

St Anne's Catholic Primary School

Inspection report

Unique Reference Number	103719
Local Authority	Coventry
Inspection number	336139
Inspection dates	14–15 January 2010
Reporting inspector	Judi Bedawi

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

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Robert Ridley
Headteacher	Maureen Frawley
Date of previous school inspection	1 September 2006
School address	Chace Avenue Willenhall Coventry
Telephone number	0247 630 2882
Fax number	0247 630 6740
Email address	headteacher@st-annes.coventry.sch.uk

Age group	4–11
Inspection dates	14–15 January 2010
Inspection number	336139

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors spent about a third of their time observing learning, visiting 13 lessons and observing 10 teachers, and held meetings with governors, staff, pupils and the school improvement partner. They observed the school's work, looked at pupils' books and a range of school documentation, policies, monitoring records and data on pupils' attainment. Inspectors received and analysed 60 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's efforts to raise the attainment and achievement of pupils at Key Stage 2, including higher attainers
- pupils' views and perceptions of current behaviour at school
- the consistency of teaching, learning and assessment and their impact on improving pupils' progress
- the quality of leadership and management in raising ambition and driving the school forwards.

Information about the school

St Anne's is smaller than most other primary schools. Pupils come from the local community. The majority of pupils are from White British backgrounds but a well above average percentage are from minority ethnic groups. A high proportion of these pupils are at an early stage of learning English. Although an above average proportion of pupils have special educational needs and/or disabilities, a below average number have a statement of special educational needs. Pupil mobility throughout the school is high. There is a legacy of high staff mobility, which is now starting to stabilise. There is an independently run on-site playgroup, which was inspected in 2009. From September 2009, the governors have appointed permanent staff to some posts which were previously difficult to fill. The school has the Investors in People, the Healthy Schools and the Eco-school awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Pupils attending St Anne's are provided with a satisfactory quality of education. There is a warm learning environment with the school increasingly focused on raising standards and pupils' progress. Very positive steps are being taken to improve the legacy of inadequate attainment. This is aided by recent permanent staff appointments which have ensured a rapid improvement in teaching in Key Stage 2 and much reduced staff mobility.

Children's attainment on entry to the Reception class has been below or well below age-related expectations in recent years. Pupils entering in older year groups often have below average attainment, especially if they have little or no knowledge of the English language. In 2009, Year 2 pupils performed well in tests, except for in writing. However, Year 6 pupils underachieved with well below average test results, particularly for higher attainers and in mathematics. Factors contributing to the low results include high pupil mobility and a legacy of staff changes up to pupils' final year in school. However, attainment has improved since September and pupils' current progress, including in Year 6, is satisfactory. This is due to better teaching and improved pupil attendance. The work of teaching assistants and learning mentors in supporting the most needy and vulnerable pupils is sound. Well-focused support for pupils such as those with special educational needs and/or disabilities and those who speak English as an additional language enables them to make satisfactory progress in line with their classmates.

Pupils enjoy school and are eager to learn, which is evident from their good attitudes and the way they support each other. They work steadily to improve their skills, but are unsure how to do this independently, because teachers' guidance, through use of assessment and helpful marking, is inconsistent. Additionally, expectations, pace and challenge in lessons across different subjects are too variable. Teaching to improve pupils' progress, although not yet consistently good, is improving steadily. Behaviour is good. Pupils say it is far better than a year ago, so they feel much safer. They like the way that behaviour is fairly managed, with staff acting promptly if any playtime incidents occur. Pupils have a good understanding of how to stay fit and healthy and their enjoyment of spirituality and culture is clearly seen when they sing and dance.

The headteacher and senior leaders, including the governing body, have an accurate awareness of the school's strengths and weaknesses. However, not all governors undertake regular training or take enough time to fully support senior leaders. Secure improvement plans are in place. Senior leaders and middle managers have yet to take rigorous action to fully put these plans into practice to secure and sustain whole-school improvement. Nevertheless, teaching and progress have improved, attainment is rising rapidly and more challenging school targets have been introduced as a result of the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

school's accurate evaluation of its performance. Previous inspection issues have also been addressed. These developments demonstrate that the capacity to improve is satisfactory.

What does the school need to do to improve further?

