrange workshops and classes to help parents understand how they can support their children's learning at home. This has also contributed to the high attendance in the school.
- The local authority has provided good support this term for the new headteacher and senior leaders. The local authority has helped senior leaders in drawing up plans for improvement.
- **The governance of the school:**
 - Governors are very supportive of the school and visit often. However, as there are so few governors, they cannot cover the breadth of visits required to make sure that the school is improving quickly enough. Not all visits are closely linked to school improvement priorities and there is no consistent system for reporting their findings to other governors. However, they use visits to ensure that the school strongly promotes pupils' sense of values, such as respect for and tolerance for the beliefs and culture of others.
 - Finances are managed effectively. Governors check that the pupil premium funding is helping disadvantaged pupils do at least as well as their classmates. They know that the primary sports funding is providing more opportunities for pupils to take part in physical activities and is improving pupils' skills.
 - Governors know that the quality of teaching is inconsistent throughout the school. They oversee the arrangements for the appraisal of teachers to ensure it contributes to improvements in teaching. They make sure that teachers' pay rises are linked to the progress that pupils make.
 - Governors ensure that national requirements for safeguarding and child protection are met in full.

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

- The behaviour of pupils is good. They are polite and helpful to adults, and they get on well with each other. The playground is an active, happy place, and lunchtimes are sociable, well-ordered experiences. Older pupils routinely look out for younger ones. For example, they lead playground games and keep an eye out for anyone who has no-one to play with.
- Pupils and most parents agree that behaviour is good. Pupils explained to inspectors how the different systems of rewards and consequences in the school work. They said that, even though classes used different systems, they all worked well and encouraged pupils to behave well.
- Pupils behave well in lessons and try hard, even if the lesson is not very interesting. They are very positive about their learning and told inspectors that they enjoyed being challenged and having to think hard about their work. They said they do not enjoy lessons where the work is too easy because they find this boring.

Safety

- The school's work to keep pupils safe and secure is good. There are clear procedures for ensuring pupils' safety and to meet child protection requirements, and staff are rigorously checked prior to appointment.
- Organised activities at lunchtimes encourage exercise and co-operation. Pupils work well in teams and enjoy the range of activities available to them during the week. The high level of supervision means that all pupils are involved in safe and active play.
- Pupils feel safe in school and know how to keep themselves safe in other situations. For example, they have good road safety training, both as pedestrians and when riding their bikes. Younger pupils are taught about 'stranger danger', and this is consolidated in lessons. For example, when reading the story of *Hansel and Gretel*, Year 1 pupils discussed when it is safe to talk to a stranger.
- Pupils understand what bullying is and the different forms it can take, such as physical or cyber-bullying. They say that there is very little bullying in the school, although they confess there is occasionally some name-calling. However, pupils were adamant that these incidents are always dealt with well by the adults.
- The school has worked closely with parents to promote good attendance and it is now consistently high.

The quality of teaching requires improvement

- In some classes, pupils do not make as much progress as they should because work is too easy for them. They soon finish the tasks they are set and work which will move them on in their learning is not provided quickly enough because teachers do not check regularly what they already know and what they have learnt.
- When marking their books and in lessons, some teachers give very good guidance to pupils on how they can improve their work. Pupils then act on the advice given and this helps them to make good progress. However, this is not consistently the case in all classes. In some classes, the teacher's comments offer encouragement but little practical guidance.
- Occasionally, teachers' instructions are not clear, so pupils do not understand what they are supposed to do and cannot get on with the work quickly enough. When pupils do understand what is expected of them, they often achieve well. For example, in Year 5, the teacher modelled the use of technical mathematical terminology so that pupils could follow her example and develop their understanding.
- There is some good and outstanding teaching in the school. Where teaching is good or better, it is because the work is made interesting for pupils, and teachers ask pupils questions which help them deepen their understanding and build on what they already know. For example, Year 6 pupils identified

sounds and stimuli from a short film clip, which they then used in their writing. The teacher challenged them to use high-level punctuation and make their story opening dramatic and 'action-packed'. Which they did.

