

St Anne's Catholic Primary School

Inspection report

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| Unique Reference Number | 107344 |
| Local Authority | Bradford |
| Inspection number | 309386 |
| Inspection dates | 21–22 October 2008 |
| Reporting inspector | Keith Bardon |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 413 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Canon S Gilligan |
| Headteacher | Miss B Martino |
| Date of previous school inspection | 4 July 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | North Street Keighley West Yorkshire BD21 3AD |
| Telephone number | 1535 210600 |
| Fax number | 1535 210600 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school a short distance from the town centre. It serves an area with social and economic characteristics that are a little below the national average. Almost half of pupils are from minority ethnic heritages; Pakistani, Bangladeshi, Indian, Caribbean, Italian, Irish and Eastern European. The proportion of pupils from minority ethnic backgrounds has increased significantly since the last inspection. About a third of pupils speak English as an additional language and approaching one in eight pupils are at an early stage in learning English. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is average. Early Years Foundation Stage (EYFS) provision consists of two Reception classes. The school has achieved a number of national awards including Investors in People, Investors in Pupils, Healthy Schools, Activemark and the Football Association Primary Charter Standard. Involvement with the Keighley Extended Schools organisation provides additional facilities for pupils and parents, which were not part of this inspection.

Key for inspection grades

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| 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 has made substantial improvement since it was last inspected. One of St Anne's most striking features is the cohesion and harmony that exists among all who work and learn at the school. The very positive manner in which diversity is celebrated has a significant impact on pupils. Because they are happy in each other's company, feel valued as individuals and are given equal opportunities to learn they all achieve well, both personally and academically. Parents recognise the contribution this makes to the local community and comment, 'With the help of the headteacher, teachers, parents and pupils we all hold hands and get along.'

From a relatively low starting point pupils make good progress as they move through the school. Standards rise from below expectations on entry to Reception to above average by Year 6. This is the result of good teaching and learning and a curriculum that is lively and interesting. Standards have improved considerably in recent times in both English and mathematics, with pupils from different cultural heritages doing equally well. While pupils' attainments in English are good overall and they read to a high standard, the range of words some pupils use when speaking or writing is often rather narrow. This creates difficulties when they are writing creatively or have to explain something in detail.

Pupils' personal development and well-being are good. Their enjoyment of school is clearly evident in the happy way they go about their work and play. They feel safe, valued and looked after in the warm atmosphere that prevails, secure in the knowledge that if they have any problems there is always someone to turn to. 'Teachers listen to us and we listen to our teachers,' was one comment. Attendance is broadly average and has improved since the last inspection. Pupils know what constitutes a healthy lifestyle and acquire a good range of basic and life skills. They welcome opportunities to contribute to the school, particularly through the school council. The school's very positive ethos plays a key role in promoting pupils' good spiritual, moral, social and cultural development.

Teachers engage with pupils in positive ways so that lessons are stimulating and interesting. Frequent, well judged questions encourage pupils to think and participate, which they do readily. In some lessons sharp learning objectives give pupils a clear understanding of what they have to achieve but in other lessons learning objectives are not shared well enough and their use in helping pupils to assess their own work is inconsistent. Close attention is paid to pupils' care and welfare. Staff know the pupils well and use effective systems to check and measure their progress. Pupils entering school speaking little or no English receive sensitive support and encouragement from staff and other pupils and many gain the basics of the language at a fast pace. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language are included fully and given the guidance they need to make good progress. The quality of teachers' marking varies across the school with some pupils getting much clearer guidance on how to improve than others.

The headteacher, deputy headteacher and assistant headteacher work cohesively as a team to provide the school with strong and well balanced leadership and management. They ensure that the school runs smoothly and responds quickly and effectively to the needs of pupils. Effective management systems are in place and becoming increasingly efficient as all staff become familiar with their use. Plans for development are based on a secure and accurate understanding of where the school needs to go next, putting it in a good position to continue

