

St Anne's Catholic Primary School

Overbury Street, Liverpool, Merseyside L7 3HJ

Inspection dates

6–7 December 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	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- After several years of low achievement, culminating with well below average outcomes for pupils in 2016, standards improved in 2017 and continue to do so this year.
- Governors do not have a precise knowledge of how well pupils are performing. Some do not have a good understanding of the quality of teaching. These factors, coupled with weaknesses in assessment procedures, are hampering the rapid improvements needed to advance teaching and help pupils catch up to their peers nationally.
- Senior leaders do not check closely enough on teachers' application of the school's assessment policy.
- Teaching is variable across subjects and years. Teachers do not make consistent use of assessment information when planning lessons. As a result, activities do not always meet the needs of all pupils.
- The most able pupils are not routinely challenged to achieve to the very best of their ability. Girls' achievement is better than boys. Differences in performance are wider than those found nationally.
- Teaching in the early years is not consistently strong enough to accelerate children's progress so as to ensure their readiness for Year 1.
- The curriculum is not always successful in exciting and stimulating all groups of pupils.

The school has the following strengths

- Senior leaders are determined to raise standards and have done so in areas such as writing and phonics. They ensure that the school is vibrant, purposeful and harmonious.
- Work to promote pupils' spiritual, moral, social and cultural development is exceptional.
- Parents are highly complimentary about the school and say that their children are safe.
- Attendance has improved. Pupils enjoy school. Behaviour is good. Pupils are respectful, courteous, enthusiastic and very keen to learn.
- Provision for pupils who have special educational needs (SEN) and/or disabilities is good.
- Additional funding, including for sports, broadens pupils' experiences and encourages their competitiveness.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, including in the early years, to raise levels of achievement in reading, writing and mathematics, by:
 - diminishing the differences between boys' and girls' attainment and progress
 - challenging the most able to achieve a greater depth of understanding across the curriculum
 - using information on pupils' past performance, including the outcomes from assessments, to plan learning activities which meet the unique needs of all groups of pupils.
- Improve the quality of leadership and management, by:
 - making sure that good assessment procedures are in place and used effectively for planning purposes
 - checking that teachers consistently apply the school's assessment policy when checking pupils' work
 - making sure that governors have a good understanding of how well different groups of pupils, including those eligible for additional funding, are performing in subjects such as reading, writing and mathematics.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, variations in the quality of teaching have led to fluctuating standards. Senior leaders and governors are determined to improve the lives of pupils and are successful in catering for pupils' personal development and welfare needs. Staff morale is high and outcomes for pupils are improving. However, teaching is not always strong enough to accelerate pupils' progress and give them the boost they need to achieve highly.
- Senior leaders have used different assessment systems for establishing how much progress pupils are making in reading, writing and mathematics. Systems are still being refined and are not used as effectively as they need to be to plan teaching activities to meet pupils' different skills and abilities.
- The school's curriculum is broad and encompasses imaginative themes such as equality, tolerance and diversity. Most pupils find this interesting. Reading, writing and mathematics themes are increasingly promoted across all subjects. The curriculum does not fully engage boys. Their progress lags behind that of girls in most classes. Senior leaders and teachers are exploring a range of topics and themes to ensure that the curriculum is of interest to all groups of pupils.
- Senior leaders regularly monitor the quality of teaching. They observe teachers' practice and check the quality of work in pupils' books. Middle leaders are increasingly involved in improving teaching. For example, in mathematics, teachers observe each other's teaching, share planning and learn from each other's practice. Such initiatives are helping to improve the quality of teaching.
- Leaders are effectively tackling weaker areas of teaching. Their actions, alongside targeted professional development opportunities, are helping to raise standards across the school.
- Additional funding, including for disadvantaged pupils, is used effectively and is helping to raise standards for eligible pupils. The school's own assessment information indicates that differences between disadvantaged pupils' achievement and that of other pupils nationally are diminishing. Additional funding for pupils who have SEN and/or disabilities ensures their good progress as they go through school.
- The school's work to promote pupils' spiritual, moral, social and cultural understanding is highly effective. Pupils have an in-depth understanding of the major world faiths of Christianity, Hinduism, Judaism and Islam and are prepared to challenge ignorance and intolerance. They understand the principles of democracy and enjoy having their say. Pupils appreciate art and music. They sing carols in the Metropolitan Cathedral and songs in the Echo Arena and visit museums, local places of interest and the theatre.
- Pupils have a good understanding of British values, as shown in the respect they show to their peers and their appreciation and understanding of diverse cultural traditions. Pupils have several opportunities to demonstrate that they are responsible citizens. They do this as digital leaders and school council members. Pupils are empathetic towards the plight of those less fortunate and have raised funds for various worthy causes. They have donated shoes, collected glasses and old school uniforms for

children in Africa and given to local charities.

