

Inspection of St Ann's CE Primary School

Avenue Road, London N15 5JG

Inspection dates: 13–14 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Pupils like coming to this school. While they are enthusiastic about learning, they do not learn to read as well or as quickly as they could. Some subjects are taught well and some less so. This means that pupils do not always gain the knowledge they should in all subjects.

Pupils enjoy the trips they go on and taking part in musical activities, particularly learning to play steel pans. Pupils know there are adults they can talk to if things are bothering them. Parents and carers said that they like the way the school explains what their children are learning. They spoke highly of the care shown by school staff to their children.

Pupils behave well in classrooms and when moving around the school. Those who need more support with their behaviour are well managed. Pupils said bullying is not acceptable in the school, and when it happens teachers resolve it quickly. Most parents agreed and said that school leaders were approachable if they had concerns.

Pupils appreciate the work that has been done to make the playground a good environment. They cooperate well together in self-organised games. Pupils know that it is important to treat people with respect.

What does the school do well and what does it need to do better?

Some pupils do not achieve as well as they could. This is because lessons in some subjects do not build on what children already know. The school puts a priority on fostering children's love of reading through quality children's books. The 'reading cafes' for each year group are enjoyed by parents and pupils. A structured approach to teaching understanding of texts has helped pupils in Years 3 to 6 with improving their reading. However, this has not had as much impact as leaders hoped on pupils reaching the expected standards in the end of Year 6 tests.

The proportion of pupils meeting the expected standard in the Year 1 phonics screening check was broadly average in 2019. However, in lessons pupils do not have enough opportunity to apply their knowledge of letter sounds to reading. Teachers give them books from 'book bands' to take home. These books do not always match the sounds they need to practise. This means that some pupils do not learn to read fluently as quickly as they could.

Teaching in mathematics is much stronger. The programme in mathematics is well planned. Teachers use it well to build pupils' knowledge. The school uses assessment well to identify gaps in pupils' knowledge and adapt teaching in this subject. This has led to an improvement in pupils' confidence with number work.

In some subjects, such as music, learning is structured well. The programme is

ambitious and helps children to learn well. For instance, what pupils learn about reading music and playing together has been carefully planned from Reception to Year 6. We saw pupils in Year 3 playing a simple song on the recorder with good tone after only a few weeks of lessons. In other subjects, such as science, lessons are less well structured, because teachers do not always have the knowledge and resources to put plans into practice. For instance, pupils do not routinely have the right opportunities to learn how to carry out scientific investigation or to use the vocabulary of science.

Leaders understand the requirements of pupils with special educational needs and/or disabilities (SEND). Leaders have shown teachers how to match work to the needs of pupils with SEND, so that they learn the right things. Because of this, they have begun to make better progress. Teachers have high expectations of what pupils with SEND can do and make sure they learn across all subjects. The school looks carefully at how disadvantaged pupils are achieving. They make it a priority to help any disadvantaged pupils catch up.

Pupils understand the school's values and put them into practice. They know that they should treat people from all groups equally. They can talk about different beliefs with understanding and respect. They understand democracy, through having the opportunity to vote for different positions of responsibility in the school. Pupils develop a good understanding of many different cultures in London.

In the early years, some children do not learn as well as they could. Some teaching in the early years is strong. Staff build on children's knowledge with skilful questioning. Some adult-led activities engage children and help them to gain knowledge. The provision in Nursery for children's active learning is well thought out. However, provision in Reception for children's active learning is not as strong. Children do not get enough opportunities to apply their knowledge of letter sounds through reading.

Leaders have developed strong and successful links with parents, the community and local agencies. Staff feel that leaders are considerate of their workload and the demands placed on them.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of keeping children safe at the school. Leaders and trustees make sure that all staff have up-to-date training in safeguarding and that all necessary checks on staff are carried out. Staff understand the signs they need to look out for and what to do if they are concerned. Staff work well with external agencies to protect the children in their care. Leaders understand the risks in the local community very well and have made sure that pupils learn to stay safe online and in the neighbourhood.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not learn to read as quickly or as well as they could. Leaders need to make sure pupils have systematic opportunities to apply their phonics knowledge to reading through opportunities in taught sessions and with books matched to the sounds they know.
- The environment in the early years does not always support children's active learning. Leaders need to make sure that all children in the early years can access active learning opportunities that build on what they have been taught.
- The school has developed sequences of learning in all subjects. Where teachers have the knowledge and resources to plan from these, pupils learn well. Leaders need to make sure that teachers have the knowledge and resources to implement curriculum plans well in all subjects, including in science.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	139169
Local authority	Haringey
Inspection number	10110405
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	Board of trustees
Chair	Natasha Lewis and Liz Aamli
Headteacher	Simon Knowles
Website	www.stannsn15.lidsact.org
Date of previous inspection	10 February 2016, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school.
- The school became an academy in 2013. It is part of the LDBS Academy Trust. It is one of three schools and a nursery school in the trust who share an executive headteacher.
- The school was last inspected by the National Society under Section 48 of the Education Act 2005 in January 2017.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with five members of the governing body, the head of school, the executive headteacher, senior leaders of the school and subject leaders. The lead inspector spoke to the chief executive officer of the multi-academy trust to which the school belongs.
- We considered reading, mathematics, science and music in depth. We interviewed senior and subject leaders. We looked at curriculum plans, visited lessons and

talked to teachers about their work. We heard pupils read, looked at pupils' workbooks and talked to them about their learning.

- We examined information about safeguarding arrangements. We reviewed the school's single central record. We held meetings with senior leaders and the local academy committee about safeguarding. We spoke to staff, pupils and parents about how well pupils are cared for. We met with groups of pupils to gain their views on school life. We made visits to the playground, assembly and a parent event.

Inspection team

Bryony Freeman, lead inspector

Her Majesty's Inspector

Phil Garnham

Her Majesty's Inspector

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