

St Anne's Catholic Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 124371 |
| Local Authority | Staffordshire |
| Inspection number | 340553 |
| Inspection dates | 24–25 March 2010 |
| Reporting inspector | Ronald Hall |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 225 |
| Appropriate authority | The governing body |
| Chair | Mr Geoff Owen |
| Headteacher | Mrs Justine Lomas |
| Date of previous school inspection | 12 September 2006 |
| School address | Lynton Avenue Weeping Cross Staffordshire |
| Telephone number | 01785 663128 |
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Introduction

This inspection was carried out by three additional inspectors. They spent the majority of their time observing learning in each of the 8 classes, visited 19 lessons and observed 7 teachers. Inspectors also held meetings with the headteacher, staff, pupils, representatives of the governing body and parents. They observed the school's work, and looked at documentation including tracking of pupils' progress, samples of the monitoring of teaching and learning, school planning and the school development plan. Inspectors also closely scrutinised samples of pupils' recent work and documents regarding safeguarding. Questionnaires from 117 parents, 98 pupils and 10 staff were also scrutinised.

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

- whether all groups of pupils and particularly those with special educational needs and/or disabilities are reaching their full potential
- if the school is doing enough to support the pupils' personal development and well-being and to raise attendance
- whether assessment information is used effectively to provide consistently challenging work for all groups of pupils and especially higher attaining pupils
- if the work of the school is monitored and evaluated rigorously enough to identify the right areas for further improvement.

Information about the school

In this average-sized school the majority of pupils are of White British heritage with a very small number from a range of minority ethnic groups. Several have dual language skills and a small number speak English as an additional language. The proportion of pupils entitled to free school meals is less than normally seen nationally. The proportion of pupils with special educational needs and/or disabilities is around the national average. These pupils have a range of additional needs including learning and behavioural difficulties. The school holds several awards including Healthy Schools and Basic Skills 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?

1

The school's capacity for sustained improvement

1

Main findings

This is a highly effective school that provides an outstanding quality of education and care for its pupils. The school is particularly successful in raising the self-esteem of pupils and staff so that almost everyone says they are very pleased to be associated with St. Anne's. There is a vibrancy around the school with all activities purposeful, interesting and enjoyable. Everyone is committed to the school and fully committed to the school's vision of high expectations coupled with lots of warmth and support. Key to the recent improvement is how the very successful headteacher and senior leadership team have embedded ambition and are driving improvement forward. This has meant that what was a satisfactory school, struggling to find identity and purpose, turned itself around, by identifying what needed to be improved and rigorously pursued improvement with a united focus. The school has excellent systems to monitor and evaluate its effectiveness which ensures there is excellent capacity to improve further. Whilst the school's own and local community cohesion is excellent, the school is well aware of the need to develop the children's understanding of our society's multicultural and multi-ethnic society.

Children enter the nursery with skills that are close to the expectations for their age. As they move through the school pupils make consistently good, and sometimes excellent, gains in their learning leading to outstanding overall progress. Attainment is just above average in Key Stage 1. When pupils reach the age of 11, standards are above average and samples of work indicate current attainment is even higher. The outstanding work of the staff in their collection, interpretation and use of assessment ensures all staff have a range of information to plan an excellent series of activities that challenge all groups of pupils. This leads to good and at times outstanding teaching and learning. The curriculum is outstanding because staff tailor activities to the interests and needs of the pupils very well. The Early Years Foundation Stage is particularly adept at doing this, hence the outstanding practice demonstrated by the staff.

The personal development of the pupils is outstanding. They are happy, keen and enthusiastic learners, all of whom say they really like school and there is little or nothing they would change. Behaviour is outstanding and has a very positive impact on learning. The school has worked particularly hard with those who have behavioural problems and this is a credit to the school and the positive attitudes of the pupils. Pupils have a good understanding of how to adopt a healthy lifestyle and of how to keep themselves and others safe. The care, guidance and support of pupils are outstanding because they are deeply embedded within the practice of teaching and support staff. Pupils are seen as individuals and high quality support is provided including for those with additional needs. Overall there are strengths in all main areas and the school is keen to move on even

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further.

What does the school need to do to improve further?

