

Annecy Catholic Primary School

Sutton Avenue, Seaford, East Sussex BN25 4LF

Inspection dates

20–21 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders, including governors, have not ensured that tracking of pupils' progress is accurate. Consequently, leaders do not know how effective their actions to improve the school are, or how well pupils are doing.
- Leaders, including governors, have not made sure that additional funding for disadvantaged pupils is used successfully to speed up these pupils' progress.
- Pupils' progress, currently and over time, is variable, particularly in writing and mathematics, and for the most able pupils.
- Teaching is not consistently effective. Information about what pupils know and can do is not used well to plan learning that meets different pupils' needs.
- In key stage 1, phonics teaching is not of consistently high quality. Too often, pupils spend time on activities that are too easy or too hard and so do not help them to learn.
- Learning across the curriculum is variable. There are insufficient opportunities for pupils to apply their writing and mathematics skills in other subjects.
- Communication with parents is not always effective. Staff and parents do not always work closely together to help pupils learn.

The school has the following strengths

- Governors, along with the new leadership team, acted swiftly following the recent dip in pupil outcomes. A review of governance was arranged and pupil-tracking systems were reviewed.
- Funding provided for pupils who have special educational needs and/or disabilities is used effectively to help speed up these pupils' progress.
- Due to leaders' successful actions, attendance is improving and the number of pupils with persistent absence is falling.
- Pupils behave well in lessons and around the school. Relationships are good and pupils are cared for well.
- Teaching in the early years is effective. Pupils make good progress and are prepared well for Year 1.
- Pupils appreciate the wide range of extra-curricular opportunities. Additional government sports funding is used effectively.
- Leaders provide successfully for pupils' spiritual, moral, social and cultural development. Pupils are prepared well for life in modern Britain.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that governors:
 - have accurate information and use it to hold leaders to account for the quality of teaching and pupils' progress
 - respond swiftly to the recently commissioned external review of pupil premium expenditure, so that additional funding is used effectively to improve outcomes for disadvantaged pupils.
- Improve pupils' outcomes by ensuring that:
 - assessments are accurate and the information is used to plan learning that challenges all pupils, including the most able and the disadvantaged, to make consistently good progress
 - staff in key stage 1 plan and deliver phonics sessions matched to pupils' needs
 - teaching extends pupils' learning across the curriculum and provides meaningful opportunities for pupils to apply their mathematical and writing skills in other subjects.
- Work more closely with parents and carers, to engage them in supporting their children's learning.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Until recently, leaders have not ensured that tracking of pupils' progress is accurate or that teachers use assessment information routinely to plan lessons. As a result, planned activities in phonics, writing and mathematics do not always match pupils' needs. At these times, pupils lose focus and do not make sufficient progress.
- Leaders do not use the additional funding for disadvantaged pupils effectively enough. A range of activities are provided, such as extra adult support and additional lessons on computers, but the impact of these activities has not been reviewed closely. Disadvantaged pupils are not achieving as well as other pupils do nationally.
- The curriculum has not provided sufficient opportunities for pupils to apply their reading, writing and mathematics skills. Consequently, pupils are not making as much progress as they could. New middle leaders are starting to address this.
- Staff and parents do not always work together closely to help pupils make progress in their learning. Parents' views on communication are variable. Some parents do not feel well informed about how their children are doing and say that they receive information 'at the last minute'. Other parents say that leaders do not listen or take appropriate action when they raise concerns about pupils' behaviour. The school is aware of the issue and has plans in place to improve communication between parents and teachers.
- New leaders have evaluated the school's strengths and weaknesses accurately. Recent changes made by leaders are beginning to make a positive difference to pupils' learning. Leaders monitor teaching effectively, provide relevant training for staff and share good practice. Leaders have identified appropriate next steps for the school but have not yet realised their ambition for all pupils to achieve well.
- Leaders track carefully the progress of pupils who have special educational needs and/or disabilities. Leaders use additional funding well and work closely with a range of external agencies to support pupils' specific needs. As a result, pupils who have special educational needs and/or disabilities are make strong progress. Parents are appreciative of the support their children are given to help them catch up. As one parent noted, 'My child is now happy and confident.'
- Leaders use sport premium funding well to provide a range of extra opportunities for pupils, including events with other schools. Leaders evaluate the impact of these activities carefully, supporting their further development. Pupils' participation in after-school sport activities, such as tennis, gymnastics and mini-golf, has increased considerably.
- Actions to improve the curriculum are beginning to have a positive effect on the school. For example, pupils welcome the new 'learning adventures' that provide hands-on opportunities such as the trip to Woods Mill Nature Reserve, which links to a topic on wildlife.
- Leaders organise a wide range of extra-curricular activities, which are appreciated by the pupils, such as gardening, origami and drama. Pupils in Year 6 have cycling proficiency training and pupils in all years go swimming regularly. Leaders organise purposeful and interesting whole-school events, including diversity week, art week and

disability day. As a result, pupils are prepared well to be young citizens and for their lives in modern Britain. Leaders are promoting pupils' spiritual, moral, social and cultural development effectively.

