

# Annecy Catholic Primary School

Sutton Avenue, Seaford, East Sussex, BN25 4LF

**Inspection dates** 11–12 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Too little teaching is consistently good or outstanding. Some teachers do not check the quality of pupils' understanding thoroughly and respond quickly if learning is insecure, particularly in Reception and Key Stage 1.
- Pupils are now making the gains in learning expected of them, given their starting points when they join the school, but too few make good progress in all aspects of their work.
- The improvement in pupils' achievement in mathematics is not as rapid as in reading and writing. Some teachers are not confident about how to enable pupils to obtain a good grasp of key concepts at each stage of learning, and develop good skills in mathematical reasoning and problem solving.
- More able pupils are not always offered enough challenge, including children in Reception.
- Not all subject leaders are yet working as well as those in English and mathematics to secure very high standards in all classrooms in the school.
- Training is still focused on improving general teaching skills and not closely enough on individual teachers' strengths and development needs.
- Few pupils have a good enough understanding of democracy, how the law works, and what this means for them now and in the future. Many are not aware of the different forms that families and adult relationships can take.

### The school has the following strengths

- The leadership of the school is driving improvements strongly, confidently and successfully, including in teaching. This is a rapidly improving school.
- Nearly all groups of pupils in every class have now caught up on the significant shortfall in their knowledge and understanding in key subjects evident at the time of the last inspection.
- Pupils' behaviour with each other, staff and visitors is respectful and considerate. Pupils take pride in behaving well, and in their learning.
- Pupils' writing in some classes is particularly lively and imaginative, and is presented very well.
- Pupils' grasp of phonics (the sounds that letters make) is now secure, and this is supporting better standards of reading and writing.
- Gaps in achievement between disadvantaged pupils and others are closing rapidly.
- Governors are well informed and offer good challenge and support to senior staff. Procedures to keep pupils safe are good.

## Information about this inspection

- This inspection began as the fourth monitoring visit in connection with the school being judged to require special measures at its previous inspection. Inspectors deemed the monitoring visit a section 5 inspection at the end of the first day.
- Inspectors observed 10 lessons across all classes in the school, some jointly with senior staff.
- Inspectors met with senior staff, representatives of the governing body, other staff, groups of pupils, and representative of the local authority and the diocese.
- The school’s development planning and self-evaluation documents, policies and safeguarding procedures were scrutinised.
- The 31 responses to Parent View were taken into account, and the views of some parents were obtained by inspectors as they brought their children to school in the morning.

## Inspection team

Alan Taylor-Bennett, Lead inspector

Her Majesty’s Inspector

Abigail Wilkinson

Her Majesty’s Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- Anney Catholic Primary School is smaller than the average-size primary school.
- The proportion of pupils who are disabled or have special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is near the national average.
- The school serves a community with relatively little ethnic or cultural diversity.
- The school meets the government's current floor standard which sets minimum expectations for attainment and progress.
- Children attend full time when they join the Reception class.

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

- Improve the quality of teaching by:
  - using a wider range of techniques to gauge the depth and security of pupils' understanding of key ideas in each piece of work, for example through probing questioning and encouraging more reflection by pupils
  - improving teachers' subject knowledge of mathematics
  - using the information about each teacher's strengths and development needs to share best practice and to focus training on the precise needs of individuals
  - further develop the role of all subject leaders to drive best practice across all classrooms.
- Bring about improvements in the achievement of pupils:
  - in Key Stage 1 by intervening quickly in lessons when learning stalls
  - in mathematics across the school by introducing more opportunities in lessons to develop pupils' mathematical reasoning and problem solving skills
  - in Reception by taking more opportunities to extend more able pupils and developing their skills more rapidly.
- Improve pupils' knowledge and understanding of:
  - how a democracy works and how laws are made and enforced
  - the different forms that families and adult relationships can have.