- Develop links with the wider community further and provide pupils with in-depth opportunities to study a range of cultures nationally and internationally

Outcomes for individuals and groups of pupils

1

Pupils enter Year 1 with skills that are in line with expectations for their age and in some cases above expectation. In the last couple of years the school has admitted a number of pupils with special educational needs and/or disabilities and has worked exceptionally well with these pupils. Assessment information indicates that these pupils have progressed at least in line with their peers and in some cases even better. Over several years pupils' attainment has consistently been significantly above national expectations. The school uses assessment information to galvanise future learning and developments. The staff use tracking and assessment information very well to inform their planning. The scrutiny of recent work and lesson observations indicate standards in all year groups are rising.

Last year standards dipped a little due to the high proportion of special educational needs and/or disabilities pupils. However, school data clearly show that standards in Year 6 have improved further and are above average and on course to be significantly above national expectations this year. Excellent achievement is illustrated in particularly effective teaching in Year 2 where an English lesson was clearly enhanced through the use of information and communication technology. Pupils were eager to use a photo programme to create a storyboard, with sound effects, to give readers a more exciting experience. As one pupil stated, 'adding sound effects brings our work to life.' 'Yes,' replied his partner, 'it makes the reader believe they are real characters'. Overall the quality of pupils' learning and progress is outstanding. Data indicates that there is no difference in progress between boys and girls or those from other groups.

Pupils really like their school as illustrated by one response to the inspection questionnaire, 'I really enjoy coming to school as I feel welcome and love learning new things. Also, when teachers arrange trips and give us special friends time'. Their excellent behaviour is a result of outstanding school values where everyone is valued as an individual. Pupils with behavioural difficulties know their boundaries and recognise what sanctions and rewards there are for particular actions. Pupils enjoy being active and have successful sports teams. Staff actively encourage pupils to try a range of different foods at lunchtime. There are excellent opportunities for pupils to take on responsibilities within the school and wider community. Pupils recognise that the system of applying to be on the school council is important. Older pupils take on the responsibility of acting as 'special friends' to support and help younger children. Pupils develop lots of social confidence and improve their basic skills and are therefore very well prepared for their future. As there is a clear expectation of behaviour and that pupils will try hard, their social and moral development is considerable. This, coupled

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with lots of visitors, including those from other faiths and cultures, helps foster their spiritual and cultural development too. The school works closely with a range of agencies and parents to stress the importance of regular attendance and punctuality.

These are the grades for pupils' outcomes

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

How effective is the provision?

The teaching team has a lively and enthusiastic approach to their roles which results in lessons often being pacy and challenging. Several activities combine a fair amount of fun together with the consistent development of basic skills. Teachers' management of pupils is good resulting in them being 'on task' throughout most activities. Pupils enjoy their lessons, therefore making considerable gains in their learning.

Key to this good and at times outstanding quality of teaching and learning is that all staff plan lessons very carefully and make particularly successful use of assessment information to ensure that activities are appropriately challenging for all groups of pupils. The curriculum is interesting, very well planned and adapted to meet the needs of all pupils. Activities are well chosen to promote a range of interests and skills and pupils say they like learning. Staff also make very effective use of local facilities and/or

¹ 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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parents and specialists to enhance learning. The school has done much to improve resources and the accommodation is bright, informative and a testament to the pupils' work. Staff make good use of the outside areas for pupils and are considering further options to develop specific teaching, investigational or performance areas to enrich learning even further.

The care, guidance and support of the pupils are key reasons for some of the many successes the school has in helping all pupils, including those who may have problems. This results in either a kind word, action or more support where appropriate. Teachers and teaching assistants are particularly skilled at meeting the needs of all pupils. They readily recognise if additional support is required for those with learning difficulties and/or disabilities, those with English as an additional language and for those identified as gifted and talented.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 1 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Crucial to the many improvements made in the school since the last inspection is the outstanding leadership of the headteacher. Her clarity of understanding of the strengths and areas for further improvement has been a crucial factor in improvement. This has led to the school making exceptionally good appointments of key staff and developing their roles in driving improvement. The senior leadership team is very skilled in developing effective teaching and leading key areas. The deputy headteacher and middle managers have all been highly supportive and ensured all staff share the vision for the future of the school.