- The primary school sports fund is spent effectively, to increase pupils' participation in various sports, including basketball, swimming and football. In addition, funding has increased pupils' participation in competitive events, such as athletics tournaments.
- All parents who met with inspectors were highly positive about the school. They say that the school's weekly newsletter is informative and that there are many opportunities to get involved in school life. Parents are of the view that behaviour is good and say that their children are safe. When asked, parents could not think of any ways in which the school could improve.
- The school has had light-touch support from the local authority. Recent work relates to checking the accuracy of data and tracking information and helping senior leaders develop assessment procedures. The school also works with advisors from the Archdiocese of Liverpool, who have recently supported on staff recruitment and leadership and management matters.

Governance of the school

- The governing body has recently been reorganised and includes several new members.
- Governors do not have a good enough understanding of how pupil premium funding is spent, or of exactly how it is improving standards for eligible pupils. In addition, few governors know exactly how well pupils' performance compares with that of other pupils nationally.
- Governors' commitment and dedication is unquestionable. Some spend extended periods in school and engage in celebration events. However, governors do not fully challenge senior leaders on matters relating to pupils' achievement.
- Most governors are trained well and are familiar with developments in education. Some have an informed view of the quality of teaching and learning because they come into school to find out for themselves.
- Governors are conversant with the headteacher's recommendations about teachers' performance and progression and support and challenge her appropriately.

Safeguarding

- The arrangements for safeguarding are effective.
- In St Anne's, nothing is left to chance when it comes to safeguarding pupils. All staff are appropriately trained and are familiar with the government's latest guidance on keeping children safe in education. Staff know exactly what to do if they have a concern about a pupil's safety or welfare, or if a pupil raises an issue. Posters and notices around the school indicate who nominated safeguarding leads are and explain the procedure for raising a concern.
- Checks on the suitability of staff are comprehensive and help to ensure that all who work at the school, or regularly visit, are suitable to work with children.
- Senior leaders and staff work with a wide range of health and social services professionals, helping the school to create a comprehensive picture of each pupil's

circumstances.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not consistently good and varies across the school. Teaching is not yet strong enough to ensure that pupils make the rapid progress necessary for them to reach attainment levels in line with those of other pupils nationally.
- Teachers do not always use assessment information on pupils' prior performance systematically. This stifles some teachers' accuracy in matching work to pupils' abilities, which is evident when activities in class do not meet the different skills of pupils, including those of the most able.
- Too often, teachers do not challenge pupils to achieve to the very best of their abilities. On several occasions pupils indicated to inspectors that their work was not hard enough. Work in the books of pupils with different abilities is frequently the same. Boys do not present their work with the same care and attention to detail shown in girls' books.
- Teachers do not consistently apply the school's procedures to guide pupils' learning. This leads to inconsistencies in pupils' response to the advice that their teachers give them
- After a concerted campaign by senior leaders, the presentation of work in pupils' books is beginning to improve. Most pupils understand the importance of accurately laying out calculations in mathematics and legibly presented extended pieces of writing in subjects such as English, science and history.
- Morale among teachers is high, almost all who were at the school at the time of the previous inspection are of the view that the school has improved. All indicate that continuous professional development is supporting their practice well. There is good evidence that teachers' sharing of best practice in mathematics, including planning and strategies to deepen pupils' understanding, is helping to raise standards in this subject.
- Teaching assistants are usually deployed effectively to work with pupils of different abilities. Support for pupils who have SEN and/or disabilities is good across the school, both in class and in small intervention groups.
- Most teachers have good subject knowledge. This was evident in an upper key stage 2 class where pupils were developing their writing skills. The teacher's secure knowledge was used to ask probing questions. For example, 'what are modal verbs?', 'give me a simile for the "but" conjunction'. This ensured that most pupils' writing was interesting and well constructed.
- Teachers are beginning to extend pupils' thinking in mathematics. This was exemplified in a class where pupils were challenged to invert 2- and 3-digit numbers while showing their method. An extra challenge required them to work out whether various calculations were correct or not. Lower-attaining pupils were well supported with different tasks, as was a group of boys who have SEN and/or disabilities.
- Training is having a positive impact on improving the teaching of reading. Accelerated reading across the school, and targeted phonics sessions in key stage 1, are developing pupils' skills in reading and fostering a love of books. Teachers offer more challenge to

