

St Anne's Catholic Primary School

Bosworth Drive, Chelmsley Wood, Birmingham, B37 5DP

Inspection dates 6–7 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school meets the needs of all of its pupils extremely well. As a result, pupils make excellent progress across all year groups in English and mathematics and their achievement is outstanding.
- Children are given an excellent start to their personal development and education in Reception and Nursery. They develop a love of learning that continues to flourish as they progress through other year groups in the school.
- The headteacher's clear vision and strong sense of purpose are an inspiration to all. Her values are mirrored in those of the school's leaders and all staff. This creates a harmonious team striving to do their best for pupils and their families.
- Governors are extremely ambitious for the school. They make use of their own specialist skills and detailed knowledge of the school to identify where it could do better and challenge it to do so.
- An outstanding team of teachers has been strategically developed. They have high expectations of themselves and for other staff and pupils.
- The behaviour of pupils towards one another and adults is impeccable. They have a highly developed sense of right and wrong and show respect for others.
- The pride that pupils have in their school is reflected in their own appearance and the care they take working with staff to maintain a clean, attractive and stimulating environment.
- Parents are highly positive about the school and what it has done for them and their children. They are unanimous in recommending it to any prospective parent.
- Pupils are given excellent opportunities to prepare them for life in a democratic Britain. The rich and stimulating curriculum is nurturing sensitivity and understanding towards others, including groups whose values and beliefs may be different to their own.
- Teachers take care in preparing lessons that will excite the interest of pupils in order to develop a love of learning.
- Excellent use is made of the skills of teaching assistants. This is having a considerable effect on the learning of groups of pupils, such as disabled pupils and those who have special educational needs, disadvantaged pupils and more-able pupils, all of whom are making rapid progress.

Information about this inspection

- Inspectors observed teaching in all classes. In all, 31 lessons were visited of which eight were jointly observed with the headteacher or a member of the senior leadership team. Short visits were paid to the breakfast club, a before-school sports activity and an after-school activity. Three acts of collective worship were also observed.
- Inspectors listened to pupils read, looked at the work in pupils' books and on display and talked to them about their work.
- Inspectors looked at information kept by the school to inform them of how well pupils are achieving.
- Inspectors checked the school's evaluation of its work, its improvement plan and minutes of governors' meetings. They also looked at documents related to attendance, the safety of pupils, behaviour and bullying and the performance of staff.
- Discussions were held with two representatives of the local authority, four governors, the headteacher and other school leaders.
- Inspectors took into account the views of the 34 parents who replied to the online questionnaire (Parent Voice) and those parents who spoke with them during the inspection.
- The views of 46 members of the teaching and non-teaching staff as expressed through the staff questionnaire were taken into consideration.

Inspection team

Andrew Bailey, Lead inspector	Additional Inspector
Roisin Chambers	Additional Inspector
Christine Bray	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The large majority of pupils are from White British backgrounds. An average proportion of pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs is well-above average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school operates a breakfast club each day.

What does the school need to do to improve further?

- Extend the fluency with which pupils can talk about their learning and understanding so that they become even more confident and independent learners.

Inspection judgements

The leadership and management are outstanding

- Senior leaders and governors work extremely hard to realise the headteacher's conviction that, 'there is no ceiling on achievement' in the school. They articulate high ambition very effectively and communicate a strong sense of purpose to others which has resulted in a strong shared ethos amongst staff, pupils and parents.
- Monitoring and evaluation are extremely rigorous, so that leaders have a clear idea of what is successful and what improvements could be made.
- Support for teaching is outstanding with excellent systems in place to develop the skills of newly appointed teachers to match the school's high expectations and to check the quality and impact of teaching. Able and experienced teachers make important contributions by acting as role models and providing coaching.
- The quality of the revised curriculum is outstanding, with imaginative planning for lessons across a range of subjects, providing pupils with many memorable learning experiences. Alongside the school's religious context, local and wider community links are highly effective in preparing pupils for life in a multi-cultural and democratic British society.
- The senior leadership team has begun making plans to develop systems of assessment without the use of National Curriculum levels. All staff and governors have been involved in such discussions.
- A clear strategy for the use of the pupil premium has focused funds where it is thought that they will achieve the maximum impact. The effectiveness of this policy has been demonstrated by rapid progress made by disadvantaged pupils.
- The spiritual, moral, social and cultural development of pupils is extremely well promoted throughout the school, with impressive results which are displayed around the school. These show how much pupils have done to help others in the school and in the wider world, such as their generous contributions to a number of charities. It is also apparent in the behaviour of pupils around the school and the way in which they can reflect on and discuss sensitive issues.
- Parents are full of praise for the school and know that it is fully committed to doing the very best for their children. They are also very appreciative of the efforts it makes to include and inform them and to assist them to help their children learn.
- The school is making effective use of its national primary sports funding to provide equipment and coaching expertise so a wide range of sporting activities can be offered to pupils along with opportunities to take part in competitive sport. Pupils are responding enthusiastically and participation levels are high.
- The local authority has identified this as a high performing school and a model of best practice which it shares with other schools. Leaders and teachers from other schools are encouraged to visit and the local authority uses the services of staff in the school as trained moderators at other schools.
- **The governance of the school:**
 - Governors are committed to the school and its community. Because they are very well informed they are in a position to recognise the school's achievements and know how they compare with other schools nationally. The achievement and welfare of pupils are their paramount considerations and they have the highest expectations of school leaders and staff to achieve the very best for them. This includes keeping pupils safe at all times.
 - The Governing Body uses the individual skills of its members, linked with regular training, to provide a high level of support and challenge to school leaders. It closely monitors the performance of all groups of pupils, and the skills of staff, in order to decide on the level and rates of teachers' pay and professional development based on their performance.
 - Governors are evaluative and measure the success of their use of financial resources on the effect that

