

# St Anne's Catholic Primary School

Lowe Street, Birmingham, B12 0ER

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children make a good start to school life in the Reception class. Staff create a safe, caring environment where children enjoy learning and developing their skills.
- Pupils make good progress in reading, writing and mathematics throughout the school. Pupils typically reach broadly average standards by the time they leave Key Stage 2.
- Teachers have good subject knowledge. They ask pupils searching questions which check and deepen understanding and help pupils progress rapidly.
- Teachers are enthusiastic about the subjects they teach. This encourages pupils to be equally enthusiastic about their learning.
- Pupils behave well in and around school. They are polite and considerate to adults and each other. Pupils of all ages and backgrounds get on well together.
- Pupils have an exceptionally good understanding of what constitute safe and unsafe situations. They feel very safe in school and know how to keep themselves safe in different situations outside school.
- Despite the considerable staffing changes and many challenges over recent years, the headteacher has ensured that the quality of teaching is good and pupils achieve well.
- The recently formed senior leadership team works effectively under the guidance of the headteacher, rigorously checking pupils' progress. Leaders ensure that behaviour is good and pupils are safe.
- Governors are very supportive and appreciate that the headteacher has maintained good teaching and achievement. They visit regularly and ask leaders challenging questions to make sure the school is improving.
- The school develops pupils' spiritual, moral, social and cultural awareness especially well. The religious character of the school embraces all faiths and backgrounds and encourages respect for all.

### It is not yet an outstanding school because

- Occasionally, at the beginning of some lessons, most able pupils complete the work quickly and have to wait before they receive work which will enable them to extend their skills further.
- The well-equipped outdoor learning area in the Reception class is not used as effectively as it could be.
- Some subject leaders who are very new to the post have not yet developed the skills and knowledge they need to drive improvements in their areas of responsibility.

## Information about this inspection

- The inspectors observed pupils' learning in 12 lessons, four of which were seen together with the headteacher.
- Meetings were held with the headteacher and other staff, two groups of pupils, the Chair of the Governing Body and a representative of the local authority.
- Informal discussions were held with parents and pupils.
- There were no responses to Ofsted's online questionnaire, Parent View, but inspectors took account of the school's own parental questionnaires.
- The inspectors observed the school's work and reviewed a range of documentation including: the school's checks on its performance; its analysis and tracking of pupils' progress; records of behaviour and safety; school improvement plans; records relating to classroom observations and the management of staff performance; safeguarding arrangements; and records of meetings of the governing body.
- The inspectors also looked at pupils' work, listened to pupils read and checked information on attendance.

## Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Pamela Thomas

Additional Inspector

## Full report

### Information about this school

- The school is smaller than an average-sized primary school.
- Children in the early years start in a full-time Reception class at the beginning of the year in which they are five.
- The proportion of pupils from minority ethnic backgrounds is well above average; the proportion speaking English as an additional language is also well above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- A larger than average proportion of pupils join the school at times other than in the early years.
- The proportion of disadvantaged pupils (those supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority) is well above average.
- The school has had to manage considerable changes in staffing over the past two years. The three assistant headteachers took up post in January 2015, two of whom were new to the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve teaching, so that more is outstanding, by:
  - ensuring that the most able pupils have suitably challenging work which will help them make even better progress from the outset of the lesson
  - making more effective use of the outdoor learning opportunities for children in the Reception class.
- Strengthen leadership and management by ensuring that all leaders develop the skills they need to drive improvements in their areas of responsibility.