- Disabled pupils, those who have special educational needs, and disadvantaged pupils all benefit at different times from additional adult support. Their specific learning needs are accurately identified by teachers and they are given opportunities to work in small groups or on their own with an adult when needed. As a result, all groups achieve at least as well as others in the same class, but the rate of achievement is variable throughout the school for these pupils as it is for their peers because the quality of teaching varies widely.
- Pupils from ethnic minority backgrounds are helped to make similar progress to other pupils in their class. Those who speak English as an additional language are well supported and encouraged, both by adults and their classmates.

The achievement of pupils

requires improvement

- Achievement requires improvement because rates of progress are inconsistent through the school. For example, in 2014, as in the previous year, Year 6 pupils made outstanding progress in their final year, reaching average standards in English and above-average standards in mathematics. However, their progress in previous years had been much slower. School data show that the progress made by pupils in other Key Stage 2 year groups in 2014 required improvement, and, in some classes, it was inadequate.
- The results of the most recent national screening check at the end of Year 1 on pupils' knowledge of phonics (the sounds that letters represent in words) were just above average. During the inspection, these younger pupils were able to use their phonics skills to read unfamiliar words such as 'forever' and 'slightest'. All pupils who spoke inspectors said they enjoyed reading and most read regularly at home.
- Pupils typically start in Key Stage 1 with average standards. They make steady progress but standards are still broadly average by the time they leave Key Stage 1.
- More-able pupils make good progress and achieve well when they benefit from good teaching but they do not make as much progress as they should when they are given work that is too easy for them.
- There is no significant difference between the attainment of pupils from different ethnic backgrounds. Those pupils who join the school speaking English as an additional language make rapid progress in learning English and then make similar progress to their classmates.
- Disadvantaged pupils make good progress overall. In 2013, they were less than a term behind their classmates in reading, slightly ahead in writing and just over half a term ahead in mathematics. They did as well as pupils nationally in English and were two terms ahead of pupils nationally in mathematics. Pupil premium funding is spent on additional support for these pupils, either in small groups or on a one-to-one basis as needed.
- Disabled pupils and those who have special educational needs are well supported. Most make good progress in all subjects throughout the school. Their specific needs are quickly identified and help provided so that they make good progress from their different starting points. Many receive one-to-one or small-group support out of the classroom which helps them keep up with their peers in lessons.

The early years provision

is good

- Most children start school with skills lower than those typical for their age. Their language skills are particularly low. However, they make at least good progress in the Reception class, bringing their skills up to those typical for their age by the time they start in Key Stage 1.

- Well-planned activities, both inside and outdoors, help children develop a range of skills as well as increasing their confidence. Adults encourage their efforts and ask questions which help develop both language skills and children's understanding of their learning. Children already concentrate well on tasks, share toys and take turns, even though they have only been in school for a few weeks.
- Children settle quickly into school; just a few weeks into the start of the school year, they already understand and follow the class rules and routines. They tidy up and respond immediately to the class teacher's instructions. The teacher and other adults use their good knowledge of the children to ask questions and encourage discussion and develop children's skills.
- During activities, staff remind children of the school's values to encourage them to empathise with each other and socialise well. For example, while 'fishing' for magnetic numbers, a child found it difficult to share some of the numbered fish. After a thoughtful discussion, another child readily helped him by sharing what she had and he then, in turn, responded well.
- The provision is well led and managed. The progress that children make is rigorously checked and recorded. Any individual learning needs are quickly identified and specific activities planned to support them.

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	103719
Local authority	Coventry
Inspection number	442545

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Amanda McDonagh
Headteacher	Keri Baylis
Date of previous school inspection	17 October 2012
Telephone number	024 76302882
Fax number	024 76306740
Email address	admin@st-annes.coventry.sch.uk

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