



St Anne's Catholic Primary School, Willenhall

Inspection Report - Amended

Unique Reference Number 103719
Local Authority Coventry
Inspection number 286734
Inspection date 11 September 2006
Reporting inspector Peter Clifton

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

Type of school	Primary	School address	Chace Avenue
School category	Voluntary aided		Coventry
Age range of pupils	4-11		CV3 3AD
Gender of pupils	Mixed	Telephone number	02476 302882
Number on roll (school)	144	Fax number	02476 306740
Appropriate authority	The governing body	Chair	Robert Ridley
		Headteacher	Maureen Frawley
Date of previous school inspection	8 October 2001		

Age group 4-11	Inspection date 11 September 2006	Inspection number 286734
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is smaller than average school. It is situated in an area of high social and economic deprivation. There are increasing numbers of pupils coming to the school with limited communication, language and literacy skills and an above average proportion of pupils with learning difficulties. The proportion of pupils from minority ethnic groups is above average. The school has experienced considerable turbulence due to staffing difficulties and the senior management team of the school has only recently been established. At the time of the inspection, three teachers had only been at the school for three days and pupils of Reception age had not yet started.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Relationships in the school community are harmonious and pupils feel safe and secure. Behaviour at lunchtimes and around the school is good. Both parents and pupils say that the headteacher quickly deals with any difficulties effectively. Behaviour in lessons is satisfactory and most pupils enjoy school. However, there are a small minority of pupils who are easily distracted. This is particularly so when they are asked to work on their own or in small groups. Attendance is too low. The school has taken reasonable steps to encourage good attendance, including weekly certificates for the class with the best attendance. However, this has not yet led to any improvement.

Children enter the school with very few having the skills or abilities expected for their age, particularly in speaking and listening. In the Foundation Stage, pupils make satisfactory progress overall, but good progress in their personal development. They enter Year 1 with standards that are well below average. From this point, pupils make broadly satisfactory progress. In both Years 2 and 6, standards are well below average. Across the school, speaking and listening skills remain inadequately developed. By the time pupils leave school, they have not developed the skills they need for their future success sufficiently well.

The headteacher and her deputy are providing a strong lead in moving the school forward. They have a clear understanding of the school's strengths and weaknesses; their evaluation is candid and accurate. Governors have been made aware of what needs to be done and are beginning to ask more searching questions about improvement. The headteacher, with the support of the chair of governors, has resolved acute staffing difficulties which have been a barrier to pupils' learning in some classes. Senior leaders are focused on improving standards across the school, although it is too soon to see the impact of actions that have been taken. The new system to track the progress of pupils and identify underachievement is providing good information to all staff. The work of middle managers is at an early stage of development, mainly because staff are largely new to their roles or are inexperienced.

Teachers manage pupils well and often extend thinking through carefully posed questions. However, on several occasions they accept too readily short or single word answers. Pupils sometimes struggle to understand the work they have been given because of a lack of comprehension skills or they find the written tasks daunting. Although the curriculum provided has strengths such as in the range of sporting activities which promote healthy lifestyles, there are a number of weaknesses. A minority of pupils in Year 1 are moved onto a formal curriculum too quickly. Early work on developing speaking and listening is not built on sufficiently well as pupils move through the school and there are insufficient opportunities for pupils to develop their creativity.

Although the school's overall performance is satisfactory, its performance in two respects is inadequate. Before its next section 5 inspection, Ofsted inspectors may

visit the school to monitor the progress that it has made in remedying these weaknesses. The school would receive two to five days' notice of such a visit.

What the school should do to improve further

- Improve aspects of the curriculum which promote opportunities to extend communication skills systematically and develop pupils' creativity.
- Use assessment information more consistently to plan lessons which meet the needs of all pupils.
- Develop the work of middle managers in the school so that they take a more active role in improving standards in their areas of responsibilities.
- Pursue strategies to improve attendance more robustly.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children come into the school with standards that are well below average. Their communication and language skills are particularly weak. They make satisfactory progress overall through Reception but good gains in developing their social skills. By the time they enter Year 1, standards remain well below those expected across all areas of learning. From this point, pupils of different abilities and different ethnic groups all make satisfactory progress.