## Inspection judgements

### The leadership and management are good

- The executive headteacher has given the school strong and successful leadership over the last year. He, and the head of school, set high standards and have established a positive culture in the school. This enables staff, pupils and parents to understand the need for various changes, and to enjoy the benefits they are bringing to pupils' achievements and their welfare.
- Senior leaders judge the quality of their work accurately, bringing in a wide range of evidence to all evaluations. Actions on the very detailed and useful school improvement plan are carried out promptly and reliably.
- The leadership and management of the quality of teaching are good and have improved teaching significantly since the last inspection. Senior staff have a good understanding of exactly what needs to be better, and they put in place training, support and monitoring to ensure that the necessary improvements are made. Leaders are aware that the emphasis on whole staff training, which has served them well so far, does not enable them to target enough training for each member of staff based on their strengths and individual development needs, to improve teaching further.
- There is good leadership of provision for disabled pupils and those who have special educational needs, and those who are vulnerable to underachievement in other ways. The impact of work with these pupils is measured quickly and accurately and used to inform continual improvements in this aspect of the school's work.
- Pupil premium funding is used well. Senior leaders undertook a full review of its use with a Local Leader of Education and defined exactly what needed to be done in an action plan. This has given a strong steer to improvements to learning in classrooms and in catch-up work. Steps taken include the purchase of a special online reading programme, the use of a range of other specialist intervention programmes, staff training, and an increase in teaching assistant hours. These responses are boosting the progress made by the pupils targeted for this extra support.
- Subject leaders in English and mathematics take their responsibility for the quality of learning of pupils across the school in their subject areas very seriously. They monitor teaching and learning in lessons and work with teachers to improve pupils' progress. Their work is successful and is driving up standards in these subjects. Some other subject leaders have undertaken visits to classrooms to see teaching, and they look at pupils' books to check how good learning is, but their impact is less pronounced so far. Phonics is now led confidently and the flexible organisation of groups in response to individual pupils' needs is accelerating their progress.
- Funding from the primary physical education and sport premium is used well. Leaders work with other schools in Seaford, and a local multi-purpose leisure centre, to broaden the range of sporting opportunities to pupils to include trampolining, rock climbing, cycling and rugby. The number of pupils taking part in out-of-school clubs has risen to around 80 per term, and there are now more competitive sporting opportunities including two football clubs, and a netball team who was delighted to win a recent tournament.
- The curriculum is broad and balanced. Recent changes to its organisation and delivery have brought a freshness and vitality to learning, welcomed by all. External visitors, trips and visits are planned into each term's work to provide relevance to what it taught. Pupils experience a wide range of cultural activities, from Pirate Day in Reception to visits to Anne of Cleves' house as a part of Tudor Day in Year 5. Year 6 pupils obtain valuable insights into the nature of warfare in a Second World War day.
- Equality of opportunity is promoted well in the school. The progress of all groups of pupils is monitored rigorously. Teaching assistants, and trained and well supervised volunteers, support small groups during lessons and at other times. The impact of this work is monitored closely by the inclusion manager. As a result, the differences in the achievement between groups are closing rapidly.
- As a part of the school's good work to eliminate discrimination, there is an annual disability awareness day when pupils are given the opportunity to develop an understanding of a wide range of disabilities. Religious education involves opportunities to learn about Islam and Judaism, as well as deepening pupils' understanding of Christianity and the Catholic Faith.
- The means by which pupils are prepared for life in modern Britain is under development. Currently, few pupils understand to a level appropriate to their age how a democracy or the legal system works. Many pupils have a limited understanding of the different types of families or loving relationships. Governors and senior staff are aware of this and are poised to develop these aspects of the curriculum, in line with guidelines from the diocese to be published soon.
- Governors and staff demonstrate a good understanding of the importance of adhering to statutory

guidelines around safeguarding children. Safeguarding training is maintained up to date, and all systems are operated and checked with appropriate rigour. Child protection is given very high priority in all aspects of the school's work and staff are well aware of the need to identify and report any concerns they may have about a child's welfare, and how to do this.

