

St Ann's Catholic Primary School, A Voluntary Academy

McIntyre Road, Sheffield, South Yorkshire, S36 1DG

Inspection dates 25–26 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
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	Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Provision is outstanding in the early years and children make excellent progress. They are very well prepared for their future learning in Year 1.
- Pupils of all abilities make good progress throughout the academy in reading, writing, mathematics and other subjects. They have increasingly good skills for improving their own learning.
- Pupils with special educational needs achieve well in a stimulating and caring environment.
- The quality of teaching is good overall. Teachers have high expectations and know their pupils well. Teaching assistants are deployed well.
- Pupils' behaviour and safety are good. Pupils are thoughtful and attentive. They consider the needs of others, and older pupils take good care of younger pupils and those new to the school.
- The curriculum is well planned. Pupils' spiritual, moral, social and cultural development is strongly promoted through many subjects.
- The headteacher provides clear and ambitious direction for school improvement. She is well supported by senior leaders and an effective governing body. As a result, the quality of teaching and pupils' achievement are good and strongly improving.

It is not yet an outstanding school because

- At times, the quality of pupils' learning slows because they spend too long waiting to begin challenging work, or are given work that is too easy for them.
- Marking and feedback are not always effective in helping pupils to improve their work.
- The quality of pupils' handwriting is not consistently good in all their written work.

Information about this inspection

- The inspector observed teaching and learning throughout the school and also conducted several short visits to classrooms. He carried out joint observations of teaching and learning with the headteacher. The inspector also looked at a wide range of pupils' work and listened to several pupils read.
- The inspector held discussions with groups of pupils, the Chair of the Governing Body and other governors and a representative of the Diocesan education department. He also spoke to members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspector took account of the 17 responses to Ofsted's online questionnaire (Parent View), the results of the school's own consultations with parents, and spoke to several parents during the inspection. He also considered the responses from staff to the inspection questionnaire.
- The inspector observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use and impact of pupil premium funding, and records relating to pupils' behaviour and to safety and child protection.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Full report

Information about this school

- St Ann's Catholic Primary School, converted to become an academy on 4th December 2013. When its predecessor, St Ann's Catholic Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- The academy is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is above the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority. The proportion of disadvantaged pupils varies significantly between age groups.
- The large majority of pupils are White British.
- Children attend the Reception class on a full-time basis.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- An independently run pre-school, Happy Hands Nursery, is situated on the school site. It is subject to a separate inspection and receives a separate report, which is available at <http://reports.ofsted.gov.uk>

What does the school need to do to improve further?

- Build on the already good and improving teaching in order to accelerate pupils' learning by:
 - ensure pupils make maximum use of their time in lessons for effective learning
 - improve pupils' ability to evaluate the quality of their own work as a tool for improving their achievement
 - ensuring pupils consistently develop and use fluent handwriting.