- Raise whole school attainment and achievement in English, mathematics and science by:
 - improving the quality and pace of teaching and learning to ensure work is challenging for all pupils, including higher attainers
 - providing more opportunities for pupils to develop their independent learning skills and to use them across the curriculum.
- Develop consistently good or better practice in using assessment to promote learning across the school by:
 - further developing staff skills, practice and confidence in improving pupils' progress, using the good data available to focus on individual learning outcomes
 - enabling pupils to be fully aware of how well they are doing and what they need to do next through spreading the current pockets of good informative marking to all classes.
- Improve the responsibility and accountability of leadership and management responsibility and accountability at all levels by:
 - setting a visible, rigorous pace and challenging timescale from senior leaders to drive forward planned improvement strategies, ensuring the involvement of middle managers and other staff in raising and sustaining school standards
 - ensuring that all governors develop their skills through regular training and that the whole governing body fully participate in supporting senior leaders in raising standards.
- Around 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy school. They like lessons that challenge them, but still work steadily even if activities are too easy or sometimes boring. Pupils' longer-term progress is satisfactory. Standards in writing at Key Stage 1 are starting to improve. The quality of learning seen in lessons was consistently at least satisfactory and increasingly good. Year 6 pupils, including higher attainers, are now making good or better progress in lessons due to good teaching, and standards were seen to be rising particularly rapidly in this year group.

The behaviour seen during the inspection was consistently good. Pupils confirm that

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

behaviour is managed well. Pupils' understanding of how to stay fit and eat well is good. They enjoy sport, after-school dance club and early morning exercise in 'activate' sessions. The walking bus contributes to their well-being and to raising attendance. Pupils said, 'We look after children at wet play, so they are safe. We have lots of safe things in our school.' Their parents fully agree with them. The contribution pupils make to the community is satisfactory. The school council, set up in September 2009, provides pupils with a good emerging voice. There is good parish involvement and fundraising, but the school knows that pupils' awareness of wider and global communities is less well developed. Pupils appreciate the languages and customs of pupils from other countries, and are learning to speak, for example, some Polish words. Good spiritual, moral, social and cultural development is seen in pupils' attitudes, with real pride in celebrating achievement in the awards assembly. These good outcomes help to ensure that preparation for pupils' future economic well-being is satisfactory, despite their limited basic skills in literacy and numeracy. They feel ready for the next stage of their education. Attendance is satisfactory and improving.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Positive relationships and staff teamwork have a good impact on learning, and help pupils with special educational needs and/or disabilities and those learning the English language make satisfactory progress. Teachers' subject knowledge is secure and mostly effective questioning keeps pupils interested. New staff are using good teaching strategies, such as accelerating the pace of learning and providing greater challenge to fire pupils' imagination. However, this is not embedded in all classes, so pupils say that some lessons are boring because work is too easy. There is much good assessment and tracking data on pupils' performance. However, staff lack confidence, skills and consistency in using this data to improve pupils' individual progress, including that of higher attainers. As a result, too few staff share useful information by marking with pupils, to enable them to improve their work independently. Although too early to see the long-term impact of the recently introduced half-termly pupil progress meetings, there is a better focus on setting and reviewing pupils' learning targets.

The curriculum is appropriately adapted to meet pupils' learning needs, including those of pupils learning English. It has a strong focus on numeracy and literacy, which helps to prepare pupils adequately for their future lives. A broad range of subjects are available to pupils which impact positively on enjoyment. New opportunities to develop creative skills were introduced last term, physical education is popular and music involves joyous singing in assembly. Cross-curricular use of information and communication technology is well embedded.

Staff know pupils and their families well, so pastoral care and guidance are good. External help to support more needy or vulnerable pupils and their families is very well co-ordinated by trained learning mentors. Through their work with parents, attendance is carefully monitored and continues to improve. Introduction of the 'walking bus' and breakfast club has improved punctuality and pupil outcomes, and there has been no fixed-term exclusion since September.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team of the headteacher and her deputy work closely together. Senior leaders now clearly realise that the pace of change they previously set was not sufficiently rapid, and until recently not enough rigorous practical action had been taken at all levels of management to reverse the decline in pupils' progress and standards. This particularly applies at Key Stage 2 for higher attainers, but also across the whole