- The local authority has provided good support for the school since its last inspection. A lead adviser offers good challenge and support through regular visits to the school, working closely with leaders on the delivery of all aspects of the action plan and monitoring its impact closely. Further specialist support in literacy, mathematics and phonics has been valuable, and has supported the work of the school well. School leaders are now taking full responsibility for directing this support, which has becoming less frequent over recent months as the school's need for it diminishes.
- The school works well with parents to help them to support their child's learning. A large proportion of parents feel that they are well informed about the school's work and the progress their child is making. Reports are regular and there are information evenings on specific aspects of pupils' learning, including in mathematics, phonics and English. Leaders have a good understanding of the potential of this work for the achievement of its pupils and there are plans in place to further develop it.
- **The governance of the school:**
  - Governors responded to the previous inspection with determination and vigour. They exercise close oversight of the delivery of the school's action plan, and constantly focus on its impact on the achievement and welfare of pupils, including by referring to performance data. Governors have a clear sense of which aspects of the work of the school are now good, and what still needs to improve. They have undertaken a range of training opportunities and visits to other schools, and have recently begun a process of self-evaluation to strengthen further their already good understanding of their impact on school improvement. Governors exercise good oversight of the school's finances, and were appropriately responsive to the need for unplanned expenditure in response to the executive headteacher's improvement strategies over the last year. They monitor the quality of teaching closely and are able to exercise good oversight of performance management, and ensure that only the best teaching is rewarded by pay increases.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good.
- Pupils are calm, respectful and well behaved around the site and at break and lunchtimes. They play happily in the playground, and although there are occasional disagreements about spaces allocated to football or netball, there is good humour and a spirit of fairness evident in the solutions found.
- In lessons, pupils listen well to teachers and work hard to be successful. They have responded very well to the greater sense of urgency around the pace of learning recently, and little time is lost in movement from one activity to another. The learning packs devised by the school contain all necessary equipment and this helps to avoid time being wasted. Occasionally, an unsupervised group of pupils may take longer than is ideal to settle to a task; but, when reminded, they do so quickly and cheerfully.
- There is a quiet intensity evident in most lessons, which is the result of pupils being well directed and being happy and willing to work hard. There are relatively few questions posed by pupils, or discussions driven by their desire to deepen their grasp of an idea, or its connections with other learning, however.
- Mixed-age pastoral group meetings offer pupils the opportunity to work together to discuss their ideas about developments which affect them all, such as the provision of play equipment and the organisation of play spaces. These discussions give older pupils the opportunity to exercise a leadership role in their work with younger ones, and for everyone to learn how decisions can be made and enacted successfully. A spirit of healthy open discussion prevails in such meetings.
- Attendance has improved over recent years and is now at the national average because it is now monitored closely and expectations have been raised. Previously low rates of exclusions have been reduced, and no pupil has been excluded so far this academic year.

### Safety

- The school's work to keep pupils safe and secure is good.
- All aspects of the school's work to keep pupils safe and to ensure their welfare operate smoothly and efficiently as a result of policies and systems which are clear, and are enforced with rigour. There is a healthy climate of care and oversight for the welfare of pupils which stems from good training in child protection procedures for all staff.
- There is little bullying in the school. Occasionally pupils fall in and out of friendship groups, and some

unkind words may be used, but everyone usually understands that this is sometimes a part of life, and there is a spirit of understanding and a willingness to forgive prevalent. Pupils are well aware of e-safety issues through assemblies and the visit of a police officer to classes.

### The quality of teaching

### requires improvement

- All teaching in the school drives learning and is helping nearly all groups catch up on previously poor learning. Too little generates consistently good or outstanding achievement in all subjects.
- The best teaching establishes clarity about what is to be learned and how. This is sometimes through the school-wide use of target cards, but some teachers are devising other ways of communicating this information in ways more appropriate to pupils' needs. Explanations generally are clear, and different tasks are set to match ability groupings within classrooms.
- Pupils' work is marked often and thoroughly. Occasionally, pupils are not sure what the teacher means by the comments in their books, but they say that the feedback offered is usually useful and it helps them to improve their work.
- Not all of the teaching consistently requires an appropriately sophisticated response from pupils. Some teaching introduces problem solving opportunities towards the end of a series of activities, which means that learning has begun to be too mechanical, and pupils are not sure how to use their new-found skills in different ways. This is more the case in mathematics learning than in reading and writing. Some teachers' grasp of the various ways in which learning in mathematics can take place, and how pupils can gain insight into the links across topics in mathematics, is under developed.
- Teachers often test pupils' understanding as they move around the room supporting groups and individuals. These conversations are useful and promote a greater security in the learning. Such checking of understanding is not as strong in whole-class work, and opportunities are sometimes missed to promote deep understanding by testing pupils' capacity to apply their learning in more challenging contexts.
- Sometimes, particularly in Key Stage 1, pupils' learning slows and the teacher does not respond quickly enough to identify the problem and enable pupils to get back on track quickly.
- There is a justifiable sense of pride in the school about the improvements that have been brought about in the quality of teaching. Teachers are reflective about their work and look for opportunities to improve their skills. There is a much greater sense of focus and urgency around learning, and this supports the strong trajectory of improving achievement evident.