The school has exceptionally strong links with parents. Other partnerships including local schools in their partnership have had a positive impact on pupils' learning. The school promotes equality of opportunity very well because staff are well trained in identifying and addressing the needs of all pupils. Governance is good and improved since the last inspection. Governors are well led and keen to develop the range of formal meetings and focused visits to the school even further. The safeguarding of pupils is good. Day-to-day practices to ensure the safety of pupils are very well considered and the school has recently improved the recording of information relating to attendance. The school promotes local community cohesion well. There are lots of links with other schools and agencies locally. National and international links are developing, but no formal provision is yet in place to assist pupils to develop an in-depth understanding of

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our multicultural and multi-ethnic society.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is outstanding. Children enter the nursery soon after their third birthday with a range of early experiences and abilities. Staff are very warm and caring, thus children settle happily and make good and in some cases even better overall progress. Teaching and learning are outstanding in the Early Years Foundation Stage where very experienced teaching assistants make a considerable impact on learning. Planning is carefully considered and detailed, making excellent use of the outdoor learning areas. The outdoor areas for both the Nursery and Reception Years are well equipped and used effectively to ensure free flow activities, which mirror and enhance indoor learning opportunities. Leadership and management of the provision are outstanding and parents expressed in detail their delight with the pastoral strengths of the setting. The key stage leader carefully and effectively monitors and evaluates the quality of planning, teaching and use of the accommodation to identify where further improvements could be made.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

An overwhelming majority of parents and carers who responded to the inspection questionnaire are extremely supportive of the school. They fully appreciate the quality of education and care provide. They recognise that everyone is seen as an individual and almost unanimously think their children are happy here. The thoughts of one that 'I would like to add how welcoming the staff are at St. Anne's and that we really are welcome anytime. We really enjoy and feel part of one big family' is echoed by many. While others rightly note: 'We consider St. Anne's to be an exceptional school.' The small number who identified concerns believe the school does not deal effectively with those with behavioural problems. However, inspection findings found that the school deals with these issues very effectively and, considering the issues involved, had assisted these pupils extremely well. A small number have concerns regarding homework and the appropriateness of some work. While accepting that parents have a range of opinions, the inspection team noted that the teachers' high expectations and challenge are partially responsible for the pupils' high attainment. Behaviour is excellent and school leadership is outstanding.

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 inspection team received 117 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 95 | 81 | 21 | 18 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 94 | 80 | 23 | 20 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 70 | 60 | 45 | 38 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 68 | 58 | 47 | 40 | 2 | 2 | 0 | 0 |
| The teaching is good at this school | 83 | 71 | 34 | 29 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 72 | 62 | 44 | 38 | 1 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 81 | 69 | 35 | 30 | 0 | 0 | 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) | 68 | 58 | 44 | 38 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 72 | 62 | 42 | 36 | 1 | 1 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 63 | 54 | 47 | 40 | 4 | 3 | 2 | 2 |
| The school takes account of my suggestions and concerns | 62 | 53 | 49 | 42 | 3 | 3 | 0 | 0 |
| The school is led and managed effectively | 79 | 68 | 36 | 31 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 92 | 79 | 25 | 21 | 0 | 0 | 0 | 0 |

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.



26 March 2010

Dear Pupils

Inspection of St Anne's Catholic Primary School, Staffordshire, ST17 0EA

Thank you very much for making us welcome when we inspected your school recently. We really enjoyed chatting to many of you, including members of the school council who were excellent at explaining why you are so proud of your school and the things you do. We also enjoyed observing and talking to you in lessons, at break and lunchtime and when we attended assemblies. These are some of our views from our visit.

We think your school provides an outstanding quality of education for you. You all deserve a huge well done!

We were particularly impressed with your behaviour and how much you enjoy learning. This means you try hard in lessons and make lots of progress. We think teaching and learning are good and the staff expect and gain a lot from you all. Teachers check and track the progress you make very carefully and make sure that lessons are interesting and challenging. We were particularly impressed by the teaching and learning taking place in the Early Years Foundation Stage. We think your headteacher and the rest of the school leadership team are doing an excellent job and recognise what works well and what still needs to be done.

To improve your school further, we have asked the headteacher and staff to:

- ensure you understand how to live alongside other religions and cultures in our society and globally.

Yours sincerely

Ronald Hall

Lead inspector

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