it has on the achievement and welfare of pupils. In this they have taken some important decisions, such as prioritising additional support for children in their first years in the school. They have also used additional funding very effectively to bring about significant progress for disadvantaged pupils and provide a range of opportunities for pupils to take part in sport.

- Governors see the school as an important organ within the community and in order to be of benefit to the community they are anxious to know the opinions and wishes of its members. This is a further aid to their evaluation of their own effectiveness and means they are sensitive to the needs of the community when framing ideas and making decisions regarding future strategy.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding both in lessons and around school. From Nursery onwards they treat each other with courtesy and respect. The classrooms, dining hall, corridors and playgrounds are all harmonious places because pupils love working, playing and socialising with one another.
- Their attitudes to learning are exemplary. They are enthusiastic about their learning and are anxious to share what they have learned with others. They live up to the high expectations of their teachers by concentrating for long periods when working on their own and working cooperatively with others.
- Pupils' pride in their school is shown in the care they take in their work, their appearance and that of the school. Their books are well maintained and their work is well presented. They look smart in their uniforms and play their part in keeping classrooms, corridors and playgrounds looking pristine.
- Pupils respond very positively to the responsibility they are given, such as when they organise charity events and decide each half-term what the school's focus values are to be. The seriousness and sensitivity they bring to this role is demonstrated by the current theme of forgiveness and compassion, linking with Remembrance Sunday.
- Behaviour in lessons, and around school is impeccable. Pupils and parents are adamant that inappropriate behaviour is rare and school documentation confirms this and shows the successful work with pupils who experience difficulties with their behaviour. Good links with external agencies help pupils and families in developing strategies to support these pupils. As a consequence they gain the skills necessary to succeed in learning, manage their own behaviour and become responsible citizens.
- Strong mutual respect exists at all levels between pupils and adults who work in the school. Everyone plays their part in building a highly supportive community. The inspiring 'leaving a legacy' advice of Year 6 pupils and the Year 5 buddies who partner Reception children are examples of how older pupils are supporting and inspiring younger children.
- Attendance is average, but improving and issues relating to punctuality are restricted to a few pupils who are being supported by the school's child and family support worker.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils speak warmly about the trusting relationships that they have with adults in the school and how this helps them to feel safe and secure. Parents express great confidence in the care the school provides for their children.
- The school's commitment to keeping its pupils safe is evident in the clear messages displayed around school reminding pupils of what to do to stay safe and how to share any concerns they have. Pupils are well aware of these and know who to approach and have confidence in them.
- Pupils have a clear understanding of what is meant by bullying and insist that although there may be disagreements among them from time to time, no bullying takes place.
- Staff receive regular training on safeguarding, and policies relating to safety and child protection are up to date and are closely monitored.

The quality of teaching is outstanding

- Pupils make excellent progress because the teaching they receive is always at least good and often outstanding. Because of this they make outstanding progress as they move through the school.
- Teachers are skilful at finding out what pupils have learned and what they need to know next and because of this they plan work that is appropriate and challenging for different groups of pupils. Pupils appreciate this. In the words of one pupil, 'teachers only teach us things we don't know and make us think hard. It's challenging'.
- Teachers expertly identify pupils who may be experiencing difficulty with any aspect of their work and additional help is provided later on the same day either by a member of a skilled team of assistant teachers or the teacher.
- Teachers put a lot of thought into designing lessons that will appeal to pupils and motivate them to do their very best. In a writing lesson a class of Year 6 pupils were asked to act out the feelings and emotions of a central character. This they did with sensitivity and understanding while members of the class provided constructive feedback.
- The quality of teaching is enhanced by effective use of technology, including interactive whiteboards to provide pupils with information or to gather information from them. They are also used to create impact as when video sequences related to topics that are being studied are shown to pupils.
- Teachers and other adults ask very effective questions to check pupils' understanding and challenge their thinking. They are also regularly given excellent advice and guidance on what they need to do to improve their work. Because of this pupils learn quickly and well.
- Pupils are encouraged to think about what they have learned and what more they need to know. This begins in Nursery and continues throughout the school using a range of methods. By Year 6, pupils are independent learners.
- Homework is used imaginatively not only to supplement what has taken place in class but to involve parents in their child's learning through providing activities for them to work at together. This recent initiative was in response to the comments of a number of parents and has proved to be very popular with parents and pupils.
- Reading is extremely well promoted. For example, a reading area has been imaginatively created to resemble an Anderson Shelter to link with a topic on World War 2. Reading is also exceptionally well taught throughout the school. Pupils know the sounds that letters make by the time they leave Year 1 and can use these to read unfamiliar words. As they move through the school they are introduced to increasingly sophisticated texts and taught the skills necessary to understand them.
- Pupils are provided with many opportunities to write and do so at length in a number of subjects.

