

# St Anne's RC Primary School

## Crumpsall Manchester

### Inspection report

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<b>Unique Reference Number</b>	105521
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	336506
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Denise Shields

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

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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 of pupils on the school roll</b>	263
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Christopher Haworth
<b>Headteacher</b>	Mrs Catherine Thornton
<b>Date of previous school inspection</b>	19 June 2007
<b>School address</b>	Moss Bank Crumpsall Manchester M8 5AB
<b>Telephone number</b>	0161 7405995
<b>Fax number</b>	0161 7950236
<b>Email address</b>	a.fearns@st-annes-jun.manchester.sch.uk

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

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons or part lessons and these included the observation of 11 teachers. Meetings were held with staff, groups of pupils and representatives from the interim executive board and local authority. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils and staff and 49 questionnaires returned by parents and carers were scrutinised.

- pupils' attainment and progress in English and mathematics
- whether the quality of teaching is sufficiently challenging in meeting the abilities of all pupils, particularly the more-able
- the use of assessment information to promote learning and progress for all groups of pupils
- whether the curriculum meets the needs of all pupils in the mixed-age classes including the Reception/Year 1 class
- whether robust and effective management systems have been established to enable leaders and managers at all levels to drive improvement.

## Information about the school

This is an average-sized primary school. Slightly more than a third of pupils come from a wide range of minority ethnic backgrounds and numbers are steadily increasing. Nearly a quarter of all pupils are known to be eligible for free school meals. A lower-than-average proportion of pupils is assessed as having special educational needs and/or disabilities. Since the previous inspection, there has been a high turnover of teaching staff and significant turbulence and changes in the senior leadership. The school does not have a substantive headteacher. During the autumn term 2009, the school was led by the deputy headteacher and two leading headteachers from within the local authority. A temporary, part-time executive headteacher was appointed at the end of February 2010. The governing body was replaced by an interim executive board, who took up their appointment in April 2010.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the effectiveness of leadership and management at all levels, including governance, and the school's capacity to secure sustained improvement. However, the school is providing an acceptable standard of education. The executive headteacher provides very determined leadership and in a short space of time is already bringing about change. She has established a wide range of essential management systems and routines and so the school runs smoothly on a day-to-day basis. A realistic, short-term improvement plan has been drawn up to address key areas of weakness. Rigorous arrangements have been put in place to track pupils' progress, but these are not yet fully embedded. Robust procedures to monitor and record absence have been introduced. As a result, attendance has improved considerably and is now satisfactory. Senior and middle leadership are ineffective. Teamwork is not strong and as a result, there is no shared, clear vision for the school. Monitoring, evaluation and review activities lack rigour and findings are not always formally recorded or addressed with sufficient speed. As a result, self-evaluation and long-term improvement planning are weak. The school has not tackled the concerns raised at the previous inspection. The promotion of community cohesion is inadequate. The interim executive board has started a rigorous programme of monitoring and evaluation, but it has not been in place long enough to secure significant improvements. As a result of the weaknesses in leadership and management, the school's capacity for sustained improvement is inadequate.

Despite these difficulties, the outcomes for pupils are satisfactory. Children get a satisfactory start to their education in the Early Years Foundation Stage. Inside, the learning areas are bright and attractive. However, the outdoor area is uninspiring and under-resourced which limits the breadth of children's learning. Overall, pupils' achievement in Key Stages 1 and 2 is satisfactory. By the end of Year 6, attainment is broadly average in mathematics and English, but well below average in science. Fewer pupils than average attain higher levels because they are not always given work that is sufficiently well matched to their ability. Attainment in reading is a strength in all classes because reading skills are taught well. However, pupils' writing skills are not as strong because they do not have enough opportunities to write in subjects other than English. The quality of teaching is satisfactory. In some lessons teachers have high expectations of what pupils can achieve, but this is not consistent across the school. As a

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consequence, pupils' learning and progress are uneven. Secure and friendly relationships exist and pupils are confident there is an adult to turn to if required. Behaviour is good and pupils are kind and considerate towards each other. Almost all pupils say they feel safe, enjoy school and learning. They appreciate the recent improvements in the range of activities they can take part in beyond lessons.

