



St Anne's Catholic Primary School

Inspection Report

Unique Reference Number 104681
LEA Liverpool
Inspection number 277206
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Mr Mark Madeley CfBT Lead Inspector

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

Type of school	Primary	School address	Overbury Street
School category	Voluntary aided		Liverpool
Age range of pupils	3 to 11		Merseyside L7 3HJ
Gender of pupils	Mixed	Telephone number	0151 709 1698
Number on roll	217	Fax number	0151 708 9619
Appropriate authority	The governing body	Chair of governors	Ms A Jones
Date of previous inspection	11 October 1999	Headteacher	Mrs J Shields

Age group	Inspection dates	Inspection number
3 to 11	3 May 2006 - 4 May 2006	277206

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Introduction

The inspection was carried out by a team of two Additional Inspectors.

Description of the school

This is an average sized school that serves an area of high social and economic disadvantage. An exceptionally high percentage of pupils are entitled to free school meals. About one in four pupils has learning difficulties and/or disabilities, though currently none has a statement of special educational need. The pupils come from diverse backgrounds, with about one in five of them not speaking English as their first language. Not all children join the school in the Nursery - many join in the Reception Year. The school has achieved the Inclusion Mark, Basic Skills Quality Mark, Sports Active Mark, and the Healthy Schools and Investors in People accreditations.

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 a good school which helps all its pupils achieve well and gives good value for money. Inspection findings agree with the school's overall evaluation of itself. High quality leadership from the headteacher has improved the school considerably since the last inspection. For instance, pupils' behaviour and standards have improved markedly. This demonstrates that the school has the ability to improve further.

Pupils achieve well in this school because teaching is effective in meeting most of their needs. They join the school with very low standards and make good progress through to Year 2, where standards in reading and mathematics are average and in writing are below average. By Year 6 pupils have achieved well and standards in English, mathematics and science are average. The most able pupils achieve well in science but do less well in mathematics. Teaching assistants work well with small groups of pupils, but in some classes they have less impact on their learning when the whole class is being taught.

The school's systems for caring for its pupils are outstanding. Their personal development is good with some excellent features. They behave outstandingly well, love their school and are tolerant and understanding of each other. The good curriculum emphasises literacy and numeracy and there is an outstanding range of extra clubs and visits. The school uses its partners well to help pupils learn.

The Foundation Stage is of good quality. Effective teaching and a well planned practical approach help children achieve well.

What the school should do to improve further

- Increase the challenge for the most able pupils in mathematics in Years 3 to 6.
- Make greater use of the expertise of teaching assistants at the beginning and end of lessons.

Achievement and standards

Grade: 2

Children's standards on entry to school are well below those expected for the age group. Their social and literacy skills are particularly weak. Good teaching helps them achieve well in the Foundation Stage, though few reach the standards for their age, particularly in literacy. In Year 2, pupils' standards in reading and mathematics are broadly average, though their writing skills are below average. This represents good achievement for all these pupils. Higher attaining pupils are challenged well. Standards have improved steadily since 2001.

Through Years 3 to 6, pupils make good progress and reach challenging targets because they are taught well. Standards in English, mathematics and science have risen since 2001, and taken over three years, are broadly average. They were below average in 2005 because there was a high proportion of pupils with learning difficulties and/or

disabilities. Though standards fell back, they still represented good achievement for those in this cohort. Standards in science are better than other subjects because pupils are interested in the practical approach to learning. Too few reach the higher level in mathematics because teaching does not consistently challenge them.

Pupils with learning difficulties and/or disabilities are supported well and make good progress against the targets set for them in their individual education plans. Those who are learning English for the first time also make good progress.

Personal development and well-being

Grade: 2

A Year 6 pupil said, 'I think that this school is wonderful,' and every child shares this view. They love coming to school. They have very positive relationships with each other and adults. They say that there is very little, if any, bullying and staff deal with any incidents quickly. Pupils' behaviour is outstanding and they are confident, polite and sensible. They have a good understanding of how to stay safe, for instance, on the roads and when using the Internet. They talk excitedly about what they learned during the 'Health Week' and have an outstanding understanding of how to exercise and what to eat to grow strong. Their spiritual, moral, social and cultural development is good. They care for each other well and play a full part in the school community. The school council puts forward their ideas and some of their suggestions, like girls being allowed to wear trousers, have been acted upon. The councillors do not take a central role in organising themselves yet. Pupils are prepared for the next stage in their learning in a satisfactory way. Their attendance is satisfactory because the school, and especially the learning mentors, has worked very hard to improve it through an effective system of rewards and sanctions.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well because teaching is consistently good throughout the school. Staff recognise that pupils enjoy learning through practical activities and by adopting this approach pupils are motivated to learn.