The achievement of pupils is outstanding

- All of the various groups in the school make excellent progress from their starting points, including disadvantaged pupils, disabled pupils, pupils with special educational needs and the most-able pupils.
- The proportions of disadvantaged pupils making expected and better than expected progress in reading, writing and mathematics were greater than for all pupils nationally. The attainment of disadvantaged pupils is around two terms behind that of their classmates in reading and writing but there is no difference in mathematics.
- The attainment of the most-able pupils is around two terms ahead of similar pupils nationally because they are making much faster progress.

- Over time, the progress of disabled pupils and pupils with special educational needs has been rapid and sustained. This is due to the alertness of staff in identifying where there is an individual need and a highly effective system within the school provides well-directed help from all adults, including teaching assistants.
- Over time, pupils in Y6 have consistently attained high standards in reading, writing and mathematics and the progress made by pupils is consistently in the top 5% of schools nationally. Current pupils continue to make excellent progress and are set to attain high standards in 2015. Pupils use of the spoken English is not as well developed as their ability to read and write it.
- Pupils enjoy reading. Skills are developed effectively early so that by the end of Year 1 pupils have a good understanding of the sounds that letters make (phonics) which along with the many opportunities provided throughout the day in each class to read with both others and independently helps them to make rapid progress. By Year 6 they are over two terms ahead of pupils nationally.
- Stimulated by the excellent ideas that they are given by their teachers, pupils write well and at length so that by Year 6 they are approximately two terms ahead of pupils nationally.
- Pupils are making excellent progress in maths and are presented with exciting opportunities to apply the skills that they have learned to other subjects, as when a Year 6 class were studying the area of rectangles as part of a topic on World War 2. Due to the rapid and sustained progress that they make they are about two terms ahead of other pupils nationally by the end of Year 6.
- Pupils achieve well in a range of subjects, such as art where examples of the excellent work they produce are displayed throughout the school with great care and attention paid to detail. This is one of many examples of how teachers value the achievements of pupils and use them to inspire others. Pupils also excel in physical education and sport, aided by the school's effective use of its additional sports funding.

The early years provision is outstanding

- The progress of children of all abilities and groups is at least good and often outstanding because of high quality provision, including outstanding teaching. By the time they leave Reception children have skills that are a little below those expected nationally for their age. They are very well prepared for Year 1.
- From the moment children enter school teachers and dedicated adult play partners are continuously observing them, paying detailed attention to their needs, assessing their knowledge and understanding and what needs to be done to further support them or to provide next steps to extend their learning. If children require extra help this is organised quickly and is delivered by skilled adults.
- An excellent range of activities is planned daily for the children. Some of these are supported by adults and some give children opportunities to work with each other or alone if they wish. From the start, staff involve children in their learning by asking them what they think they have learned from a particular activity. In Nursery this involves using a displayed traffic light to indicate whether they fully understood what they are doing, whether they needed help to understand, or are still unsure and need more help.
- Children are helped to settle into routines quickly and they make rapid progress in areas of their personal, social and emotional development. They also learn to focus their attention and listen particularly well to adults. They require more help to clearly understand what they are being told and in expressing themselves clearly when they speak. To address this need the school employs a part-time speech and language support worker.
- The home visits made by staff before children start Nursery ensure that they know the children and their parents well and plan for particular needs. This gives children the best possible start in their learning. Supportive links between home and school are established at this point and these prosper as children move through the school. Parents appreciate the school's efforts to include them, inform them of how well their children are doing and how they can help their children learn. They enthusiastically talk about events such as 'Mum's Day' and 'Dad's Day' when they were invited into school to learn with their children and the impact that this had on them. One father said that it had showed him how much more he needed to

do with his child. Parents are also grateful that they can now electronically access their own child's record of progress.

- The leadership and management of early years provision is excellent and has developed a strong team with a range of skills who have high ambition and shared sense of purpose which ensures that children are well protected and cared for in an attractive, safe, well-equipped and stimulating area. Because of this children thrive in their first years in school.

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	104104
Local authority	Solihull
Inspection number	448888

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	447
Appropriate authority	The governing body
Chair	Hilary Norris
Headteacher	Marie Conway
Date of previous school inspection	29 September 2009
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