

# St Anne's Catholic Primary School

Free Prae Road, Chertsey, Surrey, KT16 8ET

**Inspection dates** 10–11 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The acting headteacher has ensured that improvements in teaching and learning have continued. She has high expectations of teachers and pupils.
- Pupils make good progress across the school, particularly in reading, writing and mathematics. They develop the skills they need to succeed in their learning, and reach standards which are above average by the end of Year 6.
- Different groups of pupils make similarly good progress, including disabled pupils and those with special educational needs, those who speak English as an additional language, and the most able. Leaders frequently review the support given to pupils, and adapt it where necessary.
- Teaching is good because senior leaders make sure teachers know what is necessary for good learning to take place. The school's constant focus on striving for excellence is increasing the rate of pupils' progress.
- The early years provision is effective. Good teaching and well-planned activities ensure children develop the skills and knowledge they need to be confident learners.
- Behaviour is good because most pupils are eager to work hard. When teachers harness this enthusiasm effectively, pupils produce a great deal of work.
- Pupils are proud of the work they do and make sure it is neatly presented. They particularly enjoy reading, which is taught well and strongly valued in the school.
- Pupils feel very safe at school because they know the adults care about them. They are well informed about how to keep safe, for example when using the internet. They know that any worries will be dealt with quickly.
- Pupils' spiritual, moral, social and cultural development is exceptionally strong because it is given a high priority.
- Governors and leaders work together effectively to check how well the school is performing, and to continue bringing about improvements. They make sure all statutory requirements are met, particular about keeping pupils safe and secure.

### It is not yet an outstanding school because

- Teachers' explanations are not always clear enough for pupils. As a result, occasionally pupils do not know what they should do or how hard they should work. At times, this takes too long to rectify and limits the time pupils have to work.
- When marking, a few teachers do not ensure that their comments are precise or detailed enough for pupils to know how to improve their work effectively. Pupils are not always given enough time to correct errors or improve their skills.

## Information about this inspection

- The inspection team spent most of their time in lessons, looking at pupils' learning and reviewing the work they have done in their books. Inspectors observed 31 lessons or parts of lessons. Approximately a quarter of these observations were done together with senior leaders.
- Inspectors reviewed a range of documents provided by the school, including: the school's records that track pupils' progress and attainment; leaders' checks on the quality of teaching; reviews of pupils' work over time; minutes of meetings; and plans tracking the improvements leaders have introduced.
- The inspectors met with groups of pupils, with teachers who lead aspects of the school, with senior leaders, and with members of the governing body. The lead inspector also met with a representative from the local authority.
- Inspectors considered the views of parents by looking at the 78 responses to the online survey, Parent View. They also spoke to some parents informally, before and after school, and considered communications sent to the inspection team.
- The inspectors reviewed the 33 responses to a survey for staff working at the school.

## Inspection team

Andrew Saunders, Lead inspector	Additional Inspector
Vanessa Tomlinson	Additional Inspector
David Westall	Additional Inspector

## Full report

### Information about this school

- This school is larger than average. There are two classes in most year groups, although there are currently three classes in Year 1.
- Children in the Reception class attend school full-time.
- The majority of pupils are White British. Other pupils come from a wide range of ethnicities, with the largest groups from Any Other White or Any Other Asian background. Approximately a quarter of pupils speak English as an additional language, although very few of these are at the early stages of learning English.
- The proportion of disabled pupils and those with special educational needs is above average, although this varies across year groups. Currently, about one pupil in five has special educational needs.
- The proportion of pupils supported by pupil premium funding, at about one in ten, is below average. The pupil premium is funding for pupils who are known to be eligible for free school meals and children who are looked after.
- The acting headteacher has been in post since September 2014. She was previously the deputy headteacher. There is currently an acting deputy headteacher. There have been a few other changes in staffing since the previous inspection. Four teachers are new to teaching, or in the early stages of their careers.
- The acting headteacher is supported by two local leaders of education, from St Thomas of Canterbury Primary School and Hinchley Wood Primary School.
- There have been substantial changes in the membership of the governing body since the previous inspection. A few governors are new to the role, appointed within the past few months.
- The school works with a number of other schools from the diocesan deanery and the local group of schools. They also work closely with the secondary school to which most pupils transfer, Salesian School.
- The school meets the government's current floor standards. These are the minimum expectations for the attainment and progress of pupils in reading, writing and mathematics at the end of Year 6.