pupils by reading more difficult texts and arming pupils with strategies to decode complex words. Older and more confident pupils are encouraged to read difficult books by authors such as Michael Morpurgo and Shakespeare. Those less secure can read illustrated stories. All pupils take a quiz after reading each book, to show their level of comprehension. This is helping teachers to check closely on progress and move learning on at a faster pace.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Boys are not always fully engaged in their learning in class. However, they are becoming more resilient and are beginning to learn from their mistakes.
- Pupils are adamant that bullying does not take place in school. All pupils who spoke with inspectors said that sometimes there are 'flare-ups', but indicated that these are rare. Pupils from across the school have a good understanding of why racism and homophobic behaviour is wrong. This is because of the school's exemplary and successful zero tolerance approach to discriminatory behaviour, radicalisation and extremism. Older pupils informed inspectors that 'you should never say "gay" in a negative way'.
- Key stage 2 pupils experience many residential opportunities that help to develop their teamwork and leadership skills, preparing them well for the next stage of their development in secondary school.
- Pupils speak very positively about the breakfast club, which provides a good start to the day. Here, pupils can eat a healthy breakfast, play chess and use giant building bricks. They use the whiteboard to indicate if they are feeling happy, sad or unwell.
- Pupils know that they can talk to any member of staff if they have a concern or worry. All pupils who spoke with inspectors said that whatever their concerns, however small, they are always taken seriously and dealt with swiftly.
- Pupils relish taking on responsibilities. For example, they enjoy their roles as school council members and digital leaders, who support their peers, and teachers, on technical matters, including computer programming. In addition, older pupils enthusiastically take on their duties when caring for younger children and showing new pupils around the school.
- Pupils have a good understanding of how to stay safe when using the internet. All pupils know that cyber bullying is when 'nasty messages are sent online, or on a mobile phone'. They know to only visit age-appropriate website and to talk to an adult if they are not sure about 'clicking on a link'.
- All pupils have a good understanding of potential dangers on the road, especially speeding cars. They know not to stay out late and to always inform an adult of their whereabouts. Other visitors, including from the fire brigade, help to develop pupils' understanding of various dangers and risks and safe and unsafe situations.

Behaviour

- The behaviour of pupils is good.
- St Anne's is a harmonious and purposeful school where pupils are eager to learn. They are proud of the culturally diverse nature of the school and enjoy celebrating each other's achievements.
- Pupils behave sensibly and considerately when moving around the school and play safely during break and lunchtimes. School records show that very few pupils break the rules. Pupils follow the rules and respond well to the recognition they get, during assemblies and in class, for good behaviour.
- Pupils' behaviour in lessons is good. They almost always listen carefully to their teachers. Pupils are developing in confidence and like to share their ideas. In most classes, all hands are up in response to teachers' questions.
- The overwhelming majority of parents who submitted text messages and spoke with inspectors are of the view that behaviour is good, bullying is rare and that their children are safe. The school's surveys of parents' views are very positive about behaviour too, as are those of staff and governors.
- Almost all pupils, including children in the early years, are self-disciplined. This was evident during the inspection when children from two Reception classes performed at the annual school-sponsored pensioners' Christmas luncheon. Children sang with great gusto and confidence as they delighted their audience with a medley of Christmas songs from their upcoming nativity play. Quite rightly, children revelled in the adulation they received and left the school hall impeccably behaved.
- Pupils know why it is important to attend school regularly. They compete for prizes and for the converted locally sponsored 'most improved attendance award'. The highly effective work of pastoral staff, the 'school readiness' programme, walking buses and work with education welfare officers have all helped to improve attendance, which is currently average.

