

# St Anne Roman Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	100950
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	276429
<b>Inspection dates</b>	10–11 November 2005
<b>Reporting inspector</b>	Malcolm Johnstone

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Kirrage Mrs Janet Sheehan
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Underwood Road London E1 5AW
<b>Telephone number</b>	02072476327
<b>Fax number</b>	02073775024

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<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 November 2005
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

St Anne's is a large Catholic Primary School situated in a socio-economically disadvantaged area of London. Most of the pupils who attend are of white British heritage. There is a larger than average number from black African and black Caribbean backgrounds. A wide variety of other minority ethnic groups is represented, including an increasing number of Brazilian pupils. The number of pupils who are at the early stages of learning English is above average. The numbers of pupils who have learning difficulties and statements of special need are also above average. The number of pupils eligible for free school meals is greater than found in other schools. Attainment on entry is below average, although the full range of ability is present. The numbers of pupils who come into school other than the normal admission time is above average, particularly into Years 5 and 6.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

\* Raise standards in ICT and use computers more to support learning across the curriculum \*  
Improve the standards and achievement of the more able pupils in Years 1 and 2.

## **Achievement and standards**

**Grade:**

## **Personal development and well-being**

**Grade:**

## **Quality of provision**

### **Teaching and learning**

**Grade:**

The quality of teaching and learning is good with some outstanding teaching seen across the school, including the Foundation Stage. Teachers work together very effectively. Pupils have a good work ethic because teachers have high expectations. Teachers know that pupils learn in different ways and most of the work meets pupils' needs effectively. Relationships are very good and build pupils' self-esteem and confidence very well. Teaching in Year 6 is often outstanding and leads to very good achievement and high standards. In some Year 1 and 2 lessons where teaching is less effective, the pace of learning and the level of challenge for the more able pupils should be higher. Classroom assistants support pupils very well. The teaching and support for pupils with learning difficulties is excellent. The teaching of writing to a group of pupils in Year 6 was outstanding and inspired and motivated them to want to write. Pupils said how much they enjoyed writing and crucially saw themselves as writers. There is good teaching and support for minority ethnic pupils at the early stages of learning English. At all stages, assessment is good and information is used well to plan subsequent learning. Good individual targets are set in English and mathematics and the progress of pupils is tracked effectively. Marking is good and helps pupils see how work might be improved.

### **Curriculum and other activities**

**Grade:**

The curriculum is good. In the Foundation Stage it is stimulating and promotes effective learning. At all stages, good links are made between subjects and these make learning exciting and more meaningful for the pupils. Teachers plan well across year groups and in all subjects. Curricular provision for pupils with learning difficulties is outstanding and enables them to make very good progress. The curriculum promotes outstanding personal, social and health education. There is a good range of extra-curricular activities, including residential and local visits which support and enhance learning well. The many visitors to school, including those from local business, enrich learning both academically and personally. Provision for ICT has improved since the last inspection but computers are still not used enough to support learning across the curriculum. Pupils have had very few opportunities to explore the control and modelling aspects of the subject.

## **Care, guidance and support**

### **Grade:**

In this school every child matters. Robust systems to track and improve academic progress go hand in hand with excellent provision to protect, support and guide the pupils. Pupils express confidence in their teachers and support staff knowing that any problems they face will be dealt with sensitively. Support from the school counsellor for vulnerable children is outstanding. The school has received a number of awards to celebrate its work on developing pupils' understanding of healthy lifestyles. Staff ensure that the health and safety of pupils is paramount. Procedures for risk assessment are well established and effective. There is very good understanding of procedures for child protection. There is excellent guidance and support for pupils with learning difficulties. Support for pupils at the early stage of learning English is good.

## **Leadership and management**

### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

The inspectors would like to thank you for all the help you gave us when we came to visit your lovely school. We enjoyed our visit very much, especially talking to you and looking at your work.

We were very impressed with your behaviour and the friendly welcome you gave us. We know that you enjoy school and work hard in lessons. It was great when all the Reception children dressed as fire fighters and pretended that there was a real fire. We know that the Year 6 children are really looking forward to the visit to Devon and we hope this goes well. We agree with you that your teachers and other helpers are very good at guiding and helping all of you with your work. They care very much about you. We know that your headteacher thinks a lot about all of you too and works very hard to make things even better. You are working very well in English, mathematics and science and we were impressed with the work you were doing in lessons and in your books.

We have asked your headteacher and the teachers and governors to help you more with your work on computers because we know that you could be doing even better. We have also asked them to try to make the work in the infants even harder for some children. All the inspectors join me in wishing you every success in the future.

Malcolm Johnstone

Lead Inspector