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

- Develop teaching and learning so they are outstanding, by making sure that:
  - all teachers' explanations are clear and concise so that pupils know exactly what is expected of them and can get on with their work quickly, particularly the most able
  - teachers' comments in their marking are sufficiently detailed to show pupils what they need to do to improve their work
  - pupils are given enough time to take action on the advice they are given.

## Inspection judgements

### The leadership and management are good

- The acting headteacher has quickly established a clear vision for maintaining standards and developing the school further. Together with senior leaders, she has made sure they have an accurate understanding of the strengths of the school and the areas that need to be developed. They have tackled decisively the key issues raised at the previous inspection and are well placed to continue making improvements.
- Leaders and managers share a strong sense of teamwork, and middle leaders have worked closely with their colleagues to make sure that teaching across different subjects is good. They check carefully the progress of different groups of pupils and act quickly to provide support where it is needed.
- Senior leaders make good use of the systems to collect and analyse information about pupils' performance. They share this effectively with other leaders and teachers so that teachers are held to account for the progress of pupils in their class.
- Leaders have established a curriculum which gives pupils interesting topics to study and which develops their skills well. An accurate system for assessing the progress pupils are making within the requirements for the new National Curriculum is in place. Teachers have become increasingly confident in using it to inform and improve their teaching strategies. As a result, the curriculum is broad and provides pupils with a wide range of experiences on which to base their learning. Good behaviour is promoted well because pupils enjoy the topics they study.
- The school gives high priority to pupils' spiritual, moral, social and cultural development. This ensures pupils are confident about what they believe, while respecting the beliefs and lifestyles of others. Pupils contribute very sensitively to opportunities for reflection, writing prayers for intercession on behalf of others, or simply writing compliments about one another.
- The school values highly and promotes equality for all pupils and helps them develop positive relationships. Leaders ensure that any discrimination is tackled quickly should it occur.
- Senior leaders keep a close check on the quality of teaching through classroom observations, looking at pupils' work, and through discussions with pupils and teachers. They make sure teachers know what they need to do to improve their practice. Consequently, many teachers' marking has improved and an increasing number of pupils are making rapid progress as a result of outstanding teaching. The headteacher and governors make sure that they set appropriate targets for teachers to work towards.
- Governors and senior leaders ensure all adults working at the school understand and fulfil their responsibilities in keeping pupils safe. All the statutory requirements are met.
- Leaders have made good use of the primary sports funding to give pupils high quality coaching in a range of sports, and to improve teachers' understanding and confidence in physical education. The funding also provides a variety of sporting activities after school, which are well attended.
- The pupil premium is also used effectively. Senior leaders check the progress of disadvantaged pupils very carefully, making sure that the extra support they receive helps them to make up lost ground and achieve well.
- The school ensures that the wide range of cultures and ethnicities represented amongst its pupils are valued and celebrated. Pupils learn about other religions, alongside the strong emphasis on Catholic values and ethos. Pupils also develop a wider view of the world by raising money for charities, and through their links with pupils in schools in other parts of the world.
- Each term there is a focus on a particular language spoken by pupils at the school, which promotes tolerance and understanding of others. Pupils learn about democracy, the rule of law, the responsibilities that come with individual liberty, and particularly about the importance of mutual respect. They develop a strong understanding of modern Britain and enjoy taking on a wide range of responsibilities.
- The local authority has provided a good level of support for the school, alongside that from the diocese, particularly during the transition to a new leadership team. This has been further strengthened by the support of local leaders of education, who have helped the acting headteacher to develop her leadership. The local authority has also supported the governors in developing their understanding of performance information, safeguarding processes, and management of the school's finances.
- **The governance of the school:**
  - Governors know the school well because they have allocated roles carefully and make sure they get plenty of information about how well the school is performing. They check that the information they are given is accurate, by visiting the school themselves and looking at how well pupils are learning. They talk to pupils, teachers and parents to find out what others think about the school. Governors use this insight to ask challenging questions and to hold leaders to account for the quality of teaching and the progress pupils make.