## Inspection judgements

### The leadership and management are good

- The school is exceptionally well led by the headteacher. She has ensured that good teaching has been sustained during a period of considerable change in staffing over the past two years.
- Under the guidance of the headteacher, senior leaders work well together to check how pupils are doing. They rigorously track pupils' progress and use the data to identify any pupils at risk of falling behind. These pupils are quickly given support and helped to keep up with others.
- Subject leaders support other staff well by providing training and advice. They are effective in regularly checking the pupils' work to make sure that they are making good progress. Some who are very new to the role, however, are not yet fully effective. They have not developed their knowledge of the school sufficiently to identify where the quality of teaching and learning could be improved.
- Owing to the number of staff changes during the last year, the appraisal system, which rewards teachers whose pupils achieve well, suffered some discontinuity. Nevertheless, teachers are given clear targets for pupils' achievement. They say that they are extremely well supported by the headteacher, other colleagues and through training opportunities.
- The school has formed strong partnerships with other local schools: leaders and staff share good practice and take part in training courses together which develops their knowledge and expertise. Partnerships also provide occasions for pupils to work with, and compete against, those from the other schools. Links with the Royal Ballet have opened further opportunities for pupils, including bursaries for a number of gifted pupils identified by the company.
- The primary physical education and sport premium is used to improve pupils' sporting skills, including opportunities to take part in competitive sports. The school employs a coach who runs clubs during lunch time and after school. He also works alongside staff in lessons to help them develop their sports teaching techniques, while providing high quality coaching for the pupils. As a result, far more pupils are now taking part in physical activities and their skills are improving; the school recently won the local dodge ball championship.
- Effective use of the pupil premium means that disadvantaged pupils are well supported. Skilled teaching assistants work with pupils in the classroom, in small groups or on a one-to-one basis, to make sure they keep up with their classmates. The funding is also used to help run the extremely popular breakfast club. As well as providing breakfast and a wide range of activities, this enjoyable early start to the school day has helped improve some pupils' punctuality and readiness to learn.
- The curriculum, from the Reception class through to Year 6, is interesting and exciting. Teachers harness this interest and develop pupils' literacy and numeracy skills while learning about different topics. For example, pupils in Year 4 practised writing persuasive arguments, exhorting the ancient Egyptian Pharaoh to let the Hebrews go. Pupils in Year 5 solved multiplication problems linked to their Greek mythology topic, such as the number of togas and sandals in Aphrodite's wardrobe.
- Pupils' spiritual, moral, social and cultural development is well planned through all aspects of the school's work. The school is highly successful in promoting equality of opportunity and tackling discrimination. This is evident in pupils' pride in the range of cultures and faiths represented in the school. Equality of opportunity and respect for each others' beliefs are paramount. Pupils discuss moral issues. For example, during the inspection pupils in Key Stage 2 formed their own political parties and drew up manifestos which they presented to their classmates. Issues such as how to help homeless people, improve the National Health Service and how to discourage gang culture were debated in a mature and responsible way. Such experiences prepare the pupils exceptionally well for life in modern Britain.
- Music and drama are important to the school. High quality music teaching results in large numbers of pupils learning to sing and play musical instruments, some to bronze and copper examination standards.

Visits to the theatre and visiting theatre companies help pupils appreciate and enjoy different art forms.

- The school works especially well with parents. It organises a wide range of well attended courses, such as first-aid, developing employment skills and helping children at home. Parents are regularly invited to share their children's learning. During the inspection, for example, parents of pupils in Year 5 joined them for some multiplications skills games.
- Leaders ensure that safeguarding arrangements in school are rigorous and effective. They follow up any concerns about pupils' well-being and ensure that the school's arrangements for safeguarding meet statutory requirements. All staff are well trained on safeguarding issues.
- The local authority has recognised that the school is providing a good quality of education for its pupils and does not require any specific additional support.
- **The governance of the school:**
  - Governors are very supportive and appreciate the effectiveness of the headteacher's actions in maintaining good achievement for pupils through difficult times. They also commend the resilience and fortitude of the staff. Governors have ensured that appropriate appointments have been made to support the continuing leadership of the school. They visit the school regularly to see for themselves how it is doing.
  - Governors use assessment data confidently to check pupils' progress. They make sure that the pupil premium is used effectively to support disadvantaged pupils so that they achieve as well as others. Governors appreciate that the primary physical education and sports premium is widening sporting opportunities for pupils and helping them develop their skills well.
  - Governors know that teaching is good throughout the school. They ask leaders challenging questions to hold them accountable for improving pupils' achievement. They are aware that the appraisal system has lost momentum and are committed to ensuring this is implemented in full by the end of the term.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. They are pleasant and polite to adults and each other. From the early years, teachers act as excellent role models and consistently encourage pupils to show a caring attitude and respect for each other. This is evident in the harmonious way pupils work together. For example, when assessing each other's work, older pupils are positive and make helpful and sensitive suggestions for improvements.
- Pupils are proud of their school and their good behaviour. They make every effort to be courteous and helpful and eagerly take on roles of responsibility. While Key Stage 1 pupils chosen to be 'Huff and Puff' helpers oversee the use of their playtime equipment, Key Stage 2 play leaders organise lunchtime games for younger pupils. Year 6 pupils see themselves as the 'management team' and act as good role models for other pupils.
- Behaviour in lessons is good and pupils are enthusiastic about their learning. They told inspectors that teachers make lessons interesting and they enjoy finding out about new things. For example, pupils in Year 6 described how they created a Jamaican market in school and tasted some of the products that could be found there.
- The school works closely with parents to encourage pupils to attend regularly and punctually. Rewards for good attendance are highly valued and, as a result, attendance is above average. Currently almost a third of the pupils in school have 100% attendance since September.
- Some pupils find behaving well difficult. However, they are effectively supported and rarely disrupt others' learning. Other pupils are very understanding and told inspectors that, although some find it difficult to behave 'they always try hard'. Very occasionally pupils lose focus on their work, but again, they do not