Inspection judgements

The leadership and management are good

- The headteacher's calm, clear direction for school improvement is shared by staff, the governing body, parents and pupils. There is an unswerving pursuit of improving standards in all aspects of the academy's work. As a result, the achievement of all pupils is accelerating and provision in the early years is outstanding.
- The senior leaders are good role models to other staff and are skilled in improving the quality of teaching and setting targets to which others aspire. As a result, although achievement and the quality of teaching are not yet outstanding overall, the school is well placed to address the remaining inconsistencies in teaching and learning.
- Subject leaders are increasingly effective in their roles and contribute well to school improvement. Several are new to their roles following a period of staff changes. They take good advantage of training opportunities and create detailed action plans based on systematic analysis of data. They have good opportunities to gather first-hand evidence of teaching and learning in their subjects. This has a significant impact on improving achievement, for example, in pupils' phonics skills.
- Staff morale is high. Teachers, teaching assistants and support staff appreciate the good quality of training and support they receive to promote their professional development.
- Leaders have rigorous procedures to check and measure pupils' achievement in all areas of learning. Staff make good use of thorough analysis of available data to set the direction for school improvement. Leaders and managers have rigorously researched and are effectively introducing new assessment procedures to meet the needs of recent changes to the national curriculum. This is providing a clear picture of the achievement of individuals and different groups of pupils.
- Staff are held fully accountable for the progress their pupils make and are subject to fulfilling stringent targets, linked to pupils' achievement, to reach the next salary level.
- The Diocese provides good support to the academy through regular visits and challenging reviews of pupils' achievement. Close partnerships with other Catholic and local schools contributes high quality training opportunities for staff and also to the governing body.
- The academy tackles any issues of discrimination and fosters good relations well. It promotes equality of opportunity successfully and this contributes effectively to the well-being of children and their families. This is reflected in the pupils' views that school is like a close family where everybody cares about each other.
- Leaders use the additional funding for disadvantaged pupils well. This has a positive impact on minimising any gap between the standards they reach and those of other pupils. Pupils' individual learning needs are identified and they are given support in class, including one-to-one training if needed, linked to their work in the classroom.
- The curriculum is broad and balanced. Literacy and numeracy are central to the academy's work. Pupils have many opportunities to develop musical, artistic and sporting skills. The specialist teaching in music, for example, contributes to the high quality musical and movement performances.
- The academy makes effective use of primary school physical education and sport funding and builds on good links with local professional sports organisations. These successfully contribute to pupils' extensive involvement in competitive sports and team games, which benefit their health and well-being and the development of teachers' skills in teaching physical education.
- The academy promotes pupils' spiritual, moral, social and cultural development particularly well. The pupils actively work towards the core values of friendship, reverence and courage in their work. Pupils are well prepared for life in modern Britain. Tolerance and respect for the views of others are promoted strongly through many aspects of the academy's ethos, assemblies and studies in history and religious education.
- Statutory safeguarding requirements are met. Policies are up to date and reflect robust local and national guidance. Staff are well trained and vigilant in child protection and supported by good systems of communication and record keeping. As a result, pupils and adults are kept very safe.
- **The governance of the school:**
 - The governing body is led and managed well. Governors are passionate about the academy and make a good contribution to school improvement.
 - Since it became an academy, the governing body has reconstituted and reviewed many aspects of its work and improved its efficiency. Members' skills are closely matched to the roles they undertake on the governing body which contributes to their knowledge and success.
 - The governing body receives detailed reports from the headteacher. They worked with the headteacher

to ensure performance data is clear and understandable through the 'School on a Page' data set. There are regular consultations with education consultants and staff. For example, the governing body receives regular presentations from the special educational needs coordinator on the use of pupil premium funding and the achievement of pupils with special educational needs.

- Governors are well informed of the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the headteacher. They are clear about the steps the academy takes to address any aspects of underperformance.
- The academy's policies and website are up to date and the governing body ensures statutory requirements are met. They promote equality and diversity well. For example, they gather and analyse the views of pupils and parents through planned discussions and questionnaires.
- Finances are well managed and there is close scrutiny of all aspects of budget planning.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Teachers have high expectations for good behaviour. Consequently, classrooms are calm and orderly. Very occasionally, pupils are not as engaged and self-motivated as they could be when teaching does not fully challenge them.
- Pupils enjoy their school and are keen to talk about their experiences. They are polite and friendly towards each other and their teachers. They describe the academy as a 'family' and are very caring towards each other.
- The academy keeps detailed records of the few incidents of poor behaviour and responds to them in a robust and well-considered manner. There are very few exclusions. The academy has had good success in supporting pupils who have emotional and social difficulties, and in helping them to improve the management of their own behaviour. Their parents comment very positively on the impact the academy has on these pupils' behaviour and attitudes.
- Pupils work well with others. They take pride in fulfilling their roles as school councillors and monitors.
- The academy uses primary sport funding for outdoor activities at lunchtimes and after school. The extensive academy grounds are used well to develop pupils' curiosity and positive attitudes. This effectively contributes to pupils' good behaviour and their personal and physical development.

Safety

- The academy's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree. Leaders and the governing body are well trained and vigilant in ensuring pupils learn in a safe and secure environment.
- Attendance is broadly average and improving. There are rigorous procedures to improve attendance, including effective use of pupil premium funding, and to support pupils who start the academy at times other than in the early years. The 'door handle' monitors ensure door handles are cleaned every morning to reduce the risks of infection.
- Pupils are well prepared for the potential dangers they may meet in later life. For example, they receive regular first-aid training. Personal and social education, including activities undertaken with the emergency services such as the fire service, teaches pupils how to avoid the dangers of drugs and alcohol misuse as well as fire safety and other concerns.
- Pupils understand risks and dangers in their everyday life. They are well informed about different types of bullying including racist, homophobic and cyber bullying. Well-planned acts of collective worship, special days and studies in several subjects, reinforce pupils' knowledge and understanding. The pupils express their understanding of safety issues well.
- Pupils rightly feel that there are few incidents of bullying and know what they would do should any occur. They are tolerant of others' views and beliefs and staff and the governing body work well to promote this.

