

St. Anne's Catholic Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 125240 |
| Local Authority | Surrey |
| Inspection number | 340744 |
| Inspection dates | 19–20 January 2010 |
| Reporting inspector | Alison Cartlidge |

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

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|--|--|
| 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 | 431 |
| Appropriate authority | The governing body |
| Chair | James Wilkinson |
| Headteacher | Anne Coleman |
| Date of previous school inspection | 2 March 2007 |
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Introduction

This inspection was carried out by four additional inspectors. The large majority of time during the inspection was spent looking at pupils' learning. The inspectors saw 16 teachers at work in 19 lessons. They held meetings with governors, staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding and other documents. Questionnaires from 154 parents and carers, 38 members of staff and 88 pupils were scrutinised.

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

- the progress of more able pupils in science
- how well literacy and numeracy are being extended across the curriculum
- developments in outdoor learning and the tracking of children's progress in the Early Years Foundation Stage
- the impact of emotional and academic support for individuals and groups of pupils
- how well leaders support colleagues in the improvement of pupils' learning.

Information about the school

Pupils come to this large, popular primary school from Chertsey and the surrounding area. The proportion of pupils from minority ethnic groups is high with numbers increasing in the younger classes. However, fewer than average speak English as an additional language. The school has more than the expected number of pupils with special educational needs and/or disabilities. Most, but not all, of these pupils have moderate, speech or specific learning difficulties. The proportion of pupils entitled to free school meals is below average.

Breakfast and after-school clubs are run by outside providers and were not part of this inspection. The school has received a number of awards including an Activemark and an Inclusion Quality Mark.

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?

2

The school's capacity for sustained improvement

2

Main findings

Pupils delight in coming to this welcoming school. They were right when they told us that 'Members of staff are really helpful, patient and kind' and that 'My school is a fun and happy one.' Children make a good start to their education in the Early Years Foundation Stage, where their different needs are met well through interesting activities, particularly indoors. Senior leaders are aware that the steps down to the outdoor area limit the opportunities for children to work outside. In most lessons in Years 1 to 6, teachers build successfully on what pupils already know. They provide a wide variety of imaginative tasks that keep pupils interested and help them to behave well. Pupils, including those with special educational needs and/or disabilities, make good progress, especially when they are being supported as they work in small groups. Occasionally, during whole-class discussions, teachers exclusively ask those with their hands up to answer questions. When this happens, the more reserved pupils and the quietly inattentive are not fully involved.

Attainment is high by the end of Year 6 in English, mathematics and science. In science, pupils have excellent subject knowledge, but senior leaders are aware that there are too few opportunities for pupils to show independence when thinking and writing about their investigations.

Pupils say that they feel exceptionally safe at school because of the excellent care, guidance and support members of staff provide. As one pupil put it, 'We all love and care for each other.' Outstanding partnerships with parents, carers and outside agencies ensure that all pupils have an equal opportunity to learn well.

Good procedures for self-evaluation enable leaders to know what needs to be done next to drive the school forward. Test data is used well to identify pupils at risk of falling behind in their learning. Pupils have greater opportunity than at the time of the last inspection to work independently, particularly when using the computers, demonstrating a good capacity to improve. Over the past year, most observations of teaching have been carried out by senior leaders and as a result, middle managers have not been able to contribute fully to identifying and tackling the weaker elements of lessons.

What does the school need to do to improve further?

- Increase the proportion of good lessons by:
 - increasing the amount of monitoring of teaching and learning undertaken by middle managers
 - ensuring that all pupils are involved in question and answer sessions.

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- Increase opportunities for pupils to develop their independent investigative and thinking skills in science.
- Improve access to the outdoor area in the Early Years Foundation Stage, so that children can choose to work outside if they wish.