- Governors, particularly those who have joined the governing body more recently, make sure that they make the most of opportunities to undertake training. This ensures that they are aware of, and fulfil, their statutory obligations, and, in particular, that safeguarding policies and procedures meet requirements. Governors ensure that appropriate checks are carried out for adults working with children, and that staff are kept well informed about their responsibilities for protecting children.
- The governors work closely with school leaders to manage the finances of the school carefully. They also check that information about the quality of teaching and the progress of pupils is taken into account when considering any pay awards, to encourage the best practice and tackle any underperformance.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good because they get along so well, are keen to work hard at the tasks they are given to do, and seldom require any reminders about what is expected of their behaviour.
- Behaviour is not outstanding because there are occasions when a few pupils work at a leisurely pace too readily, or are not focused on their work, particularly when the tasks they are given are too easy. They are not disruptive, but they do not complete enough work in the time available, and this slows their progress.
- Pupils are extremely polite and courteous around the school, particularly to adults. They are proud of their school and like being part of this positive learning community. They understand why it is important to be at school regularly, and attendance is above average.
- Pupils speak enthusiastically about the many clubs, activities and sports they participate in. Art, chess, sewing, the choir and dance are all popular. These help pupils to socialise and develop wider interests.
- Parents and pupils say that behaviour is good. The school has an excellent reputation in the local community because pupils are known for their good manners, for having neat uniform, and for supporting local events and charities enthusiastically.

### Safety

- The school's work to keep pupils safe and secure is good because they are well informed about the dangers they might face and what they can do to stay safe. They are confident that adults care a great deal about them and that any worries would be addressed quickly. The 'No Worries' boxes give them a means to raise any concerns with an adult and these are used well to discuss things which might worry them, either individually or as a group.
- Pupils say that bullying of any kind is rare. If it did happen, they are confident about how it would be tackled. They are particularly careful about the words they use, following the school's 'Think' approach, to check that what they say is true, helpful, important, necessary and kind. When pupils occasionally fall out with one another, the trained peer mediators often help them to sort things out, or to find an adult to help.
- At break times, pupils choose to play more energetically, or to be quieter, because there are plenty of different areas for them. This helps make it a harmonious, enjoyable time. Pupils know that a trained adult will care for them if they have any bumps or grazes.

## The quality of teaching is good

- The work in pupils' books, their confidence in developing skills in reading, writing and mathematics, and the evidence from the inspection show that teaching and learning are consistently good.
- Teachers work together well to plan lessons which are interesting for pupils, and which provide the right level of challenge for most pupils. They make sure that the pupils develop their skills across a range of different contexts. For example, reading is promoted well across all subjects, as well as through other activities, such as collective worship, so that pupils enjoy reading. Opportunities for using mathematics more widely are increasing so that pupils understand why these skills are important.
- There are warm, respectful relationships between adults and pupils. This means pupils are keen to work hard and do their best. However, there are times when a few teachers' explanations are not sufficiently clear and concise. As a result pupils are not quite sure what they are expected to do. This slows their progress as teachers have to explain further, and occasionally some pupils sit listening to explanations they do not need.
- Teachers and leaders have worked together to agree an approach to marking pupils' books. This has

improved the quality of teachers' comments about pupils' work. In many cases, pupils benefit from comments which tell them what they need to do next. However, in some classes the comments congratulate pupils on what they have done but do not make clear what they need to do to improve. More widely, there are still times when pupils acknowledge the comments, or think about what they have achieved, but do not take action to make the improvements they need to.

- The teaching of phonics is particularly good because teachers have been carefully trained to ensure there is a consistent accurate approach to teaching the linking of letters and the sounds they make. Along with the range of interesting books readily available, this ensures pupils become confident enthusiastic readers. It also helps pupils to develop confidence and accuracy in their spelling when they are writing.
- Teaching assistants are well informed about the needs of the pupils they are supporting. Along with other adults, they care a great deal about the pupils and listen readily to their views or worries.
- Any pupils who are making less progress than might be expected are identified quickly. The school provides a good range of support, and carefully tailors this to match individual pupils' circumstances.