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

school to improve satisfactory performance to consistently good or better. Reduced staff mobility and recent good staff appointments, particularly in Year 6, have enabled targets for 2011 to be set much higher. The chair of governors has an astute overview of the school's performance, but not all of the other governors engage sufficiently with their roles, and this limits the support available to senior leaders. Safeguarding is good and meets current government requirements. The school has successfully improved some aspects, including outcomes in Key Stage 1, attendance and the level of exclusions. The partnership with parents is good. Other partnerships are satisfactory, as is community cohesion, although parish links and fundraising are strong. Equality of opportunity is satisfactory because all groups of pupils are helped to make satisfactory progress and are treated with respect. Social harmony is good and pupils are well aware that discrimination is unfair. Use of resources is satisfactory and finance is appropriately managed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly because there are close links with families and shared curricular activities, assessment and planning with the on-site playgroup, so children know routines, feel very safe and progress steadily. Their behaviour and attitudes are good and they are always involved in whole-school events. They were seen happily singing and smiling as they walked back to class after an assembly. Children have sound social and physical skills. Their writing and mathematical calculation skills are less well developed but improving with, for example, the recent introduction of monitoring

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

phonics teaching. Children make satisfactory progress. Their learning environment promotes curiosity and their teacher builds soundly on their skills and personal development, ensuring a secure balance of adult-directed and child-led activities. Care and welfare, including safeguarding, are good. There are particularly effective discussion groups led by the children's key workers, with information shared between home and school. Provision is satisfactory and resources meet children's learning requirements, including those of children who are learning English and those with special educational needs and/or disabilities. The new leader understands young children well and has sound ideas for further development, including more workshops for parents to help them to support their children's learning at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents who responded to the questionnaire all say that their children are safe at school. Nearly all say that their children enjoy school and are happy with the quality of education. The large majority think that their children lead healthy lives and that teaching is good and feel well informed about the progress made. A few parents do not think that children behave well, make enough progress or have their needs met and do not feel well supported in helping their children to learn. They also think that preparation for the next stage of learning is not good enough - their children disagree, and the inspection team found this aspect to be satisfactory. A small minority would like more account taken of their suggestions. Inspectors mostly agree with parents' views but found teaching to be satisfactory, with behaviour being good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspectors received 60 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	48	28	47	2	3	1	2
The school keeps my child safe	30	50	30	50	0	0	0	0
The school informs me about my child's progress	22	37	33	55	5	8	0	0
My child is making enough progress at this school	16	27	34	57	8	13	1	2
The teaching is good at this school	21	35	33	55	4	7	1	2
The school helps me to support my child's learning	16	27	34	57	7	12	1	2
The school helps my child to have a healthy lifestyle	22	40	32	53	4	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	20	36	60	9	15	0	0
The school meets my child's particular needs	14	23	35	58	7	12	2	3
The school deals effectively with unacceptable behaviour	16	27	34	57	5	8	0	0
The school takes account of my suggestions and concerns	14	23	32	53	5	8	3	5
The school is led and managed effectively	18	30	32	53	1	2	4	7
Overall, I am happy with my child's experience at this school	23	47	23	47	2	4	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 January 2010

Dear Pupils

Inspection of St Anne's Catholic Primary School, Coventry, CV3 3AD

We would like to thank you for making our visit such an enjoyable experience when we visited your friendly school recently. We thought you were very polite. Many of you told us a lot about why you like school and learning, particularly writing, using computers, music and physical education. You also told us a lot about how behaviour has improved and this really helped us to make some important decisions.

We can see that you work steadily and enjoy asking your teachers lots of questions. The school provides you with a satisfactory education. You make satisfactory progress in learning from your various starting points because you have satisfactory teachers and teaching assistants who help and support you in lessons. Your behaviour and attitudes are good and we can see you all take really good care of each other and feel safe. Your attendance has improved - keep it up! Your attainment has been lower than that of pupils in other primary schools but is beginning to get better, so keep working hard.

We have asked your teachers to make sure that they expect more from you and give you challenging work in English, mathematics and science so you all do better, including those of you who find work too easy. We have also asked teachers to get better at deciding how well you are doing and at marking your work, telling you how to improve independently, so that your progress gets even better. We have asked your headteacher to make sure that this happens.

I am sure that you can help your teachers by always doing your best at St Anne's and will rise to the challenges you will be set in the future.

Yours sincerely

Judi Bedawi

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.