Outcomes for individuals and groups of pupils**1**

Pupils are enthusiastic about learning because teachers provide a wide range of interesting activities and use resources well to make learning meaningful. For example, in a literacy lesson in Year 4, pupils enjoyed discussing a picture about a Victorian birthday party and sharing their drama sketches with each other. In a Year 2 lesson about odd and even numbers, pupils increased their mathematical knowledge by enjoying a story about 'Odd and Even Land' and in a Year 6 science lesson, pupils appreciated reflecting on the ideas of 'Pog' and 'Zog' when learning about the dissolving properties of certain materials.

Very good relationships between staff and the classes they teach have resulted in considerate and well-behaved pupils. Pupils of all ethnic backgrounds are good at cooperating with each other and the school deserves its Inclusion Quality Mark. As one pupil said, 'We all work as a team and everyone gets on with each other.'

When the previous Year 6 pupils joined the school, they were working at levels above those expected and their attainment in 2009 was high, exceeding their targets. However, the levels of those entering the school in recent years are not as high and the majority of children now join working at the levels expected for their age group. Girls and boys, including those who have special educational needs and/or disabilities, make equally good progress during their time at the school, benefitting from good support from members of staff. However, pupils do not make quite the same good progress in all lessons. Pupils learn particularly well in reading and mathematics and these subjects are supported well with homework schemes. Work on improving speaking and listening is having a positive impact on speaking and vocabulary for writing, although a few pupils do not always listen as carefully as they should. Attendance is above average, although a few pupils arrive late during poor weather. Good progress in literacy, numeracy and personal skills prepare pupils well for the next stage of their education and later life.

Pupils' good spiritual, moral, social and cultural awareness is evident in the way they are keen to pray for and support those in need. They contribute well to the school and beyond. For example, during the inspection, some pupils sold cakes to raise money for the Haiti appeal. Pupils enjoy taking part in the increasing range of cultural experiences, and respect and value those with differing beliefs and backgrounds. Their awareness of cultures other than their own is growing and the school has suitable plans to extend their awareness of contrasting communities within the United Kingdom. Pupils deserve the Activemark, because they are keen to take part in physical activities. They enjoy healthy lunches and demonstrate an outstanding awareness of the emotional needs of others.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers plan work that matches the pupils' needs and use a range of teaching styles to add variety and interest. They are particularly successful in using drama and 'talk partners' and these activities have had a good impact on improving pupils' confidence in using new vocabulary. Teachers ask challenging questions and there are many teaching assistants and volunteers who give good support to groups of pupils. Teachers mark pupils' work frequently and include helpful guidance but do not always ensure that the pupils themselves check their work to avoid careless mistakes.

Information and communication technology is used well. For example, in one Year 2 lesson, pupils were motivated by seeing their suggestions displayed on the interactive whiteboard and older pupils enjoyed using laptops to help with their writing in several lessons. The school is extending the way literacy and numeracy are used to support learning across the school well. Leaders are aware that the overuse of worksheets in science limits the opportunities for pupils to think and investigate independently.

A wide range of additional activities makes a good contribution to the pupils' enjoyment of school. For example, links with other schools have been highly beneficial in extending the pupils' creativity and helping to prepare them for the next stage of their education. Provision for pupils with special educational needs and/or disabilities is well considered and very effective. Outstanding emotional and educational support ensures that pupils are happy at school and learn quickly. Excellent transition arrangements help pupils to

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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be confident about moving class or school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is very well respected and has worked successfully with other members of staff to improve provision since the time of the last inspection. For example, assessment arrangements in the Early Years Foundation Stage have improved and links between subjects in Years 1 to 6 have been strengthened. Self-evaluation is good because leaders use information collected from monitoring pupils' progress to identify areas for development and to provide the support necessary to drive improvement. In the past year, most monitoring of teaching and learning has been carried out by senior leaders. The school is aware that while middle managers support their colleagues well with planning, they do not have enough opportunities to observe them teaching.

Equal opportunities are at the heart of the school's work and leaders work exceptionally closely with parents, carers and external agencies to provide support for all pupils who are finding life difficult or have specific needs. Parents are proud of the school and are deeply committed to supporting their children at home.