Governance of the school

- Following advice from the local authority, governors commissioned an external review of governance. The recently reformed governing body has a clear understanding of the strengths and weaknesses of the school and is well placed to challenge leaders to improve.
- Governors' oversight of pupils' progress has not been rigorous over time. They acknowledge there were considerable differences between the school's own information and the results of external tests last year. Following their recent checks, governors have acted swiftly to make sure that pupils' records are accurate, so they can be used reliably to speed up pupils' progress.
- Governors have not ensured that additional funding for disadvantaged pupils is used effectively. Until recently, expenditure has not been tracked carefully to ensure that extra activities provided, such as after-school clubs, trips and catch-up tasks, are successful. Governors have now organised an external review to help them hold leaders to account more rigorously.
- Governors have established a link with a local outstanding Catholic school that leads a teaching alliance. The link is already making a positive difference to the effectiveness of leadership. For example, school development plans now have a sharper focus on improving outcomes for pupils.
- Governors track the impact of additional sports funding on pupils' progress and involvement. Their checks ensure that additional funding provided is spent effectively to enhance pupils' healthy lifestyles.

Safeguarding

- The arrangements for safeguarding are effective. All staff are familiar with, and apply effectively, the school's safeguarding procedures. Training is provided regularly and this is used effectively to keep pupils safe. The school site is secure and maintained well. Risk assessments are undertaken regularly to keep pupils and staff safe.
- Pupils are taught how to stay safe. They are confident talking to staff about any concerns they have. Pupils know that any issues raised will be taken seriously by staff and dealt with promptly.
- Pupils are cared for well. Leaders work closely with other agencies as needed, to provide targeted support for pupils and their families. As a result, pupils are safe and feel secure.
- The vast majority of parents are happy that their children are safe. Leaders take concerns raised by parents seriously, including those relating to accidents that happen occasionally in school. Some parents, however, do not feel that they are listened to when they raise concerns.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is not consistently good across the school. Assessments of pupils' learning have not always been accurate and staff have not routinely planned work to match pupils' needs or to challenge them to reach higher standards, especially in writing and mathematics. Some pupils spend time completing work that is too easy and some lower-attaining pupils struggle, as tasks are too hard. Consequently, some pupils lose interest in learning and do not make sufficient progress.
- Pupils do not yet have enough opportunities to apply their writing and mathematics skills across the curriculum. This hinders their progress.
- Phonics is not taught consistently well in key stage 1. Staff do not always plan activities matched to pupils' needs. Some pupils spend time practising skills they already have, while staff do not provide others with appropriate support. As a result, pupils lose focus on the task in hand.
- Elements of effective teaching are evident. When learning is well structured, pupils respond well and with enthusiasm. When feedback is provided clearly and consistently, pupils use this to improve their work and increase their understanding.
- Where teaching is strongest, pupils are confident and work hard to complete their tasks. For example, pupils identified and discussed the key features of an explanation text. Staff used probing questions to encourage pupils to think deeply about the text.
- Leaders use additional adults effectively to support pupils who have special educational needs and/or disabilities. Teaching assistants ask helpful questions to move learning forward in small steps and repeat activities, if necessary. Practical resources are used well to help build confidence, deepening pupils' understanding and accelerating progress.
- Pupils enjoy their homework and understand how these activities link with their work at school. As a result, homework is helping pupils to make progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and are taught how to keep themselves safe. They speak confidently about how to use computers safely and how to stay safe near the sea. The vast majority of parents who completed the online survey, Parent View, are satisfied their children are safe.
- This is a caring school. Pupils are happy to talk to staff about their concerns. New pupils are made to feel welcome and given a 'buddy' to help them settle in. Pupils are confident that staff deal with any incidents of bullying and racism promptly.
- Relationships across the school are good. Pupils are tolerant, respectful of each other and work well together. 'Diversity week' and special focus days, for example, give the pupils the chance to learn about other cultures and faiths.

- Teachers are strong role models for pupils in the school. They encourage pupils to think of others and to discuss and challenge stereotypes. As a result, pupils are well placed to deal with the challenges of modern society.
- Pupils talk happily and confidently about their school. They enjoy taking part in the wide range of activities on offer, including looking after the school garden and running the 'golden mile' twice a week. Pupils attending the sunrise breakfast club enjoy a range of purposeful activities and have a calm start to the school day.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well around the school and in lessons. They are punctual and move around the school in an orderly manner. Pupils of all ages cooperate well in the playground. They speak confidently about the school's expectations. One pupil explained that, 'This translates into manners, when you are older.'
- Pupils appreciate the rewards they are given for good attendance. Leaders follow up absence promptly and, as a result, pupils' attendance has improved to be closer to the national average. The attendance of all groups of pupils, including the disadvantaged, is improving.
- Pupils enjoy being challenged in lessons, have positive attitudes to learning and take pride in their work. However, when activities are too easy or too hard for them, pupils become distracted and lose concentration.