### The achievement of pupils

### requires improvement

- Pupils' learning has accelerated rapidly and securely over the last year. The legacy of previously weaker learning has been eradicated in nearly all classrooms. The vast majority of pupils are now nearly back on track to achieve in line with expectations, given their starting points.
- Pupils' learning in writing and reading has improved dramatically, and literacy work in Key Stage 2 in particular has many strengths. Writing is often lively, technically accurate, and has a good sense of purpose and audience. There are still some indications of previously poor learning in Year 6 in aspects of reading comprehension, but the class teacher is aware of this and is working to remedy it. The new reward system, designed to promote wider reading, is proving successful.
- Pupils' gains in learning in mathematics are less rapid. There is a strong concentration on the mechanics of mathematical processes, but there is insufficient regard given to encouraging pupils to think and reason mathematically, using prior knowledge and acquiring new skills in the process. Leaders are aware of this, and there are plans in place to bring approaches in line soon with the requirements of the new National Curriculum.
- More able pupils are not always given sufficient challenge to learn as rapidly as they might. In mathematics, for example, they do not always acquire higher-level skills of problem solving, and concepts such as generalisation and proof, because the work is not adapted sufficiently well for them. As a consequence, they make secure rather than good progress.
- Good provision for the needs of disadvantaged pupils is enabling them to catch up quickly with others. Current gaps between the achievement of this group and others in the school, and nationally, in reading in Year 6 have been reduced to the equivalent of under a year, in writing to two terms, and in mathematics to just one term. This represents a rapid closing of gaps over this year.
- Pupils with disabilities and those with special educational needs are now making progress in line with that of others across the school; in Years 1 and 5 their progress is especially good. This is due to teaching that is better suited to their needs and the good oversight of provision and pupils' progress by the inclusion

manager.

### The early years provision

### requires improvement

- Children join Reception with skills just below those typical for their age. At the end of Reception most children leave well prepared to read, write and work with numbers successfully in Year 1. Children achieve broadly in line with expectations for their age.
- Leaders make regular checks on the quality of provision and the skills that children are acquiring. This information is used well to plan support for those who need it most to catch up. Training to improve the delivery of this support has been used well. The standard of children’s phonics skills is now in line with expectations.
- Children work together, cooperate and take turns when using equipment. Opportunities to develop personal and social skills are woven successfully through all aspect of the teaching. As a result, children know what is expected of them, show kindness to each other, and behave well.
- Children enjoy the range of opportunities available to them, both in the indoor and outdoor areas. Activities such as ‘treasure chest’, to reinforce learning in phonics (the sounds that letters make), are approached with enthusiasm and success. Imaginative play in the outdoor area gives children opportunities to use mathematical language and early writing skills.
- Observations made by adults are regular and information gathered is beginning to be used well to shape the plans teachers make for different pupils. Information about how well the most able pupils are doing is not focusing sharply enough on steps to move them on quickly in their learning.
- Adults use questions which check what children know, but miss some opportunities to move children’s understanding on quickly. There are too few opportunities given for more able pupils to think deeply and experience activities which really challenge and stretch them.
- Children are cared for well. Adults working with them know how to keep them safe. The introduction of home visits is supporting a more confident start to Reception for children and their families, and parents spoken with were very pleased about this.
- Parents have a widening range of opportunities, including workshops, to help them know how they can support their child with key skills. WOW sheets are helping parents to share the success children have in their learning at home and at 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

<b>Unique reference number</b>	114571
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	454103

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Paul Jennings
<b>Headteacher</b>	Mr J Reynard (Executive headteacher), Mrs J Thompson (Head of school)
<b>Date of previous school inspection</b>	2–3 October 2013
<b>Telephone number</b>	01323 894892
<b>Fax number</b>	013230894171
<b>Email address</b>	office@annecy.e-sussex.sch.uk

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