to improve. Governors play a full and active part in the life of the school and carry out their statutory duties well.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the EYFS is good. As a result of much better leadership and management, marked improvements have been made which have raised standards and increased children's achievement. A significant number of children enter Reception with knowledge and skills that are below expectations for their age and in some cases well below. A significant proportion is not yet speaking English confidently and often lack communication and social skills. They are cared for and taught well and as a result make good progress. Most children leave Reception with the expected skills for their age but a minority have skills that are a little below the national expectation. Carefully planned and interesting activities, plus well judged support, help children acquire language and communication skills at a good pace. Children who are relatively new to English make particularly good progress in this area. Well established procedures and frequent opportunities to interact and engage with adults and other children provide good social and personal development. Children behave well in the company of others and learn the benefits of sharing and helping. Children's progress is assessed thoroughly and the information used carefully to identify what they need to learn next. Due attention is paid to children's welfare and staff are vigilant in meeting children's individual needs. Procedures to ensure a smooth transition into school are satisfactory and under further development. Plans are in hand to improve the difficult school site and allow more activities to flow freely indoors and out.

What the school should do to improve further

- Extend pupils' vocabulary and increase their ability to use words creatively and precisely when speaking and writing.
- Ensure that in all lessons pupils have a clear understanding of what they have to achieve and are able to use this information to measure how well they are doing.
- Ensure that when marking pupils' work teachers provide clear but sensitive guidance on how it could be improved.

Achievement and standards

Grade: 2

Pupils enter Year 1 ready for the National Curriculum but with attainment that is a little below expectations for their age. Good teaching in Key Stage 1 ensures that pupils achieve well and by Year 2 standards are close to the national average. Many pupils lack experience of English and it is to their own and the school's credit that they reach this level by the age of seven. This pattern continues through Key Stage 2 with pupils making sustained good progress and standards rising above average. Since the last inspection pupils' achievement has much improved. Year 6 pupils do well overall in English although they often attain much better in reading than in writing. This is linked to a rather limited vocabulary which causes problems when some pupils are required to speak or write expressively or with precision. Pupils who speak English as an additional language achieve well with Pakistani pupils making particularly good progress in response to the provision made for their learning. Pupils with learning difficulties and/or disabilities make good progress because they are supported well and given work that is well matched to their needs. The school sets challenging targets for pupils' performance and often meets or exceeds them.

Personal development and well-being

Grade: 2

Pupils' good personal skills and well-being are developed in a nurturing and positive environment where pupils from a wide range of backgrounds work and play in complete harmony. Assemblies contribute much to pupils' spiritual, moral, social and cultural development and they mature into sociable young people with a clear sense of right and wrong. With few exceptions pupils are well behaved, welcoming to visitors and very positive about their school. They enjoy learning, take pride in their work and readily participate in all that the school offers. A small minority need periodic reminders of what the school expects but this is done quickly and effectively and there is no disruption to lessons. Most pupils attend regularly and levels of attendance have risen to around the national average. There are however, a few residual problems with long-term absences which the school is working hard to address. Pupils show no concerns about bullying and feel safe and secure in and around school. They enjoy taking on responsibilities and through the school council make a positive contribution by, for example, holding fundraising events or by installing a buddy bench. Pupils show a good understanding of healthy lifestyles and enjoy the opportunities for sport that the school provides, such as football, netball and tag rugby. They willingly contribute to the local community, for example during the annual Keighley Festival and by the choir singing locally especially at Christmas. Pupils develop a good range of personal and academic skills which will prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have high expectations of how the pupils should behave and what they can and should achieve. Pupils respond well by concentrating hard and paying close attention to what teachers are saying. Consequently, classrooms are busy places with a productive atmosphere. Lessons are generally planned well, with teachers making good use of the information they gain from regular assessment. This ensures that pupils build knowledge and skills progressively and at a good pace. The use of lesson objectives to help pupils understand and remember what they have to achieve is productive in some lessons but underdeveloped in others. The basic skills of literacy and numeracy are taught well across the school and this has a significant impact on pupils' progress and achievement. Teachers use questions skilfully to stimulate pupils' thinking and check their understanding. Effective teamwork between teachers and teaching assistants ensures that pupils with learning difficulties and/or disabilities and those who need help with English make good progress. Working with a teaching assistant during a mathematics lesson, pupils new to English compared number words and counted in both English and their first language. By relating one to the other their understanding developed significantly. The constructive use of information and communication technology in many lessons enhances teaching and supports learning in ways pupils enjoy.

