



St Anne's Catholic Primary School, Streetly

Inspection Report

Unique Reference Number 104241
LEA Walsall
Inspection number 277111
Inspection dates 29 September 2005 to 30 September 2005
Reporting inspector Tom Shine RISP

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

Type of school	Primary	School address	Blackwood Road Streetly
School category	Voluntary aided		Sutton Coldfield, West Midlands B74 3PL
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	0121 3535114
Number on roll	226	Fax number	0121 3535114
Appropriate authority	The governing body	Chair of governors	Mrs P O'Kane
Date of previous inspection	28 February 2000	Headteacher	Mrs Maureen Robinson

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Anne's is an average size primary school in one of the more affluent areas of the borough. About 80 per cent of pupils are local, while the remainder travel from further afield. The majority of its pupils are White British, and only about five per cent are from minority ethnic backgrounds. None are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities is below average, and an even smaller proportion is entitled to free school meals. When they start in the Nursery, children's key skills are broadly at the levels normally found.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school that gives good value for money. The quality of education overall, including teaching, is good. This enables the pupils to achieve well when they enter the school and attain good standards when they leave. All pupils, including those with learning difficulties and disabilities, make good progress in English, mathematics and science and in their personal development and well-being. There is a friendly, welcoming atmosphere in the school and the levels of care and support for the pupils are good. There are also good systems in place to check how well the pupils are doing. The quality of teaching in the Nursery and reception classes is good. The quality and variety of this provision enables pupils to make a first class start to their education. The curriculum is good in literacy, numeracy and science, but in some other subjects there are weaknesses. Not enough is given on systematically teaching skills in subjects other than English, mathematics and science, such as in music and geography.

The headteacher knows the strengths of the school well, and its weaknesses, such as those in the curriculum, have been identified for improvement already. She leads the school well and has successfully tackled the issues raised in the last report. Because she knows what needs to be done to move the school forward, it is well placed to become even more effective.

What the school should do to improve further

- Improve the teaching of skills in subjects other than English, mathematics and science to ensure the pupils learn these progressively.

Achievement and standards

Grade: 2

Pupils' key skills when they enter the Nursery are similar to those normally expected for their age, especially in how they relate to one another and in their speaking and language skills. The effective provision in the Foundation Stage, including good quality teaching and a well organised curriculum, enables most pupils to make a great start to their education and to progress well. The pupils make good progress from Years 1 to 6, so that by the time they leave the school they attain above average standards in English, mathematics and science, as shown by the last published test results. There has been a general upward trend in standards in Year 6 over the last four years and pupils have been making good progress, achieving well, and attaining above average standards in the national tests. Provisional test results for 2005 show that pupils in Year 6 performed slightly less well in mathematics and science than they did in English. But all pupils did well to achieve at least the expected standard in all three subjects, including those with learning difficulties and disabilities, because of the effective support they receive. The school has set challenging but achievable targets for the pupils in the current Year 6.

Personal development and well-being

Grade: 2

Pupils respond well to the school's provision for spiritual, moral, social and cultural development. They have very positive attitudes to their learning and enjoy the challenging tasks they are given. The older pupils are proud of their literacy skills, which they employ well in research assignments on the internet, aware that these will benefit them in the future. They do not like to miss school, and therefore attendance levels are good. Pupils behave well in and around the school. Older pupils take their responsibilities as role models and special friends to younger children very seriously. Care for others is embedded in the culture of the school and pupils think the idea of bullying is highly unlikely. Year 6 pupils have good knowledge about the variety of cultures in Britain today.

Safety awareness and healthy lifestyle practices are firmly established in the school. Pupils say they get plenty of exercise, a balanced diet, and are told about the effects of these issues on their health. As a result, many find they no longer like junk food. Pupils are on the look out for potential dangers and risks. Recently they have taken parents to task during a road safety survey. Their message "Are you aware that you are putting young lives at risk?" has had considerable impact. Pupils are looking forward to the proposed school council to increase the already good contribution they make to the school community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The consistently good quality of teaching is the main reason why the pupils make good progress and achieve well by the time they leave the school. Teachers use their good subject knowledge skilfully particularly when teaching literacy and numeracy. In a numeracy lesson in Year 6, for example, the teacher had high expectations that all groups of pupils should do their best and ensured that their needs were met, including those with learning difficulties and disabilities. These pupils received effective support which encouraged them to think for themselves. All groups of pupils responded well to the teacher's wide range of good questions, which tested their understanding.

