

# St Anne's Catholic Primary School, Streetly

## Inspection report

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<b>Unique Reference Number</b>	104241
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	323999
<b>Inspection date</b>	24 September 2008
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	185
Government funded early education provision for children aged 3 to the end of the EYFS	37
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia O'Kane
<b>Headteacher</b>	Maureen Robinson
<b>Date of previous school inspection</b>	29 September 2005
<b>Date of previous funded early education inspection</b>	12 September 2006
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Blackwood Road Streetly Sutton Coldfield B74 3PL
<b>Telephone number</b>	01213 535114

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<b>Age group</b>	3–11
<b>Inspection date</b>	24 September 2008
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**Fax number**

01213 535114

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school, including the Early Years Foundation Stage (EYFS) and the After School Club. They investigated the following issues: whether more capable children in the EYFS make sufficient gains in acquiring basic skills of writing and numeracy; whether teaching and learning are uniformly good across the school; and whether more capable pupils in Years 1 and 2 are making sufficient progress in writing. Evidence was gathered from lesson observations and interviews with the headteacher, senior leadership team, the chair of governors, pupils and staff.

Other aspects of the school were not investigated in detail but no evidence was found to suggest that the school's own self-assessment, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

The school is situated in an area of low deprivation. Owing to the religious nature of the school, nearly half of the pupils are drawn from out-of-catchment areas. Attainment on entry to the EYFS is in line with the developmental stages of children of this age, as is the percentage of pupils with learning difficulties and/or disabilities. Thirty-seven children attend the EYFS and, at the time of the inspection, three of these children attended the breakfast and after-school provision. The school has been awarded an Investor in People Award 2006 and an Activemark in 2007.

## 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. The school has consistently maintained very high standards in English, mathematics and science over four years. It has outstanding features in Years 3 to 6, where standards in English, mathematics and science are exceptionally high and all groups of pupils achieve very well in relation to their prior attainment. Teaching and learning are consistently outstanding in Years 3 to 6 because of teachers' very high expectations and very good use of data from assessments to plan the next steps of learning. Pupils' personal development and well-being are outstanding throughout the school as a result of high levels of care, guidance, support and welfare. Very good provision is made for developing the 'Every Child Matters' agenda and, as a result, pupils have exemplary attitudes to learning and behave very well. 'Exceptionally caring,' 'superbly supportive' and 'very understanding,' are just a few comments parents make about the professional and hardworking staff. This view is mirrored by the pupils, who love coming to school. Their attendance is exemplary. 'We are one big happy family here, our headteacher is fantastic, she sorts everything out, that's why we learn so well,' said one pupil speaking for many.

The school's capacity to improve is good, as demonstrated by the rise in standards in mathematics in 2008, a focus identified last year on the school development plan. 'We strive to get better and better in all that we do,' said the chair of the governing body. 'We are determined to give our pupils the very best start in life.'

Pupils' achievements are good. They are better in Years 3 to 6 than in Years 1 and 2 because teachers in Years 3 to 6 use assessment information more precisely to set challenging tasks, especially for more capable pupils. In Years 1 and 2, standards are above average. Standards are above average in reading and in mathematics but in writing, pupils only attain average standards. This is because too few pupils reach the higher levels as, at times, expectations of these pupils are not high enough, an issue staff have recognised and are addressing. Pupils with learning difficulties and/or disabilities make very good progress throughout the school and are very well cared for.

Teaching and learning are good. Relationships are outstanding and behaviour is exemplary. An exceptionally purposeful atmosphere is created for learning. Pupils are very attentive as all teachers give very good explanations, but they do not always demand that extra bit of higher attainment in pupils' writing in Years 1 and 2.

The school's robust attention to pupils' safety and well-being demonstrates the outstanding pastoral care. 'Special friends' (older pupils being put in charge of younger ones) execute their duties diligently. These strong bonds continue long after the pupils have left school and contribute to the outstanding provision to community cohesion.

The learning opportunities provided for pupils are good. Staff are starting to make very good links with other subjects. An example of this was seen in Year 4 when pupils applied their skills of literacy in history when writing about evacuees. The very good range of sports clubs and pupils' participation in sport, coupled with their very good knowledge of healthy eating, illustrate pupils' high commitment to keeping fit and healthy. A very wide range of extra-curricular activities, coupled with high attendance at the after-school club, contribute to pupils' very good social skills. These contribute to pupils achieving economic well-being as, together with the very high standards attained at the end of Year 6, pupils are exceptionally well prepared

for secondary school. Pupils learn French and parents are very pleased with the residential experience pupils have at Kingswood.

