

# Inspection of The Annunciation Catholic Infant School

Thirleby Road, Edgware HA8 0HQ

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Inspection dates: 18 and 19 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Pupils are happy here. They embrace and celebrate diversity within the school. Pupils know how leaders and staff expect them to behave. They are highly respectful of each other and of adults. They follow the school's rules well. Staff are strong role models for pupils. All this makes the school a calm and orderly place.

Pupils are kept safe at the school. If bullying occurs, staff are quick to resolve any issues. Pupils trust adults to ask for their help should they have a concern. Parents and carers appreciated the care that staff give to pupils. Staff have high expectations of pupils.

Parents rated the school highly and felt lucky to have it in their local community. They shared that the school was a friendly place and that teachers were supportive. Leaders provide a range of clubs and activities to enrich the school's curriculum. Uptake from pupils is high, which makes a strong contribution to promoting their personal development.

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

Leaders ensure that pupils develop a strong understanding of most subjects that they study. Generally, they have identified the key knowledge they want pupils to gain in most subjects. The curriculum design supports pupils to build on their prior knowledge. Teachers provide regular opportunities for pupils to recall what they have already learned. Teachers use assessment information to identify any knowledge gaps or misconceptions. However, inconsistencies in leaders' curricular thinking remain. In a few subjects, leaders have not identified the important subject content that pupils should learn. This limits the development of pupils' deeper knowledge in these subjects.

Leaders have made recent changes to the teaching of early reading, which have been positive. Staff introduce new sounds to pupils in a logical order. Pupils at the early stages of reading, read books that match the sounds that they know. Pupils who fall behind in their reading are generally well supported to help them to catch up. Occasionally, the phonics programme is not followed as closely to ensure that all pupils benefit consistently from the school's new approach.

Children in the early years quickly settle into the school routines. They listen carefully to adults and follow instructions closely. Older pupils build well on this positive start. They are attentive in lessons and do not disrupt each other's learning.

Leaders support teachers to identify accurately the needs of pupils with special educational needs and/or disabilities (SEND). Teachers adapt learning for pupils with SEND to help them to access the same curriculum as their peers. Parents of pupils

with SEND value the regular updates that they receive about their children's learning.

Leaders ensure that pupils are taught about diversity among people and families. Pupils are encouraged to be respectful of other faiths and cultures and to understand what is right and wrong. Pupils are well prepared for the next stages of their education. In the early years, teachers encourage children to develop secure social and emotional skills.

Pupils have a variety of opportunities to get to know their local area and beyond. Visits and visitors are interwoven throughout the year. For example, all year groups studied an artist and painted in the style of their artist. Pupils are proud of their many achievements, including being part of their own 'pupil parliament'.

Leaders provide training and guidance to strengthen the expertise of new staff members. Staff, including those at the early stages of their career, felt extremely well supported in their roles. All staff appreciated the support and challenge they received from leaders across the federation.

Governors are knowledgeable, committed and determined. They have a thorough and accurate knowledge of the school and are determined for it to be the best school it can be. Members of the governing body support and challenge leaders to ensure that the school's development is well focused.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know their school community extremely well. Staff are well trained to keep pupils safe. They know how to identify any pupils who may be vulnerable. Staff follow up on any concerns diligently. Leaders work tenaciously with external agencies to help keep pupils safe. Leaders ensure that pupils and their families get the timely support that they need.

Pupils are taught how to keep themselves safe, including online. They are strongly encouraged to speak out if they are made to feel uncomfortable by other pupils or adults.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders do not identify the key content that pupils need to learn. As a result, in these subjects, pupils do not build secure subject-specific knowledge and understanding. Leaders should continue to ensure that in all subjects, curricular thinking identifies the most important knowledge that pupils should learn sequentially over time.

- Occasionally, teaching does not follow leaders' agreed approach to teaching phonics and early reading. This means that occasionally pupils do not benefit from a consistent approach to developing their early reading confidence and fluency. Leaders should continue to ensure that all staff follow the school's early reading approach consistently.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	101330
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10242352
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anne O'Shea
<b>Executive Headteacher</b>	Carol Minihan
<b>Head of Schools</b>	Aaron Doherty
<b>Website</b>	<a href="http://www.theannunciationschools.co.uk">www.theannunciationschools.co.uk</a>
<b>Date of previous inspection</b>	24 March 2009, under section 5 of the Education Act 2005.

## Information about this school

- The school federated with its feeder junior school in February 2022. The executive headteacher oversees both schools in the federation.
- The school is a Catholic voluntary-aided school within the Diocese of Westminster. The school's most recent section 48 inspection took place in November 2018. The next inspection is due to take place in the school year 2023-2024.
- Leaders do not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of schools, deputy headteacher, the special educational needs coordinator, the office manager, members of the governing body, including the chair of governors, and curriculum leaders. Inspectors also met with teachers and support staff and representatives from the local authority and Diocese.
- Inspectors did deep dives in these subjects: reading, mathematics, art and geography. They discussed these subjects with pupils, teachers and leaders. Inspectors also visited lessons and considered pupils' work.
- To inspect safeguarding, the lead inspector met with the leader with responsibility for safeguarding. Inspectors also spoke with pupils and staff and considered a wide range of safeguarding documents and records, including the school's record of recruitment checks.
- Inspectors scrutinised a range of documents during the inspection, including school development plans and behaviour and attendance records.
- Inspectors gathered the views of pupils through meetings and conversations with them, including during breaktimes. Inspectors also took account of pupils' responses to Ofsted's pupil survey.
- Inspectors considered the views of parents and staff, including through their responses to Ofsted's online surveys.

## Inspection team

Michelle Thomas, lead inspector	Ofsted Inspector
David Bryant	Ofsted Inspector

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