Curriculum and other activities

Grade: 2

The good curriculum provides pupils with a wide range of interesting opportunities to learn and responds well to national and local initiatives. Close attention is paid to the basic skills, particularly literacy and numeracy. In most respects these are promoted well in English and mathematics lessons and across the curriculum as a whole. The work given to pupils who find

learning difficult and those who are new to English is well judged and appropriate. Relevant and meaningful links are often made across subjects, for example when pupils' learning in history, science and religious education is woven around a study of canals. Good provision is made for pupils' personal, social, health and citizenship education, supported by a well structured programme of work. A well organised and imaginative range of visits and visitors, for example Bollywood Dancer, plus a variety of extra-curricular activities enrich pupils' experiences and provide enjoyable additional opportunities for learning.

Care, guidance and support

Grade: 2

The school makes good provision for pupils' care and welfare in a highly inclusive and supportive family atmosphere. Throughout this caring and harmonious school respect and strong role models lead to positive attitudes and good behaviour. Pupils know that they will receive help when they need it. 'If I don't understand something teachers explain it well,' is typical of the comments they make. Systems for ensuring the health and safety of children are in place, including the government's requirements for safeguarding, and a careful watch is kept on those who may be vulnerable. Support for pupils who speak English as an additional language and pupils with learning difficulties and/or disabilities is well organised and thorough and as a result these pupils make good progress. Teaching assistants are often proactive in providing valuable support for these pupils. Academic guidance is good overall and pupils' progress is carefully tracked. This enables staff to provide the help pupils need to make good progress. While some teachers add useful points for improvement when marking pupils' work, others miss opportunities to provide this help and guidance.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides focused leadership and clear direction. Working together, senior members of staff and governors move the school forward at pace. Since the last inspection standards have risen, provision in the EYFS has improved and more effective performance management procedures have been put in place. These factors have helped to raise the skills and confidence of teaching staff, which has had a positive effect on pupils' learning. While managers recognise how far the school has come, there is no complacency just a shared ambition to do even better, which provides a strong platform for future development. Procedures for checking how well the school is performing are effective and provide clear and detailed information. Management systems and structures are good but some are relatively new and staff are still learning how to get the best from them. Staff are deployed well so that pupils with specific needs, including those with learning difficulties and/or disabilities and pupils who speak English as an additional language receive the support they need from experienced and well qualified teachers and teaching assistants. Equality of opportunity is promoted rigorously and highly successfully and all pupils thrive. Managers pay due attention to the school's role in the local and wider communities to provide pupils with a sense of belonging and to promote tolerance and understanding. Finances are managed efficiently and the school gives good value for money. The school benefits from a conscientious governing body, which supports and guides its work well.

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Annex A

Inspection judgements

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| 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

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

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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| 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/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

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

The quality of provision

| | |
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| How effective are teaching and learning in meeting the full range of 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? | 2 |

Leadership and management

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| 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 | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 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 |

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

Inspection of St Anne's Catholic Primary School, Keighley, BD21 3AD

Thank you very much for the very friendly greeting you gave the inspectors when we inspected your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

St Anne's is a good school and I understand fully why you enjoy it so much. The school has a lovely atmosphere and you all seemed very happy. One of the things which pleased us most was how well you all get along. It was heart warming to see pupils from many different backgrounds working and playing so happily together and clearly enjoying and valuing each other's company. I was particularly impressed by the welcome you give to anyone joining the school and how you help those who start school speaking little or no English. Your behaviour is good and you can be proud of the way you grow into sensible and caring young people.

You make good progress in your work because you are well taught and try hard in lessons. Your attainment in English is good but we noticed that many of you do much better in reading than in writing. We talked about this with your teachers and they will be introducing ways to help you use words better. You can help by always thinking hard about the best words to use when speaking or writing and looking for words that say exactly what you want them to.

Staff take very good care of you and keep a close check on your progress. We have asked teachers to make sure that when marking your work they make clear what you need to do to improve it next time. You can help by looking at what teachers write in your books very carefully and trying your best to follow the advice. While some of the learning objectives teachers share with you at the start of lessons do a good job in helping you to learn, this is not always the case. This is something the school will be looking into. Always try hard to keep the learning objective clear in your mind so that you can judge how well you are doing.

Thank you once again for a very enjoyable two days and best wishes for the future.