Children in the Foundation Stage learn quickly through carefully structured play activities which promote their personal development. Routines are very well established so that children know what is expected of them. Adult-led activities are well planned and taught. Children's responses are carefully assessed and recorded.

In Years 1 to 6, teachers manage their classes well. Pupils want to learn because lessons are interesting and they know that staff care about their learning. Teachers match tasks to pupils' needs well, except in mathematics where challenge is insufficient for the higher attaining. New technology is used to bring teaching alive and both staff and pupils are becoming more experienced at using computers to illustrate their

methods. Teaching assistants are skilled at working with small groups, though not well enough deployed at other times to impact strongly on pupils' learning.

Most pupils know how to improve their work and understand their targets. Teachers' marking in some classes does not consistently help pupils improve their work. The school uses test information well to identify those who need additional support.

Curriculum and other activities

Grade: 2

The curriculum is good and well matched to the needs of the pupils. It is broadened by the teaching of Spanish and an outstanding range of extra activities. All statutory requirements are met. The Foundation Stage programme is very well organised and very practical in its approach which allows all children to succeed. In Years 1 to 6, there is great emphasis on teaching numeracy and literacy, as indicated by the Basic Skills Quality Mark, not only in those lessons but also through other subjects, which is helping pupils improve their key skills. They enjoy and learn a great deal from themed weeks, like the recent 'Health Week'.

Pupils say they enjoy the wide range of out of school activities, such as science and cricket, a great deal. Residential visits to North Wales and the Lake District contribute much to their enjoyment of school, as well as to their social development and understanding of how to stay fit.

Care, guidance and support

Grade: 1

The school judges this aspect to be good, but the inspection finds that it is outstanding. This is a very caring school in which every child matters. Safeguarding pupils is the school's highest priority. Procedures for health and safety, including child protection, are in place and staff have received the necessary training. The school has a high proportion of vulnerable pupils and all staff, particularly the learning mentors, play a key role in supporting the pupils and sometimes their families. Pupils say that they feel safe at school, having no fear of being bullied or intimidated. They trust all staff and have confidence that there is always someone they can turn to for help.

Parents are highly supportive of the school and they feel that their children are extremely happy and well cared for. They feel well informed about their child's progress. The school works very effectively with outside agencies to support all the pupils in its care.

Leadership and management

Grade: 2

The headteacher has led the school ably since the last inspection and has significantly improved many aspects of school life, including raising standards. Management has the ability to improve the school further. The headteacher and governing body have a clear vision of how to move the school forward, but this is not always made clear in

the school development plan. The governing body meet their statutory duties and support the school well.

The headteacher, capably supported by the deputy headteacher, manages the school effectively and ensures that day to day routines are well organised. There is a strong emphasis on teamwork amongst the staff which means that all adults work with a shared purpose. Recent staff changes have been managed well and standards of teaching and learning have improved. The Foundation Stage, English, science and the provision for pupils with learning difficulties and/or disabilities are managed well. Many other subjects have interim leadership arrangements in place because the newly qualified staff do not yet have the training or experience to lead a subject.

The school's self evaluation is mostly accurate. Monitoring systems are efficient and the school's performance is analysed carefully. The school seeks and acts upon the views of pupils and parents frequently. The school is highly inclusive because all staff care deeply about the potential of every individual. Tolerance and understanding are promoted well and pupils respond very positively.

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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	3	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	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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	3	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?	1	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	3	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

We really enjoyed meeting and working with you during our visit. We were delighted by your outstanding behaviour. You and your parents told us that you really enjoyed school and this was shown in your positive attitudes in lessons. We agree with you that yours is a good school where all adults work very hard to make you feel safe, cared for and help you learn. Your headteacher, the governors and all the staff have done a terrific job of improving your school since the last inspection. Children make good progress in your school because good teaching meets your needs. By Year 6, compared to all schools, standards in English, mathematics and science are broadly average and they have improved greatly since 2001. In science there has been an exceptional improvement.

When speaking to us most of you were very confident. We were amazed at your knowledge of how to stay fit and healthy and the scientific words you used. We were also pleased that you understood simple ways to stay safe, for instance, when playing out or using the Internet. You are very well cared for and your learning mentors do an outstanding job for you and your parents. Most of you know how to improve your work through teachers' marking and the target system. We think that your school provides an outstanding range of extra activities and visits.

Even good schools need to continue to improve. These are the things we have asked the school to do to make it a better place for you to learn:

- give the most able children in Years 3 to 6 more work which challenges them in mathematics
- ask teachers to get teaching assistants more involved in your learning at the beginning and end of lessons.

Your school is such a happy place, full of smiling children who are kind and helpful to each other. We thank you for your help and friendliness during our visit and wish you all well for the future.