Outcomes for pupils

Requires improvement

- Pupils' achievement has been sporadic since the previous inspection. When compared to the results of national assessments in 2016, pupils' progress in reading, writing and mathematics improved significantly at the end of Year 6 in 2017. Pupils' attainment at the end of key stage 2, except for a group of middle-ability pupils, was well below average in all subjects. Pupils' attainment at the end of key stage 1 was also below average in all subjects.
- National tests show that pupils made some gains in attainment in 2017. For example, the proportion of pupils reaching the expected standard in grammar, punctuation and spelling in Year 6 was just above average. In addition, pupils' attainment in writing, particularly at the end of Year 6, was much better than in 2016.
- Improvements and stability in teaching had a positive impact on pupils' progress in 2017. Inspection evidence indicates that this trend is continuing this academic year. Standards are rising, and progress is rising steadily, although it is not consistently good across the school. Lack of challenge and inconsistent use of assessment information is

hampering the school's ability to move forward at the accelerated rate necessary to ensure that outcomes for pupils are consistently good across the school.

- Currently, pupils' progress in almost all classes, and in all subjects, is better than at the same time last year. There are variances. For example, most pupils in Years 5 and 6 are working at age-related expectations in reading, writing and mathematics. In other classes, pupils are not progressing at such a rapid rate.
- Teachers' use of accelerated reading programmes is raising standards across the school. Pupils' familiarity with, and appreciation of, a wide variety of new and traditional authors is evident. Pupils who read for inspectors were proud of their expressive reading. Pupils' reading records indicated that they read regularly both at school and at home.
- The proportion of pupils secure in their phonic skills and knowledge at the national screening check in Year 1 has been below average for the last three years. Outcomes at the end of Year 2 improved in 2017 and were above average. Improved phonics teaching is developing pupils' skills effectively.
- Pupils' progress in mathematics is improving, especially where teachers challenge pupils with harder work. Writing is improving across the school, as shown in the thoughtful and creative writing presented in pupils' English books and in the accuracy of the factual writing shown in their history and geography books.
- At the end of both key stages 1 and 2, pupils' attainment in science was below average. However, the school's focus on experimentation and investigation into areas such as force, friction and magnetism has generated much interest across the school and is hastening pupils' progress.
- At the end of Year 6 in 2017, disadvantaged pupils' progress was broadly average in all subjects. Differences between their progress and that of other pupils nationally are diminishing. Workbooks show that in most classes, the progress of disadvantaged pupils continues to improve this year, especially in reading. Effective training and professional development have resulted in much stronger teaching.
- Most pupils are from minority ethnic groups, almost half speak English as an additional language. Inspection evidence, including the school's own information and work in pupils' books, indicates that there are no significant differences in the performance of minority ethnic group pupils when compared to their peers. Good support for pupils who speak English as an additional language ensures that they make good progress and sometimes surpass their peers.
- Although boys' progress is improving, it still lags behind that of girls. Senior leaders and teachers are well aware that boys' progress is not good enough. They are exploring ways of making the curriculum as exciting for boys as it is for girls.
- Provision for pupils who have SEN and/or disabilities is good. The school's SEN coordinator is highly skilled and well respected in the local authority. Timely interventions, excellent relationships with parents and effective partnerships with various specialists ensure pupils' good progress in all subjects.
- The progress that the most able pupils make is making is improving. In some classes, an above-average proportion of girls is exceeding age-related expectations. Very few pupils attained at greater depth at the end of either Year 2 or Year 6 in 2017.

Currently, the school is heading in the right direction to raise attainment for the most able. For example, in some years, more than one third of pupils are working above age-related expectations. This is because some teachers have very high expectations of pupils and are giving them more challenging work. This practice is not yet consistent across the school.

Early years provision

Requires improvement

- Some aspects of the leadership and management of early years provision, including the quality of teaching, are not consistently good and require improvement.
- The school's own baseline assessment information indicates that most children enter the Nursery class with weak skills and abilities. The school's ongoing assessments, children's work and inspection evidence indicate that reading, writing and number skills are especially weak areas of learning.
- Too few children make the good progress they are capable of during their time in the early years. In 2017, a well below average proportion attained a good level of development by the time they left their Reception Year. Few children were equipped with the skills and knowledge necessary for the next stage of their learning in Year 1. Children are making steady progress so far this year.
- Children's workbooks confirm that so far this term, their progress varies between classes. In the Nursery class, photographs in children's books are carefully selected to show their achievement in areas such as speaking and listening, early writing and counting. Books show that children are given different challenges, reflecting their different skills and abilities, and are making steady progress.
- In the Reception classes, children are familiar with daily routines and know what is expected of them. Children make effective use of the freedom to choose their own activities. Indoor and outdoor activities are linked to the various areas of learning. Activities, particularly those available outdoors, are not always stimulating enough. They do not immediately entice or encourage all children to fully engage in learning.
- Assessment information on children's prior performance, is not analysed consistently, or used to inform the good planning needed to ensure that provision extends learning and stimulates and supports children to make the best progress possible.
- Children enjoy physical activities. They make good use of the apparatus available for jumping, climbing and balancing, and like playing on their wheeled toys. Children also enjoy creative activities such as cutting, sticking, painting and decorating princesses' crowns.
- Children who receive additional funding, including those who have SEN and/or disabilities and disadvantaged children, make at least the same progress as their peers. Those who speak English as an additional language are supported well and soon catch up to their peers.
- Children spring to life where provision is stimulating. This was seen when a small group of boys used tyres, drainpipes and crates to make a tank, and when a group of children searched for keys to match padlocks, which were marked with different numbers of spots.