Governance is good. Governors are supportive and challenging and understand the school's strengths and areas for development well. They have suitable plans to become trained in safer recruitment. At the time of the inspection, the school's safeguarding arrangements were good. The school promotes community cohesion well at a local and global level and is right to be expanding links with other British schools in contrasting communities.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 1 |

| 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 | |
|---|----------|
| 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 | 2 |

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage so that attainment is at least average by the time children enter Year 1. Recent developments in physical and creative development have successfully raised attainment in these areas of learning. Members of staff are concentrating on developing literacy skills this year, with good success, particularly when children are working indoors. Access to the outdoor area is restricted because it is down a flight of steps and this makes it more difficult for children to choose to work outside and has an impact on the learning of the boys in particular. Children enjoy school, settle well in the mornings and work together sensibly. For example, in one lesson, children talked animatedly with a partner when discussing what might happen at the end of the story they were being read. Assessment arrangements have improved and leaders are starting to use information collected to compare progress between different areas of learning and groups of children.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Almost all parents are pleased with all aspects of the school's work. They especially commented on the way children are made to feel happy at school because members of staff are friendly and helpful. A very few expressed concerns over how well their children's particular needs were being met, how well they were prepared for the next stage of education and the amount of physical education they took part in. The inspection team found that pupils' needs were generally very well met but that there were occasional exceptions in investigative science and in some whole-class discussions. Pupils are prepared well for the next stage of their education because they achieve well and there are close links with other schools. School leaders acknowledge that physical

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education lessons do not always take place as planned when the weather is inclement. There are plans to reduce other activities in the hall so that it can be made available when needed.

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 154 completed questionnaires by the end of the on-site inspection. In total, there are 431 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 114 | 74 | 38 | 25 | 1 | 1 | 1 | 1 |
| The school keeps my child safe | 127 | 82 | 25 | 16 | 0 | 0 | 1 | 1 |
| The school informs me about my child's progress | 105 | 68 | 47 | 31 | 2 | 1 | 0 | 0 |
| My child is making enough progress at this school | 102 | 66 | 49 | 32 | 2 | 1 | 1 | 1 |
| The teaching is good at this school | 122 | 79 | 30 | 19 | 2 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 105 | 68 | 43 | 28 | 2 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 110 | 71 | 41 | 27 | 2 | 1 | 1 | 1 |
| 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) | 100 | 65 | 41 | 27 | 4 | 3 | 0 | 0 |
| The school meets my child's particular needs | 109 | 71 | 38 | 25 | 5 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 111 | 72 | 35 | 23 | 2 | 1 | 1 | 1 |
| The school takes account of my suggestions and concerns | 104 | 68 | 46 | 30 | 1 | 1 | 1 | 1 |
| The school is led and managed effectively | 133 | 86 | 16 | 10 | 2 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 130 | 84 | 22 | 14 | 1 | 1 | 1 | 1 |

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.



23 January 2010

Dear Pupils

Inspection of St. Anne's Catholic Primary School, Chertsey KT16 8ET

Thank you for being so helpful during our visit. We are pleased that you enjoy coming to this good school.

These are the best things about your school.

- You learn quickly throughout the school.
- You are exceptionally good at keeping safe.
- You behave well and are very polite and helpful. Thank you for remembering to hold doors open for us! We were impressed by the money you raised for the Haiti appeal.
- We agree with you that your teachers are kind and caring and plan interesting activities.
- Your headteacher and other leaders are doing a good job and know what needs to be done to make the school even better.

These are the things we have asked your school to do next.

- Give subject leaders more chance to find out what is happening in lessons and make sure you are all involved in class discussions.
- Help you to improve your investigative and thinking skills in science.
- Give those of you in the Reception classes more use of the outdoor area so that you can choose to work there more often.

Thank you once again for talking to us about your school and showing us your work. You could help your teachers by making sure you all try to take part in class discussions and check your work for mistakes.

Yours sincerely

Alison Cartlidge

Lead inspector

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