### **The achievement of pupils** is good

- The school has maintained standards which are above average in reading, writing and mathematics. From their starting points, all groups of pupils make good progress. This includes those who speak English as an additional language. The few pupils who join the school speaking very little English are supported well through helpful partnerships with other professionals who, working closely with the school, make sure these pupils quickly develop their understanding of English and competence in speaking it.
- In 2014, standards at the end of Year 6 were not quite as high as in previous years because more pupils than usual had special educational needs. The progress of these pupils was slower at the start of Key Stage 2, but accelerated as they got older. By the end of their time at the school, they had made excellent progress.
- The school has ensured that the rate of progress at the start of Key Stage 2 has improved. However, progress is not yet sufficiently rapid in all classes to ensure outstanding achievement.
- Disabled pupils and those with specific educational needs make good progress because the school carefully chooses the most appropriate support for them. Senior leaders check that this support is making a difference to each pupil. Some of these pupils make such rapid progress that they no longer need additional support because their skills have become strong enough to keep up with other pupils in their class, particularly in reading.
- The most able pupils make good progress because they have more challenging work to do in most lessons. In the best examples, they get on with this work as soon as they know what they need to do, or get extra input to help them tackle work at the very highest levels. However, occasionally they are expected to do work which is too easy for them, which limits their progress.
- Disadvantaged pupils make good progress. In 2014, this group of pupils included a very high proportion of pupils with specific educational needs, which meant that the gap between them and other pupils in the school was wider than usual. In the current Year 6 and across the school, the gap between disadvantaged pupils and other pupils is reducing because the additional support they receive is effective. Typically, they are about a term behind other pupils in the school by the end of Year 6. This means they are in line with other pupils nationally.
- By the end of Year 6, pupils' confidence in reading, writing and mathematics, as well as their excellent communication skills, means they are well prepared for secondary education. They also have lots of opportunities to visit their next school and to work with some of the teachers there, helping them to face this future with eager anticipation.

### **The early years provision** is good

- The early years classrooms and teaching provide children with an engaging environment and interesting activities through which to develop their skills and knowledge. There are well-established routines and children settle quickly into life at school, build positive relationships and enjoy learning. Good leadership ensures all adults understand the needs of these children, and know how to keep them safe.
- When children join the Reception class, they usually have experiences, skills and knowledge which are typical for their age, although recently their skills in writing, reading, and shape, space and measures were below those which are typical.
- In 2014, children made expected progress, but fewer than usual did better than that. Senior leaders have

worked with teachers to make sure this has been addressed quickly. The progress of children currently in the early years is good. They are eager to learn, and they ask lots of questions about the world around them. Many have already developed writing and number skills which are well above those typical for their age. They communicate confidently, and any children who have difficulties are supported well so their speaking and listening skills develop quickly.

- Teachers and teaching assistants take careful notes about children's development and use these to plan and provide activities which stimulate children's learning further. Adults make good use of opportunities to harness children's own play to develop skills such as writing and using numbers. For example, children enjoy writing labels and instructions for their constructions, or taking notes as a traffic monitor.
- The rich outdoor environment gives children many opportunities to think about what they can do, and how to stay safe. They get along with one another very happily, and enjoy taking part in role play which they develop themselves. Their behaviour is good.
- Parents are well informed about their children's development and how they can support their learning at home, for example by helping children learn their letters and sounds accurately. Parents say the teachers are readily available if they have any comments or concerns.
- Teachers cooperate closely and share the plentiful information they gather about the skills and knowledge children have developed. They use this information well to manage the children's move into Year 1 carefully. As a result, the children continue their learning seamlessly.



## 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>	125240
<b>Local authority</b>	Surrey
<b>Inspection number</b>	449668

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>	457
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clare Cochrane
<b>Headteacher</b>	Leanne Simpson
<b>Date of previous school inspection</b>	19–20 January 2010
<b>Telephone number</b>	01932 562251
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