

St Anne's Catholic Primary School

Inspection report

Unique Reference Number	125240
Local Authority	Surrey
Inspection number	293234
Inspection date	22 March 2007
Reporting inspector	John Earish

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	425
Appropriate authority	The governing body
Chair	Mr R B Trevitt CEng MIEE
Headteacher	Ms A M Coleman
Date of previous school inspection	2 October 2001
School address	Free Prae Road Chertsey KT16 8ET
Telephone number	01932 562251
Fax number	01932 562366

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This large primary school admits pupils from a wide variety of social backgrounds. It is very popular and oversubscribed. Most pupils are of White British heritage with a small number from different minority ethnic groups. When children start school, their skills and abilities are similar to those expected of four year olds. The proportion of pupils with learning difficulties is well above that found nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Anne's is a good school, with outstanding features. It is working with determination to become an outstanding school in all respects. One of the oldest pupils commented, 'St Anne's is a very good school...it gives you the care and respect you need as well as supporting you'. A large banner in the school hall declares that, 'It is not enough to love children; they must know that they are loved', a principle that underpins all that the school does to make every child feel special. Parents agree and many wrote to express their admiration at the commitment shown by staff at all levels because 'ticking boxes on a questionnaire just doesn't go far enough'.

Leadership and management are good. Excellent leadership by the headteacher gives a clear direction to the work of the school, and is a significant factor behind the school's success. Adults are working hard to make all aspects of the school outstanding by committing themselves to a detailed programme of continuous improvement. One parent wrote, 'The teachers really and genuinely want to make sure that every child has the help and opportunities to learn and grow to their full potential, whatever the abilities they start out with'. The senior management team and subject coordinators are working well in partnership to evaluate the school's performance and make improvements.

Standards are significantly above average overall and have been sustained for several years. Achievement is good because the quality of the teaching is good and pupils work hard at the interesting and challenging tasks that are planned for them. Pupils say they find the marking of their work is very helpful and that teachers always praise them when they have done well. One of the younger pupils said, 'It make me feel very happy inside when somebody has noticed that I have worked hard'. However, in some lessons the teaching provides insufficient opportunities for pupils to learn independently so that the pace of learning slows. Good provision in the Foundation Stage helps young children settle quickly and effortlessly into school life. This provides a good preparation for their future life and learning.

Personal development and well-being are outstanding. Pupils treat each other with great respect and very willingly respond to the many opportunities to accept responsibility. Their enjoyment of school stems from their very positive attitudes to each other and their learning, their determination to succeed and very regular attendance. Care, guidance and support are also outstanding. The teachers are exceptionally good at tracking pupils' progress and using the information to plan challenging tasks and activities. A particularly good feature is the way pupils are being encouraged to assess their progress against their personal targets so they are aware of the implications of what they must do to improve.

The curriculum is good. Pupils appreciate the interesting and varied activities that are organised for them which they find inspiring and motivating. They are particularly pleased that they now have even more opportunities to use laptop computers during lessons. This has a very positive effect on their motivation and enjoyment of learning. The school has adjusted the curriculum to provide more opportunities for pupils to use their speaking, listening and writing skills across all subjects.

What the school should do to improve further

- Improve the quality of teaching and learning by ensuring that teachers give pupils more opportunities to work independently.

Achievement and standards

Grade: 2

Achievement is good. Children start school with skills and abilities that are similar to those expected of four year olds. They make good progress in all areas of the Foundation Stage curriculum and, by the end of the Reception year, most achieve the goals expected for their age, and a number exceed them.

Standards are well above average. The school's performance overall in the national tests at the end of Years 2 and 6 is consistently significantly above national averages. Throughout the school, pupils achieve well and make very good progress in sustaining these high levels of performance. Achievement in English is good, but it is not as consistent over time as in other subjects. However, there is no complacency. The recent focus on increasing opportunities for pupils to discuss and to write in different styles and contexts across the curriculum is having a positive effective on standards. Pupils with learning difficulties and disabilities make rapid progress because they are given very good quality help in meeting their targets.