**What does the school need to do to improve further?**

- By 31 December 2010 secure the stability and improve the effectiveness of leadership and management at all levels by ensuring that:
  - - in partnership with the local authority and the diocese, a substantive headteacher is appointed at the earliest opportunity
  - - senior and middle leadership teams are established who have a clear understanding of their roles and responsibilities and share a commitment to secure the school's capacity for sustained improvement
  - - monitoring and evaluation arrangements are rigorous, outcomes are clearly recorded and rapidly addressed with clear links made to the implementation of robust improvement planning
  - - the interim executive board contributes effectively to setting the school's strategic direction and ensures statutory responsibilities are met, including the promotion of community cohesion.
- Raise attainment in writing and science by ensuring that:
  - - activities are provided to increase pupils' eagerness to write in all subjects
  - - there are regular planned opportunities for pupils to take part in practical investigations
  - - pupils have plentiful opportunities to discuss their tasks, research information and then record their work independently.
- By 31 March 2011 improve the quality of teaching so that 80% is good or better by ensuring that;
  - - teachers have high expectations of what pupils can achieve in all lessons
  - - assessment information is consistently used to adjust lesson planning and teaching so that work is precisely tailored to pupils' needs and abilities, in particular the more-able
  - - marking clearly indicates to pupils how to improve their work.
- Make greater use of the Early Years Foundation Stage outdoor area by ensuring that;
  - - it is used continuously each day
  - - sufficient resources are available so that children can choose activities for themselves in all areas of learning.

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

Almost all pupils have positive attitudes to their lessons and enjoy learning. Occasionally, where tasks are mundane and fail to gain pupils' full attention, they

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become restless and their learning is more limited. Many pupils are well motivated, keen to help and support each other and try their best at all times. When given the opportunity they work cooperatively with a partner or in groups and readily share ideas and this helps them to become more confident learners. The vast majority of pupils enter Year 1 with skills that are typical for their age. Throughout Key Stages 1 and 2, pupils' progress is satisfactory but uneven because the quality of teaching varies. Achievement is satisfactory overall. By the end of Year 6, standards in English and mathematics are broadly average. Attainment in mathematics has fallen since the last inspection. The school recognised this and, with the support of the local authority, put in place initiatives to boost pupils' progress. These have had marked success; the decline has halted and pupils' attainment is rising strongly. The decline in science has not been addressed and attainment has fallen and are well below average. Fewer pupils than average attain higher levels because they are not always given sufficiently challenging work to enable them to reach their full potential. Pupils with special educational needs and/or disabilities make satisfactory progress because of the generally well-targeted support they receive from the teaching assistants in lessons.

Pupils' behaviour is good. They show good self-discipline when they play outside on the very small school yard. Pupils' spiritual, moral, social and cultural awareness is satisfactory. Pupils make a good contribution to the parish community, but their involvement in the local community is more limited. Their awareness of diversity in British society and wider global issues is underdeveloped. The vast majority of pupils have a satisfactory knowledge of how to live healthy and safe lifestyles.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

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

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

In the best lessons teachers have good expectations of what pupils can achieve, the pace is lively and visual resources are used to good effect. Questioning is effective and develops pupils' skills and knowledge well. The use of information and communication technology (ICT) engages pupils' interest, but this is not a consistent feature in all lessons. Sometimes, good opportunities are provided for pupils to talk in pairs which successfully promote speaking and listening. For the most part, teachers' subject knowledge is good, but where it is less secure, key concepts are not explained clearly enough and sometimes too many new ideas are introduced. In all classes there is often an over-reliance on the use of commercially-produced worksheets, especially in science. Work is sometimes copied from the whiteboard or textbooks. As a result, pupils do not have enough opportunities to record, research or investigate independently. Teachers are starting to make more use of assessment information to adjust lesson planning, but this is at an early stage of development. As a result, work is not always tightly matched to the needs of individual pupils, especially the more-able. In the best practice, marking is helpful and provides constructive comments to help pupils improve, but this is not so in all classes.

Pupils have satisfactory opportunities to practise their numeracy and ICT skills in other subjects, this makes a positive contribution to the standards attained. However, there are too few exciting opportunities for pupils to practise their writing skills. Recently introduced intervention programmes to boost pupils' progress in literacy and numeracy have been successful and progress is accelerating and attainment rising for those pupils involved. The range of activities available beyond lessons is satisfactory but the breadth of the visits and visitors to enrich learning is limited.

Teachers know pupils well and overall care is satisfactory. There is growing support for individuals and potentially vulnerable groups, which has led to noticeable improvements in their attendance or self-esteem. Arrangements to help pupils move from year group to year group and then on to secondary school are satisfactory.

*These are the grades for the quality of provision*

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

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## How effective are leadership and management?

Prior to the recent appointment of the executive headteacher the school lacked strategic leadership. Her appointment, although temporary, has brought much needed stability to the school. She has set out clear short-term priorities for improvement, vigorously introduced or revised many management systems and put in place a clear staffing structure. However, these arrangements have not yet had time to become fully embedded in all aspects of the school's work and many priorities remain to be tackled. Nevertheless, success is already evident. The rigorous focus on pupils' attendance, for example, has brought about rapid improvements and the rate of attendance is now average. A new robust system to track pupils' progress is being used to identify and tackle any underachievement and to set challenging targets. Inspection evidence shows that pupils in Year 6 are on track to exceed their targets in English and mathematics this year.