Outcomes for pupils

Requires improvement

- In 2017, attainment at the end of both key stages fell below other schools nationally. Year 6 pupils' attainment was low in mathematics and grammar, punctuation and spelling. Year 2 pupils at key stage 1 attained less well than others nationally in reading, writing and mathematics.
- Pupils do not make consistently strong progress in phonics at key stage 1, due to variations in the quality of teaching. However, most pupils catch up by the end of key stage 2. Older pupils acquire strong phonics knowledge, can decode unknown words when reading and use their skills successfully in their writing.
- Current pupils' progress in reading, writing and mathematics is far more consistent. However, the most able pupils have not been routinely identified by the school and as a result expectations are not always high enough for these pupils, especially in writing and mathematics.
- Disadvantaged pupils, including the most able disadvantaged pupils, do not routinely make strong progress. Additional funding is used in a variety of ways, including extra adult support, additional resources, educational visits and clubs, but the impact is variable.
- The newly introduced curriculum is interesting and exciting. As a result, pupils' learning in other subjects is accelerating.
- Pupils who have special educational needs and/or disabilities are known well by leaders

and their progress is kept under regular review. A range of focused activities, targeted staff support and work with outside agencies are matched closely to pupils' needs. As a result, pupils who have special educational needs and/or disabilities make strong progress.

Early years provision

Good

- Teaching in the early years is effective. The early years classroom is orderly and attractive, with a suitable range of indoor and outdoor activities. Children enjoy taking part in these activities, for example playing musical instruments, using the mud kitchen, hand printing and reading books in the wigwam. These activities support their learning well.
- Most children start Reception with skills and abilities that are typical for their age. Children's achievements are tracked closely. Progress information is used routinely to plan appropriate activities and next steps in learning. Consequently, at the end of Reception Year, the children's attainment is similar to that of other children nationally. Children are prepared well for key stage 1.
- Leaders and staff work closely together and are reflective about early years practice. Staff are aware that too few children reach the higher levels and have started to take effective action. For example, good practice is being shared between staff and more opportunities are being provided for talking and writing.
- In the early years, phonics is taught well and children make good progress and enjoy the range of activities provided. Staff organise phonics sessions for parents, supporting them to help their children at home.
- Additional funding for the small numbers of disadvantaged children and children who have special educational needs and/or disabilities in early years is spent effectively and monitored closely. As a result, disadvantaged children and children who have special educational needs and/or disabilities make similar progress to other children.
- Staff in early years work closely with parents, who are kept well informed. This close partnership helps parents to support their children's learning well. Parents are pleased with the procedures to help children when they start school, welcoming home visits and opportunities to provide information for their child's progress journal. Children settle into the early years quickly.
- Behaviour is good. Children quickly learn class routines and how to be effective learners. Children listen carefully and follow instructions, showing high levels of engagement. They work together well. For example, two children worked together using wool to measure the height of a toy animal and then tried to do the same with a ruler. Children move confidently around the early years area, making choices, engaging with others and taking turns, as necessary.
- Staff know the children well and relationships are strong. Staff are familiar with safety requirements. Safety procedures are put in place reliably and the vast majority of parents are confident their children are safe.

School details

Unique reference number	114571
Local authority	East Sussex
Inspection number	10036933

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Mr John Cornish
Headteacher	Mrs Jane Thompson
Telephone number	01323 894892
Website	www.annecy.e-sussex.sch.uk
Email address	office@annecy.e-sussex.sch.uk
Date of previous inspection	11–12 March 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The headteacher was appointed to the school in March 2017. Other members of the leadership team are also relatively new in post. A national leader of education from a local secondary school has been supporting the school as executive headteacher since the beginning of September 2017.
- The school is slightly smaller than the average-sized primary school.
- Pupils are taught in single-aged classes. There is one class in each year group.
- Most pupils are of White British heritage.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals or in local

authority care.

- The proportion of pupils who have special educational needs and/or disabilities is slightly below the national average, although the proportion with education, health and care plans is slightly above national figures.
- The school provides a breakfast club and an after-school club, which are managed by the governing body and formed part of the inspection.
- The school meets the government's floor standards, which set the minimum standards for pupils' attainment and progress.

Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes jointly with the headteacher or senior teacher.
- Inspectors talked to pupils, looked at a large sample of their work and listened to pupils read.
- Meetings were held with the executive headteacher, the headteacher, the chair of the governing body and three other governors, two representatives from the diocese, a representative from the local authority and with the school's senior and middle leaders.
- Inspectors took account of the 78 responses to Ofsted's online questionnaire, Parent View, and the 77 free-text responses provided. Inspectors also spoke to parents during the inspection and considered one letter.
- The eight responses to Ofsted's staff questionnaire were considered.
- There were no responses to Ofsted's pupil questionnaires.
- The inspectors observed the wider work of the school, including an assembly, extra-curricular activities, playtimes and lunchtime.
- Inspectors scrutinised a range of documents, including minutes of governing body meetings, leaders' evaluation of the school's effectiveness, the school development plan, information about leaders' monitoring of teaching and pupils' progress, school policies, behaviour and safety records, safeguarding policies and procedures and the single central record.

Inspection team

Rosemary Addison, lead inspector	Ofsted Inspector
Joyce Lydford	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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