Personal development and well-being

Grade: 1

Pupils enjoy school very much, are very keen to learn and behave extremely well. This is reflected in their very good attendance and punctuality. They enjoy the huge range of opportunities that the school has to offer them and speak enthusiastically about these. They feel their opinions are valued, and their teachers are keen to hear how life at St Anne's can be improved. Pupils say the school council 'gives them a voice' and they have 'improved the school in lots of different ways'. Another added, 'It is a very important and responsible job which we take seriously'. Spiritual, social, moral and cultural development is outstanding. Pupils fully understand and appreciate the wide variety of cultures and lives of people outside the school. They have a thorough knowledge of the importance of a healthy lifestyle, staying safe and regular exercise. Pupils feel safe at school and say that bullying is extremely rare; as one child commented 'If it did happen it would be dealt with very quickly...I am very certain of that!' Their contribution to the community is outstanding. In addition to raising funds for a number of different charities, they are financially supporting seven homeless children in Kenya. Pupils rapidly acquire skills in basic literacy, numeracy and information and communication technology (ICT). These, along with their positive attitudes, prepare them well for the world beyond school.

Quality of provision

Teaching and learning

Grade: 2

Teaching is effective because teachers know pupils well, have high expectations of them and plan work that matches their individual needs and capabilities. They are skilled at using questions to consolidate previous learning and to challenge pupils' understanding of new ideas. Pupils are always involved in assessing their own learning and teachers give them good written and verbal feedback on what they need to do to improve. Consequently, pupils of all abilities have very positive attitudes to learning and achieve well. However, there are occasions when teachers' do not give pupils sufficient opportunities to work independently and be responsible for their own learning.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that successfully promotes pupils' all-round development and their enjoyment of school. The planning of tasks and activities builds well on previous work and enable pupils to make good progress. The Foundation Stage curriculum covers all areas of learning and provides a good start to school. The use of laptop computers to support learning during lessons has been increased. The pupils are very excited by this development and say it is really helpful, challenging and enjoyable. Pupils also appreciate the very many opportunities to enjoy a very good range of enrichment activities and school clubs. Opportunities for pupils to discuss and to write in different styles and contexts are being increased in subjects other than English and this is having a positive effect on standards.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are outstanding, reflecting the strong Christian ethos of the school. A close check is kept on pupils' well-being and they are taught how to take care of themselves and how to make healthy and safe choices. Health and safety and child protection procedures are effective and are reviewed regularly. There are exemplary methods for keeping track of pupils' progress and the information is used very well to set challenging targets for improvement. Pupils enjoy the opportunities to assess their own progress against these targets as it helps them understand how well they are learning, and take responsibility for any improvements that are needed. The teachers are particularly good at identifying any individual pupils who are not making as much progress as they should, so they can help them learn from their mistakes. Pupils identified with learning difficulties are supported very well and excellent links with outside agencies contribute to this.

Leadership and management

Grade: 2

Leadership and management are good and secure a good quality of education, which results in pupils' good achievement and their outstanding care and personal development. The very effective headteacher leads by example and is supported well by her teachers. All aspects of the school's work are regularly monitored and evaluated, and action is taken to bring about improvements. For example, even more pupils are achieving the higher levels in writing as a result of a successful focus on increasing the opportunities for speaking, listening and writing skills across all subjects. Governors bring a wide range of expertise to their roles. They work successfully with the school to continually improve the provision for the pupils, and have significantly improved the accommodation. The school leaders' track record of identifying and tackling weaknesses and their very clear view of what needs to be done means that they have excellent capacity for improvement.

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Annex A

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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 welcoming me and being so helpful when I came to inspect your school. I am writing to you to tell you what I think about how well you are getting on and how well your school is helping you to learn.

Here are some of the things I liked most about your school.

- You make good progress in your work because you are thoughtful and work very hard in lessons. Your work is better than that I see in many schools.
- You are able to learn in a very friendly and caring school. You behave extremely well and help and support each other in all that you do. This means that your teachers can get on with teaching you new and interesting things and are not distracted by misbehaviour.
- Your school council makes a real difference to your school and lots of children who are not on the council told me what a good job you do. I must also say 'very well done' to those of you who have extra jobs, like being 'peer mentors'.

I think that you are given a good education which prepares you well for the next stage of your learning. To make it even better, however, I am asking your teachers to give you more opportunities to work independently so that you can take even more responsibility for your own learning. I am sure that you are ready for this challenge! I know that you will continue to work hard and I am sure that you will help your teachers to make your school even better. I hope that you have great success in the future.

Yours sincerely,

John Earish

Lead Inspector