disrupt the learning of others.

## Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe in school. All pupils spoken to were confident that there is always someone to go to if they have a problem.
- Pupils told inspectors that the teachers help to keep them safe and constantly remind them to behave safely and to watch out for each other. For example, in the Reception class, children used scissors safely and reminded each other to take care. Older pupils explained potential hazards and how they can be minimised, for example by regular fire drills so that they can evacuate the school safely.
- Pupils say that there is very little bullying in school. They understand that bullying can take different forms, such as cyber- or emotional bullying. Pupils are clear about how to deal with it if they see or hear of any happening. They have full confidence in staff to deal effectively with any problems that arise. All parents who returned school questionnaires agree that their children are well looked after.
- Pupils understand how to keep themselves safe in different situations. They know how to use the internet safely and understand why it is necessary to take precautions. Pupils learn basic first aid and how to stay safe on the road when walking to school or riding their bicycles.
- Older pupils are helped to identify what may be unsafe situations with other adults outside school and how to avoid feeling uncomfortable in someone's presence. They explore different emotions and relationships which may change as they get older.
- Pupils who join the school other than in the early years told inspectors that, while some felt nervous on arrival, the friendly caring atmosphere in the school soon helped them settle in and feel safe. Pupils and parents agree that the school is a safe, happy place to learn and thrive.

## The quality of teaching

is good

- Teachers' good subject knowledge means that they are very clear about what pupils need to do next to make good progress. This is communicated well to pupils through guidance in lessons and the marking in their books, so that pupils understand how they can improve their work.
- Teachers ask probing questions to check pupils' understanding and make them think carefully about their learning. They often follow one question with another to help pupils extend their answers and deepen their understanding. Each step of learning successfully builds on what pupils already know.
- Reading is taught well. From the Reception class and through Key Stage 1 pupils are taught phonic skills (the sounds letters represent in words). During the inspection, pupils in Year 2 used these skills successfully to read unfamiliar words. Pupils are encouraged to borrow books from the school library to take home and enjoy alongside their class reading books. Books written in both English and an additional language help newly arrived families who have little understanding of English to share books at home.
- The teaching of writing is equally strong. Pupils are given plenty of opportunities to practise the skills learned in literacy lessons. For example, pupils in Year 3 used their knowledge about information writing to create a holiday brochure linked to their topic on Norway. The correct use of English grammar is taught from an early age. During the inspection pupils in Year 1 read '*The Gruffalo*' and identified adjectives which they could use in their own writing.
- The teaching of mathematics is good. Pupils are encouraged to explain how they solve a calculation or problem, using correct mathematical terminology and demonstrating a logical approach. For example, during a revision 'surgery' in Year 6, pupils demonstrated how well they could explain strategies and processes to each other. Where possible, teachers make the learning relevant to pupils' experiences. For example, pupils in Year 5 discovered that a Venn diagram was more useful than a list of names in finding

out which sports clubs had vacancies.