Overall standards in Year 2 in 2006 were well below average. The results in reading were better than those in writing and mathematics. There are very few pupils reaching higher levels. In Year 6, results in English have improved for the past three years. However, both the science and mathematics results have dipped and overall results remain well below average. The school met its targets set for English but missed those for mathematics. Across the school, pupils' standards in speaking and listening are too low and this remains a barrier to pupils' learning.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being is satisfactory. The pupils make good progress in their moral and social development and satisfactory progress in their spiritual and cultural awareness. Behaviour at playtimes is good. Pupils expend considerable energy in the well-kept and spacious grounds. After-school sport clubs are popular and much appreciated. In lessons, pupils co-operate well with each other. Where a few are easily distracted, it is because they occasionally find work dull and uninspiring or do not fully understand what to do. Pupils say that they feel safe and enjoy school. Attendance is too low and shows no signs of improvement, despite the school's continued efforts.

The range of different sporting opportunities provides pupils with a good sense of working together in teams. However, a significant minority of pupils find it difficult to work independently and that is not helped by weak communication and numeracy

skills. As a result, they are inadequately prepared for new challenges, including moving to their next school.

Older children readily take on the responsibilities around the school such as 'looking out for the younger children' during playtimes. They collect funds for charity on a regular basis and say why they think these are important.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory. Pupils are well managed and there are good relationships in classes. Teaching assistants work confidently, supporting pupils including those with learning difficulties. However, opportunities are being missed for them to take a more active role in teaching individual groups or pupils. Planning of work takes into account the needs of most pupils but there are occasions when explanations have not been sufficiently thorough, and pupils are confused about how to complete work. In addition, worksheets are sometimes over-complicated and contain too much information, or take too much time to complete. As a result, pupils lose concentration and do not achieve as much as they should do. This happened in one lesson because a group of pupils misinterpreted the meaning of a phrase. The school's strategies for involving pupils in assessing their own work are developing appropriately with the recent introduction of learning targets.

Curriculum and other activities

Grade: 4

Overall, the curriculum is inadequately matched to the needs of pupils. It has strengths such as in planning for pupils' personal development and the broad range of after-school activities. Pupils appreciate trips out and competition with other local schools. However, there are a number of weaknesses, all of which have been identified by senior leaders. In the Foundation Stage the curriculum is satisfactory and a sound start is made in developing pupils' communication skills. However, as pupils move up through the school, these are not sufficiently well developed. Overall, the curriculum lacks opportunities for pupils to extend learning through creative approaches such as through practical work or by linking different subjects together. In some classes, activities are given which do not capture the pupils imagination or interest. As a result, too much learning is passive and pupils do not give of their best. The use of information and communication technology to support learning across the curriculum is not sufficiently well developed.

Care, guidance and support

Grade: 3

Care guidance and support are satisfactory. The pupils say that adults listen to them and deal with any difficulties quickly. Procedures for child protection are in place. At

lunchtimes, the supervision arrangements are effective, with older pupils taking on a range of responsibilities. Links with the Church and other Catholic schools help to support pupils' pastoral needs. As a result, the school community is a happy place where pupils respect each other.

The school has good information about how pupils progress. It is used well to identify pupils who need additional support or who are not doing as well as they should be. The school has begun to set targets for pupils, and pupils are aware of these. However, their understanding of what they need to do to improve their work is weak. The school works well with outside agencies to provide support for pupils with learning difficulties or disabilities.

Leadership and management

Grade: 3

The school is led and managed satisfactorily. The headteacher and the deputy headteacher are providing a strong lead in addressing weaknesses, with the support of governors. Senior managers have largely resolved staffing issues which have been a barrier to pupils' learning. As a result, the school has a high proportion of staff who are new or have recently joined the school.

The school's self-evaluation is securely based on an analysis of strengths and weaknesses and senior leaders are clear about what needs to be done. They have used external support effectively to promote change through the Intensive Support Programme. The new system for checking on how well pupils are progressing is now established and staff are provided with good information about how individual pupils and their classes are doing. The headteacher has rightly identified the need to develop the work of middle managers in the school. At this time, changes made have not impacted significantly on the standards achieved. However, the clarity of self-evaluation and identification of areas for improvement, together with a stable staff, show that the school has the capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

- Thank you for our warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes.
- We were very impressed with how friendly you were and your opinions helped us find out about the school. You gave us a lot of valuable information and this was a great help to us.

What we most liked about your school

- How well you play together and look after each other.
- Your sensible behaviour around the school and in the playground.
- How clearly your headteacher and deputy headteacher know what needs to be improved.

We have asked your headteacher and others to work on

- Improving the quality of the curriculum so that you have more opportunities for speaking and listening and working creatively.
- Making sure that the work given is not too easy or difficult.
- Helping all teachers with areas of responsibility to help you improve your work.
- Working harder to help you improve your attendance.

We enjoyed the visit and hope your school continues to improve.