The quality of teaching is good

- Relationships between staff and pupils are excellent. As a result, pupils are eager to learn and lessons are purposeful and orderly.
- Staff make good use of accurate assessments of pupils' progress to set clear targets for them to achieve in all subjects. Work is closely matched to the needs of pupils of different abilities. The school has good procedures to quickly intervene when pupils do not achieve what is expected of them. Teachers adjust

their teaching well in response to pupils' developing needs during lessons.

- Teaching assistants are deployed well throughout the school. They bring skilled support to pupils of all abilities and particularly those who have special educational needs. Teaching assistants are very involved in planning and assessment procedures, especially in the early years.
- Teachers question pupils closely to broaden and deepen their thinking. For example, teachers prepare pupils well for their written work by ensuring they answer questions in full sentences and use a rich vocabulary prior to writing. They often make good use of labels and work displayed around the classroom as prompts and points of reference to encourage pupils' independence.
- Teachers guide pupils well to develop positive attitudes to learning. Leaders and manager have developed well-researched procedures to improve pupils' skills to work collaboratively, and to take leadership and other roles within a group.
- The teaching of literacy is good. Effective teaching of phonics (letters and the sounds they make) from the early years onwards contributes to pupils' success. Teachers encourage pupils to listen carefully and articulate sounds accurately. Pupils' love of reading is strongly promoted throughout the curriculum, such as in their research in history, geography and science, and in their use of the academy's library.
- The academy has recently developed an 'Immersive room' where pupils access exciting interactive computer activities. For example, pupils were highly stimulated to research the life of Winston Churchill in some depth and participate in a challenging interactive quiz.
- Teachers expect pupils to write for a wide range of purposes and accurately apply their very good knowledge of grammar and punctuation skills. However, pupils do not always make the best progress they could in developing a fluent handwriting style. In particular, they do not always transfer the skills they learn when practising letter formation and handwriting into other aspects of their written work.
- The teaching of mathematics is good. Teachers ensure pupils' calculation skills are developed well and regularly applied in mathematical, problem-solving calculations. For example, pupils in Year 2 used their knowledge of negative numbers to calculate temperature changes in studies in geography.
- Occasionally, pupils do not make all the progress they are capable during a lesson because time is not always used well. For example, they sometimes spend too long on tasks which do not challenge them, such as sticking labels in books. Sometimes they receive more instruction than necessary before trying things out for themselves.
- Marking and feedback are generally used well to celebrate pupils' achievement and sometimes to help them reach the next level. However, this is not consistent across all pupils' work. In particular, comments are not always precise enough to develop pupils' skills in working out how to improve their own work to the highest standards.

The achievement of pupils

is good

- Pupils of all abilities achieve well in reading, writing and mathematics throughout the school. The headteacher and senior staff rapidly address any dips in achievement and promote high expectations. The few remaining inconsistencies in the quality of teaching and learning mean that achievement is good but not outstanding.
- These outcomes are largely reflected in the results of National Curriculum tests at Year 2 and Year 6, although they vary overtime because of the small number of pupils in some year groups. In 2014, attainment was broadly average in Year 2. This represented good progress from this group of pupils' starting points. Attainment was above average in Year 6 for reading, writing and mathematics. There is a generally upward trend, particularly as pupils are building on the increasingly excellent level of skills with which they enter Year 1.
- Disadvantaged pupils also make good progress and achieve at least as well as their peers. In 2014, the proportion of disadvantaged pupils in Year 6 was too small to be statistically significant and to enable comparison of their attainment with non-disadvantaged pupils in the school and nationally. This was also the case in the two previous years. The school's progress data, individual case studies and other inspection evidence, show disadvantaged pupils achieve well and there is no significant gap between their progress and that of other pupils both in the school and nationally.
- Pupils read well. The results in the Year 1 national checks on phonic skills are above average and rising. Pupils, including the less able, use these skills effectively to identify unfamiliar words and read with fluency. Pupils take a keen interest in books. They make good use of the school library. By Year 6, pupils express clear preferences. They describe in depth the strengths of different authors and how they make them feel. They have good comprehension skills and the ability to understand the underlying meaning in the text. Pupils of all abilities read with expression, fluency and enthusiasm.