Despite these recent improvements, the school's capacity for sustained improvement is fragile. The direction provided by senior and middle leaders is inadequate. They do not work cohesively as a team so there is no clear drive to bring about improvement, for instance to secure improvements in teaching or to tackle weaknesses in writing and science. Best practice is not routinely shared. Monitoring, evaluation and review arrangements are not robust or systematic; as a result, middle leaders do not have a clear grasp of standards in their areas of responsibility.

The new interim executive board has quickly gained a clear view of the school's strengths and weaknesses. It is determined to secure improvements for the school, but realises that there is still much more work to be done. The school complies with current statutory requirements for safeguarding, health and safety, and child protection. However, the school does not meet its statutory responsibilities to promote community cohesion. No audit has been carried out and there is no policy or plan to promote all aspects. Satisfactory arrangements are in place to promote equal opportunity and tackle discrimination. Inspection evidence shows that the executive headteacher and interim executive board have improved relationships with most parents and carers. Communication is stronger and their involvement in their children's learning and in the life of the school is growing.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good links with parents and carers ensure children settle quickly to school routines. Most children enter Nursery with skills expected for their age, but this varies from year to year. As a result of satisfactory teaching and learning, children make sound progress, overall. By the time they enter Year 1, the majority of children are working within the expected levels for their age, with a few working beyond. Many make better progress in aspects of language and communication, mathematical and personal and social development because of the strong emphasis on these areas. Children behave well, play happily together and enjoy learning. Satisfactory welfare arrangements ensure that children are safe and cared for well. Indoors, planned activities have a good balance between those children can choose for themselves and those led by an adult. However, children, including those in the mixed Reception and Year 1 class, do not have the opportunity to use the outdoor area continuously throughout the day. This inhibits their opportunity to make choices for themselves and become more independent. The outdoor area is under-resourced which limits the breadth of children's learning. The leadership and management of the Early Years Foundation Stage are satisfactory. Careful assessments of children's progress and achievements are made. Records of individual progress are kept which include samples of work but these are not completed consistently in all classes and this reduces their effectiveness in planning the next steps in children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

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Inspectors received questionnaire responses from approximately one fifth of parents and carers. An analysis of responses indicates that most parents and carers are happy with their children's experience at school. The large majority indicate that their children enjoy school and feel the school keeps their children safe. Inspectors endorse these positive views. While most parents and carers indicate a positive view, a minority expressed concerns about their children's progress and that teaching was not good. Inspectors judge that pupils do not make as much progress as they should in writing and science and that teaching could be better. A minority also expressed concern about the effectiveness of leadership and management of the school. Inspection evidence supports these views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's RC Primary School Crumpsall Manchester 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 inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	60	18	33	3	5	0	0
The school keeps my child safe	31	56	23	42	1	2	0	0
The school informs me about my child's progress	21	38	28	51	5	9	0	0
My child is making enough progress at this school	24	44	21	38	9	16	1	2
The teaching is good at this school	21	38	24	44	7	13	1	2
The school helps me to support my child's learning	20	36	29	53	4	7	0	0
The school helps my child to have a healthy lifestyle	24	44	27	49	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)	18	33	27	49	4	7	3	5
The school meets my child's particular needs	19	35	26	47	6	11	1	2
The school deals effectively with unacceptable behaviour	12	22	39	71	3	5	0	0
The school takes account of my suggestions and concerns	17	31	25	45	7	13	2	4
The school is led and managed effectively	11	20	26	47	8	15	5	9
Overall, I am happy with my child's experience at this school	23	42	22	40	2	4	3	5

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



20 May 2010

Dear Pupils

Inspection of St Anne's RC Primary School, Crumpsall, Manchester, M8 5AB

Thank you for helping with the inspection. There are many satisfactory things about your school, but its work overall is not good enough. Your school is not improving quickly enough so it has been given a 'notice to improve'. This means that inspectors will visit again to make sure that improvements are being made.

- You told us that pupils behave well and look after each other and we agree.
- Many of you said that you enjoy most of your lessons, but not all of them. We agree that some lessons could be better and have asked your school to make sure teaching is always at least good and to ensure work is always just at the right level to help you learn more quickly.
- Although you make satisfactory progress in reading and mathematics, your progress is not quite as strong in writing and science. We have asked your school to give you lots of exciting chances to practise writing as well as more opportunities to carry out experiments and investigations, and to let you record your own work in your books so that you can attain higher standards in these subjects. If you always work hard in your lessons, this will help too.
- The children in the Nursery and Reception classes have lots of equipment to choose from inside. There is not much to choose from outside and so we have asked your school to provide more equipment and to use the area all the time.
- Although Mrs Gordon is the headteacher of your school for part of each week, we have asked the people who work in the local authority to appoint a headteacher who will work in the school all of the time, and to do this as soon as they can.
- We have also asked the people who lead your school to check the school's work more often, so they can take quicker action to improve matters if they find that something is not quite right.

Thank you all for being so helpful and friendly

Yours sincerely

Denise Shields

Lead inspector

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