Pupils' spiritual, moral, social and cultural development is outstanding. In a Year 5 lesson, pupils' thoughtful reflections on what the difference is between miracles and magic produced an enlivened debate. Reflections about deeper issues of faith in adversity illustrate their growing awareness of life in a materialistic society. Pupils have very good awareness of other faiths. Links with the local community are outstanding, especially with the church and parish, and this contributes to outstanding community cohesion and places the school at the heart of the community.

Leadership and management of the school are good. The headteacher is relentless in ensuring that all pupils receive the best possible education. This is evident in the challenging targets set for pupils in Year 6. A clear educational direction has been set and the headteacher is very respected by the whole-school community. She has ensured that the school's mission statement of developing every child's potential based upon Christ and His Gospel values of love, peace and justice is apparent in all aspects of school life. Links with other schools and agencies are very good. The role of middle leaders is developing and very good improvement has been made to the way pupils' progress is tracked. Governance of the school is good. The chair of the governing body is very knowledgeable about all aspects of school life. The recent allocation of governors to academic subjects is helping the governors to hold the school to account and supportively challenge leadership decisions.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The EYFS is good. Provision meets children's needs well. From average starting points, children attain above the expectations of children of this age in all areas of learning and their achievements are good. In early writing and number mark-making, more capable children are not always consistently challenged. As a result, in these areas, learning and development are only satisfactory. Children's achievement in personal, social and emotional development is outstanding and is the cornerstone for the outstanding behaviour and attitudes as children move up the school. Children settle into routines very quickly and are exceptionally caring towards one another. The uniqueness of each child is recognised and enabling environments ensure that all children get equal access to all activities. Good teaching and welfare provision, coupled with a well-planned curriculum both indoors and outdoors, ensure that children are effectively helped to learn and develop. A key feature of the good teaching are the outstanding relationships between children and staff. When learning about 'number four' in a birthday context, one child wanted to give the teacher four iced cakes. The leadership and management of the EYFS are good. The EYFS coordinator has very secure knowledge of the strengths and areas for development because of secure self-evaluation. Children in the EYFS attending the breakfast and after-school provision are very well looked after both by staff and the older pupils. This contributes to the outstanding relationships that are apparent throughout the school.

### **What the school should do to improve further**

- Ensure that more capable children in the EYFS are given more opportunities to record their work.
- Help more able pupils attain higher levels in writing in Year 2.
- Develop teaching in the EYFS and Years 1 and 2 to that of the best seen in Years 3 to 6.

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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
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

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?	1
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

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	1
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

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<sup>1</sup>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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
How well does the school contribute to community cohesion?	1
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**

25 September 2008

Dear Pupils

Inspection of St Anne's Catholic Primary School, Streetly B74 3PL

We really enjoyed our visit to your school. Thank you for taking the time to talk to us. Yours is a good school with outstanding features in the way teachers look after and care for you and ensure that you attain the highest possible standards by the time you leave school. You have an exceptional understanding of why it is important to have a healthy lifestyle and how to stay safe in a variety of situations. As a result of good teaching in your school, you develop outstanding skills in achieving economic well-being by the way you interact with one another, and you achieve very high levels in English, mathematics and science. It is wonderful to know that both you and your parents say how much you enjoy school.

Your behaviour during our visit was excellent and all of you demonstrated outstanding attitudes to learning. We were very pleased to know how much you value the outstanding relationships you have with your special friends and that these continue outside of school. We think that you are developing into very mature and well-rounded individuals who care about others. You make an outstanding contribution to the community by supporting charities and contributing to all parish events. You certainly live out your school's mission statement by being very caring towards one another. We agree with you that teaching is good. Your achievements at the end of Year 6 in English, mathematics and science are exemplary and you are very well prepared for secondary school. We agree with your parents that Mrs Robinson leads the school exceptionally well. There is a very strong caring Catholic ethos in your school.

We have asked your teachers to make your school even better by learning from each other's practice so that teaching in your school is consistently outstanding. We have asked your teachers to ensure that those of you in the EYFS who find learning easy have more opportunities to develop your early writing and number skills. For those of you in Years 1 and 2, we would like you to try harder to reach higher levels in writing.

We wish you well for the future.

Yours sincerely

Bogusia Matusiak-Varley Lead inspector