Teachers know the pupils well, enabling them to set realistic targets. They have good systems to check on how well the pupils are learning. Teachers ensure pupils with learning difficulties and disabilities are given work matched well to their needs, enabling them to make good progress. Additional staff are also used effectively to ensure these pupils are given appropriate help to achieve their targets.

Teaching in the Nursery and in the Reception class is consistently good. Teachers begin assessing their childrens' levels of attainment as soon as they enter the Nursery, to ensure learning activities meet their needs. The classes are well organised and good

planning makes sure that a stream of purposeful activities is constantly available. As a result of lively teaching and the use of good resources, the children get off to a flying start.

Curriculum and other activities

Grade: 2

Pupils are given opportunities to experience a wide range of learning activities, particularly in English, mathematics and science. In lesson planning for these subjects, teachers are careful to match the learning activities closely to the pupils' academic needs. This accounts for the consistent progression year on year, leading to good standards by the end of Year 6. The curriculum is enhanced by the addition of Spanish, taught by an advanced skills teaching assistant.

Many subjects focus well on safety awareness, health training and citizenship. This has a positive impact on pupils' personal development, making them aware, informed and considerate. The good range of visits and visitors is popular with pupils. The pupils are right to see these as bringing an added dimension of knowledge and first-hand experience to their learning. Some emphasise the fun element, others appreciate the potential for achievement.

Teachers are anxious to develop pupils' skills in other subjects up to the level, quality and detail that exist in English, mathematics and science. This is because pupils' achievement in the other subjects is not monitored as closely, leading to some omissions in the development of skills. For instance, in music there is not enough emphasis on the importance of breath control, clear diction and posture for singing; in geography the pupils' basic mapping skills are not secure before they carry out advanced research on mountains.

Care, guidance and support

Grade: 2

All staff are strongly committed to the care and support of their pupils. As a result pupils are happy and they feel secure and safe. Teachers check all the pupils' work and give effective advice and support to help pupils overcome difficulties quickly. Year 6 pupils say that "you need never be afraid to ask the teachers a question". Teachers are fully committed to meeting the needs of all ability ranges in the school. They consider the differing needs of individuals, and plan for different styles of learning.

The benefits of this are seen particularly in good learning support given to pupils who have learning difficulties and disabilities, enabling them to grow in skills and confidence. Both a teacher and her pupil shared the delight when the pupil made a leap in knowledge when recognising fractions. Older pupils value the opportunity to take individual responsibility for their own learning. The staff are well acquainted with the school's procedures for child protection matters, which are very thorough.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is well aware of the school's strengths and weaknesses and has shared her vision successfully with all staff. She and her senior staff manage the school effectively. There is a unity of purpose in the school to raise standards further and strive successfully to ensure that all groups of pupils make good progress.

Subject managers for English and mathematics lead their areas of responsibility well. They have high expectations and are focused on ensuring all groups of pupils achieve well. The management of the Foundation Stage is also good and is one of the main reasons why children make good progress.

The school has good systems in place to track the progress of both individuals and groups of pupils. It analyses data carefully to identify where support should be targeted. In analysing its strengths and weaknesses it has taken into account the views of pupils, staff and parents.

The school improvement plan for the current year contains sensible priorities, including the need to systematically develop skills in subjects other than English, mathematics and science and to raise standards further in writing and numeracy. Governance is good. The governors are very supportive and committed and work effectively for the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for all the help you gave to the inspectors when they came to your school a few weeks ago. We liked talking to you and watching you learn and coming to your assembly. Now we want to share with you what we thought about your school.

These are the things we liked most about your school.

when you first come to school in the Nursery and Reception you make a very good start to your education and do very well.

you do well in English, mathematics and science because you have good teachers.

Mrs Robinson runs the school very well and makes sure those of you who need extra help get it.

you enjoy school and are enthusiastic when doing activities, including Spanish.

you are taught to realise the importance of exercise and healthy eating.

you told us you feel safe and well supported.

But to make things even better we have suggested something that we think will help.

we think your teachers could get you to learn and practise more all the skills you need in subjects such as music, art, geography and history.