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Keri Baylis
St Anne's Catholic Primary School
Chace Avenue
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Coventry
CV3 3AD

Dear Mrs Baylis

Requires improvement: monitoring inspection visit to St Anne's Catholic Primary School

Following my visit to your school on 30 April, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, meetings were held with yourself, your deputy headteacher and assistant headteacher, the Vice Chair of the Governing Body, two additional governors and a representative of the local authority to discuss the action taken since the last inspection. The school development plan was evaluated. A short visit was made to each classroom and a detailed look at pupils' work in their books from across the different year groups. Other documents viewed included, the school's self-evaluation document, termly actions plans, minutes of governing body meetings, the summary of external reviews and outcomes of monitoring activities.

Context

Since the section 5 inspection in October you have appointed an assistant headteacher, two teachers have left the school and appointments of three new teachers have been made. Following the successful completion of two additional

recruitment processes you will have a specialist leader in education in English and a reading recovery teacher joining you in September.

Main findings

You have identified the immediate priorities and have responded very quickly to create a plan to address the required improvements identified in the last inspection. The drive and vision behind this plan is shared across all staff and governors. Termly action plans have been put in place that provides very clear direction from carefully considered baselines and there are appropriate success criteria by which to measure the impact of the planned activities. These precise, highly effective plans are driving the significant improvements that you have made since the last inspection.

You have wasted no time in addressing the areas for improvement regarding the quality of teaching and learning. Significant progress has been made in ensuring that there is now no inadequate teaching in school. In the autumn term you focused on the creation and implementation of a new marking policy. You have developed a clear process for implementing improvement strategies. Teachers complete a self-assessment of their skills and as a result, tailored training and support is received by individuals and delivered to the whole staff. This is followed by very thorough and rigorous monitoring activities by yourself and your senior team to monitor the impact of the improvement work. You and your senior team clearly lead by example and are a key part of this improvement work by modelling excellence in the classroom and encouraging best practice to be shared across the whole teaching team. As a result the quality of marking and feedback across school has improved significantly.

Evidence seen in the books from the start of the academic year clearly demonstrates that pupils are making better progress since the introduction of this new policy. You have replicated this way of working to improve not only marking but to address how teachers plan work that is accurately matched to the different abilities in the class. Teachers have received intensive training led by your senior team and are now as a matter of routine planning more effectively using the information about pupils' progress to drive their planning. This work started quickly after your inspection and is having a significant impact on the progress that pupils are now making.

A focus on building pupils' confidence with numbers in all subjects and developing the way in which pupils solve problems has been tackled with creativity and urgency. Your senior team are skilful in the way that staff are encouraged to try new ways of working in their classroom. To measure the impact on your pupils you take every opportunity to listen to their views and this provides a strong picture of engagement and progress by all pupils across the ability range.

Your work during the summer term with your senior team is now exploring the way teaching assistants accelerate the progress that pupils make. Investment in tailored

training, self-assessment and the sharing of good practice are changing the way your support staff work in classrooms alongside the teacher.

Pupils' progress is kept under close scrutiny and meetings are held regularly to track, analyse and consider pupils' achievement in reading, writing, and mathematics. These meetings have provided detailed tracking of groups of pupils including disadvantaged pupils to identify who is in need of intervention strategies. Current data in school suggest that pupils are making good progress and there are no gaps between the achievement of disadvantaged pupils and their classmates. Thorough tracking ensures that pupils or groups of pupils requiring additional support are identified quickly and in some cases senior staff are delivering in classrooms to accelerate the progress pupils make, where gaps have been identified. You have developed a very simple, highly effective way to present information about pupils' progress. This is a very useful working document for your senior team, teachers, governors and external support for tracking achievement and identifying where intervention is required for different groups of pupils.

Following an external review of governance and the recruitment of new governors, a full governing body is now in place. They receive intensive support from the school's improvement partner and as a result have a full plan of action in place and are growing in confidence in their ability to scrutinise the progress information and the impact of the termly action plans.

The forensic way in which you are tackling the areas for improvement is highly effective and significant progress is being made. You and your senior team have gathered a momentum that is bringing about improvements quickly. You have galvanised your whole staff team in a positive climate of change. You have created a framework for improvement that is proving highly effective and you listen well to advice. Your staff are encouraged to be reflective, try out new ways of working in their classrooms and as a result pupils are making better progress.

External support

You and your team benefit from a highly effective and intensive model of support from the local authority. Regular visits from your school improvement partner have been very well planned and provide a clear structure to support your improvement. Each visit planned in advanced has a clear focus: supporting all aspects of action planning; assessing the impact of current leadership activities; coaching the new governing body to challenge and scrutinise the impact of the school's work. You and your senior team work collaboratively with other schools in a range of networks. You are well supported by a National leader in Education and have access through this relationship to specialist support for different subjects.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Coventry.

Yours sincerely

Helen Reeves
Associate Inspector

cc. Chair of the Governing Body
cc. Local authority
cc. Diocese