- Teaching assistants who work alongside teachers are well trained and highly skilled. They are fully briefed about what is to be learned in the lesson and successfully support disadvantaged pupils to make sure they keep up with their peers.
- Disabled pupils and those who have special educational needs are similarly well supported. Their needs are quickly identified and appropriate support is provided to help them achieve well alongside their classmates.
- Equally good support is provided for pupils who speak English as an additional language. On occasions this involves pupils practising the new vocabulary they will need before the lesson starts. At other times, adults work in the classroom to make sure pupils understand what is being taught. Pupils also help each other and readily explain what they are doing and share ideas.
- Teachers usually ensure that most able pupils have work which challenges them and helps them make good progress in lessons. Occasionally however, during checks of pupils' understanding at the start of a lesson, most able pupils complete the tasks speedily and have to wait before being given work which extends their learning.

### The achievement of pupils

is good

- Pupils make good progress in reading, writing and mathematics through Key Stage 1. The results of the most recent check on how well pupils in Year 1 understand phonics were just below average. Standards by the end of Year 2 have steadily improved since the previous inspection. In 2014, standards were broadly average by the end of the key stage.
- In 2014, standards in reading and writing at the end of Key Stage 2 were broadly average but standards in mathematics were below average. Nevertheless, pupils had made good progress, and exceptionally good progress in their final year. Pupils are currently making consistently good progress and are achieving well throughout the school.
- Disabled pupils and those who have special educational needs make good progress from their different starting points. The support they receive is checked regularly to make sure it is effective and enabling them to achieve as well as their classmates.
- Pupils who speak English as an additional language make good progress. Well trained additional adults support their language development and help them understand in lessons.
- By the end of Key Stage 2 in 2014, disadvantaged pupils were working at the same level as other pupils in writing but were over two terms behind in reading and three and a half terms behind in mathematics. In relation to other pupils nationally, they were two and a half terms behind in writing, three terms behind in reading and four and a half terms behind in mathematics. This, however, is not typical of other disadvantaged pupils in the school who were achieving well over the year. Disadvantaged pupils currently are making at least as much progress as other pupils, and in many cases are making better progress. This is narrowing any gaps in attainment.
- While occasionally the most able pupils could make even better progress from the onset of lessons, they make similarly good progress to other pupils overall. Some are working above the level expected for their age and a small minority are working well above that level in reading, writing and mathematics.

### The early years provision

is good

- Many children start school in the Reception class with language and mathematical skills much weaker

than is typical for their age. While the proportion who achieved a good level of development by the end of the early years in 2014 was below average, overall children made good progress from their different starting points.

- Parents say that their children enjoy coming to school because the early years staff have developed a welcoming and vibrant environment in which to learn. Kind, sensitive adults make sure that the children feel safe and settle in well. They encourage good behaviour, to which children respond positively, and instil an early love for learning.
- The teaching is good and activities are well designed to excite and engage children, building on their enthusiasms and what they already know. For example, during the inspection children were eager to show inspectors how they could double the number of spots on a butterfly or ladybird. They wrote invitations to 'The Ugly Bug Ball' and learned about food chains.
- Adults ask questions and encourage children to talk about their learning to develop language, whether as their first or as an additional language. For example, children's enthusiastic use of puppets and role-play activities gave them the chance to practise using recently learned vocabulary.
- Leadership is good and children's progress is rigorously tracked. Any children who are disabled or have special educational needs are quickly identified and appropriate support is provided to help them get a good start to their learning. Good links with external agencies means that specialist support and advice is readily available.
- The Reception children have access to a well-equipped outdoor learning area. However, this is not always used as much as it could be to develop children's skills outside. There are occasions when the outdoor learning area is not used well enough to develop the children's skills in reading, writing and mathematics.
- Children share and take turns, helping each other and happily playing together. They show good concentration skills and persevere with tasks and activities. Although the proportion of pupils who achieve a good level of development is below average, these positive learning skills and attitudes prepare them suitably for their move into Key Stage 1.



## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103434
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	461601

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael McConnell
<b>Headteacher</b>	Bernadette Keenan
<b>Date of previous school inspection</b>	24 April 2012
<b>Telephone number</b>	0121 675 5037
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