- Children behave sensibly. They play together cooperatively and share toys and resources. Behaviour is good during snack time, where staff take the opportunity to extend children's language and develop their social skills. This was observed when children were spreading cheese and butter on their crackers. The teacher constantly asked questions, encouraged children to speak in sentences, and reinforced and modelled good manners.
- Children listen carefully. This was evident in the Nursery class when the teacher generated a sense of mystery as he played various percussion instruments behind a green curtain. The children delighted in recognising the sound of a tambourine, sound-bar and triangle. They took immense pleasure, and exercised good control, as they played their own compositions at the end of the session.
- Parents are positive about their children's safety and progress. They are also appreciative of the opportunities available for them to get involved in their children's education at school.
- Staff look after children well, making sure that all welfare requirements are met. Safeguarding is effective. The same stringent procedures in operation in key stages 1 and 2 are in operation in the early years provision.

School details

Unique reference number	104681
Local authority	Liverpool
Inspection number	10037759

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

Type of school	Primary
School category	Voluntary
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair	Mike Shaw
Headteacher	Janice Shields
Telephone number	0151 709 1698
Website	www.stannescatholicprimary.com
Email address	annes-ao@st-annes.liverpool.sch.uk
Date of previous inspection	24–25 April 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Since the previous inspection, several teachers and teaching assistant have been appointed. In addition, in September 2016 two learning mentors had their roles expanded to pastoral care leaders. At the time of the inspection, three staff were not in school, including the early years leader. The governing body has recently been reorganised to include four new members. Most classes have been refurbished and two new classes have been created for key stage 1 pupils.
- St Anne’s is an average-sized primary school. An above-average proportion of pupils are disadvantaged and in receipt of support through pupil premium funding. The school experiences high levels of mobility, with pupils entering and leaving the school mid-term.
- The majority of pupils are from a wide range of minority ethnic groups. Almost half

speak English as an additional language.

- The proportion of pupils who have SEN and/or disabilities is above average. No pupils have education, health and care plans or a statement of special educational needs.
- Children attend the Nursery class part time. All children in the Reception classes attend full time.
- Since the previous inspection the school has received light-touch support from the local authority and support from the Archdiocese of Liverpool.
- The school runs a breakfast club. This is managed by the governing body and was evaluated as part of the inspection.
- The school does not meet the government's floor standards, which are the minimum expectations for pupils' outcomes in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils and sessions aimed at helping pupils learn to read. Two observations were carried out jointly with senior leaders.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised in class and separately with the acting deputy headteacher.
- Inspectors read three text responses submitted by parents and met with 17 parents. There were too few responses to Ofsted's online survey, Parent View, to consider. Responses to the inspection questionnaires completed by 24 members of staff and 21 pupils were also considered. Inspectors scrutinised the school's own surveys of parents' views.
- A meeting was held with two governors. A telephone conversation took place with the chair of the governing body. Meetings were held with various leaders, including those responsible for English and mathematics. Meetings were also held with leaders responsible for assessing pupils' learning and progress, the early years provision and provision for those who have SEN and/or disabilities.
- A meeting was held with a representative from the local authority and a representative from the Archdiocese of Liverpool.
- Inspectors examined a range of documents. These included records of pupils' progress, the school's checks on the quality of teaching and reviews of its own performance, development plans, records of pupils' attendance and behaviour, and safeguarding documentation.

Inspection team

Lenford White, lead inspector	Ofsted Inspector
Eithne Proffitt	Ofsted Inspector
Gary Bevin	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017