- Pupils' writing skills are largely good. Pupils write for a wide range of reasons in different subjects. They increasingly spell accurately and make good use of punctuation. Pupils have a good knowledge of grammar, which they use to good effect to make their writing lively and engaging. Work is largely well presented. However, they do not consistently make progress in developing fluent writing which sometimes limits their achievement.
- Pupils achieve well in mathematics. They build on their knowledge of number, such as number bonds and multiplication tables, to successfully tackle written calculations and to solve real-life problems.
- Teachers mark work regularly and often well. However, they do not always clearly identify precisely how pupils can improve their own work and pupils do not self-assess their work in order to identify where it could be better.
- Disabled pupils and those who have special educational needs achieve well from their individual starting points. The school has well-established procedures to rigorously assess and support pupils' learning needs. Staff ensure that they are prepared well for their future learning through thoroughly developing their literacy and numeracy skills and applying them in a range of subjects.
- The most able pupils largely achieve well. They are mature, persistent and systematic in their work. For example, in Year 6 pupils undertake detailed research on the solar system and the relationships of different planets making good use of mathematical and computer skills to show their results.

The early years provision

is outstanding

- Outstanding leadership, teamwork and continuous development of the provision, have ensured the early years is outstanding. The early years leader and the teaching assistants thoroughly understand the needs of young children.
- Data on children's starting points are very varied due to the often small numbers of children who enter the early years each year. Overall, their starting points are below those typical for their age, particularly in reading and writing. The proportion that achieves a good level of development by the end of the Reception Year is above the national average and rising. Many children are working at Year 1 levels by time they leave the early years. As a result, they are extremely well prepared for their future learning.
- Staff quickly establish excellent relationships with parents through rigorous induction procedures and strong links with other early year providers. They form a strong partnership with parents. This ensures staff build an excellent knowledge of children's individual starting points and move quickly to reduce any gaps in their learning.
- Children's behaviour and safety are outstanding. They feel very safe and are cared for exceptionally well. This is very evident in their confidence and care for each other in all aspects of their work and play. The imaginative role play in their mini beast areas and Percy's park and pond raises children's awareness of how to keep themselves safe and look after others. Their spiritual, moral, social and cultural development is very strongly promoted through stimulating and thoughtful activities including studies on faith and fairness. Children concentrate for sustained periods and take pride in their work especially, for example, in their writing books.
- The quality of teaching is outstanding. Staff are very well trained and enthusiastic. They assess precisely children's achievement and plan activities to build on their experiences. Resources are exciting and vibrant. Children are keen to handle them. For example, they love their learning about verbs when they dress as Incey Wincey spider and giving each other instructions. Teaching assistants and other adults are very effectively deployed.
- The most able children make outstanding progress because they make rapid gains in key skills such as phonics and extended addition and subtraction. Children's inquisitiveness and perseverance are strongly developed. They love learning scientific terms and using them in their work. They recall facts well from early learning. For example, children noticed the leaves on a tree were changing; 'Look the chlorophyll's coming back!' They describe the life cycle of frogs to each other in detail when observing their tadpoles. This is reflected in their high quality artwork and in their writing.
- The disadvantaged children make excellent progress. They regularly make particularly good gains in their early language and communication skills. The gap in attainment between less able children and others is increasingly narrower than the national average.
- Reading and writing skills are taught rigorously. Traditional and modern tales, nursery rhymes and songs fully engage children. They enthusiastically and accurately join in the repeated rhymes, phrases and actions. Children of all abilities make rapid progress in early phonic skills. They achieve very well in writing independently in full sentences of increasing length and respond to stimulating questions in the 'Reading Jungle.'

- Children are challenged to use their knowledge of number and shape to solve problems through a wide range of activities both inside and outside the classroom. Counting, ordering, adding, taking-away and early multiplication skills are taught very well. They use these skills well in different subjects, for example in calculating how many legs and eyes different numbers of Incey Wincey spiders have.

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	140441
Local authority	Sheffield
Inspection number	462204

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair	Ann Donnelly
Headteacher	Sarah Eady
Date of previous school inspection	Not previously inspected
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