

# 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>	363698
<b>Inspection dates</b>	22–23 June 2011
<b>Reporting inspector</b>	Pat Kime HMI

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>	256
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Christopher Haworth
<b>Headteacher</b>	Mrs Patricia Ganley
<b>Date of previous school inspection</b>	18 May 2010
<b>School address</b>	Moss Bank Crumpsall Manchester M8 5AB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 10 lessons and made short visits to a further eight lessons. They observed all the class teachers, except a supply teacher covering a short-term absence. The inspectors held meetings with staff, pupils, members of the interim executive board and a representative of the local authority, and they spoke informally with several parents and carers. They observed the school's work, and looked at a range of documentation provided by the school, including curricular planning and records of pupils' progress. The inspectors took account of responses to the inspection questionnaires that were received from pupils and staff and from 83 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How much progress the school has made towards ensuring the stability of leadership and management and the establishment of a governing body to take over from the Interim Executive Board.
- To what extent the have the improvements seen at the monitoring inspection in January 2011 have been sustained and built on, particularly in relation to pupils' achievement, the quality of teaching, and leadership and management.

## Information about the school

St Anne's RC Primary School is of a similar size to the average primary school. It is an ethnically-mixed school with nearly half the pupils being from minority ethnic backgrounds. Children in the Early Years Foundation Stage are taught in the Nursery, a Reception class and a mixed Reception and Year 1 class. One other class, in Key Stage 1, also caters for pupils in two school years. The proportion of pupils known to be eligible for free school meals is above average. The school has identified a lower-than-average proportion of pupils as having special educational needs and/or disabilities.

Since the inspection in May 2010, which gave the school a notice to improve, leadership and management have been unsettled. An associate headteacher was in charge from autumn 2010 to February 2011. She was succeeded by an executive headteacher who spends two days a week at the school and a deputy who is in school for the remainder of the time. A substantive headteacher has been appointed to take over in September and arrangements are in hand for a newly constituted governing body to take over from the interim executive board, also in September.

The school has Healthy Schools status.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

St Anne's has improved considerably in the last year, despite the unsettled and temporary leadership arrangements. The school now provides a satisfactory quality of education. Pupils get a good start in the Early Years Foundation Stage (Nursery and Reception). In Key Stages 1 and 2, they are making mainly satisfactory progress, though some pockets of underachievement remain. Attainment in English and mathematics is broadly average, though writing is a weaker strand in several of the Key Stage 2 classes. Throughout the school, pupils make good progress in their personal development.

The quality of teaching has improved. Many of the lessons observed were taught well. However, records of pupils' progress show that the effectiveness of teaching over time, though improved, is no better than satisfactory. A key reason for this is that the use of assessment to support learning is at only an early stage of development.

The work of staff with leadership responsibilities has improved but their roles need further development to ensure that all make an optimum contribution to school improvement.

A new, substantive headteacher is due to join the school in September. At the same time a governing body will take over from the interim executive board. The arrangements for these transitions are being managed well. Staff are keen to make their contribution to continuing improvement in the school and they are looking forward to greater stability in leadership and management. These factors, along with the improvements at middle leadership level, indicate satisfactory capacity for continued improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in writing, especially for pupils coming up through Key Stage 2.
- Ensure that the school's performance continues to improve under the leadership and management of the new headteacher and governing body.
- Develop the roles of all staff with leadership responsibilities so they are enabled to make a full contribution to school improvement and ensure that staff at all levels are enabled to develop their skills.
- Further develop the use of assessment to: keep track of pupils' attainment and progress; support prompt interventions to tackle any underachievement; and inform evaluation of the effectiveness of teaching and additional support.

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## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement is satisfactory overall. When they start in the Nursery, the children can generally do less than most children of their age. They now make good progress from entry until the end of the Reception year so that, by they start Year 1, their attainment is broadly average. In Key Stages 1 and 2, pupils make mainly satisfactory progress and attainment is broadly average by the time they leave the school. The school's records show that, while pupils are generally improving their attainment each term, some are not making the progress they should or could. Also, in some of the Key Stage 2 classes, the legacy of previous underachievement has not been overcome and too few pupils are working at the level expected for their age. Such underachievement exists in mathematics and writing but is more widespread in the latter. At Key Stage 1, pupils' attainment has recovered after a dip last year and, overall, the current Year 2 pupils are working at the level expected. Pupils with special educational needs and/or disabilities make similar progress, from their starting points and capabilities, as that of their classmates.

Pupils bring positive attitudes to their learning. They are well behaved. In the lessons seen they generally worked hard, though, for some, attention lapsed when the pace of teaching was not brisk. The school has taken effective measures to reduce absence and improve punctuality. As a result, last year saw an improvement in the rate of attendance that has been maintained so far this school year.

Pupils make good progress in their personal development. Their spiritual, moral and social development is good. They get along together well and show respect for each other, reflecting the school's ethos. Pupils' responses to the inspection questionnaire show that they feel safe in school. They have a good knowledge about healthy lifestyles. They are active and, in relation to healthy eating, the take-up of the healthy school meals is higher than average.

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*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<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>2</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

## How effective is the provision?

In most of the lessons observed during the inspection, teaching was good. However, the teaching over time is not yet leading to good progress for pupils. Consequently, though good foundations have been laid for improvement, teaching overall cannot yet be judged better than satisfactory.

Typically, staff have positive relationships with pupils which establish a good climate for learning. Lessons are orderly and purposeful. Teachers brief support staff well and, in most instances, deploy them effectively to support pupils' learning. The more effective lessons were based on content that appealed to the pupils, for instance a popular children's novel or a topical local issue. In better lessons, work was adjusted thoughtfully to ensure that all pupils were stretched. In the most successful lessons the teachers' enthusiasm generated an atmosphere of shared learning and pupils were confident to answer questions and contribute to discussions. Where teaching was less than good, learning did not push on briskly enough; pupils were not so actively involved; and the work was less well adapted to the range of pupils' capabilities and learning needs, so the most-able pupils were not always challenged sufficiently. In some classes, the over-reliance on worksheets, noted at the monitoring inspection in January, persists in science.

The use of assessment has improved as a result of better whole-school systems to keep track of pupils' academic progress. However, these systems are relatively new and are not yet used with sufficient rigour to ensure that any underachievement they reveal is nipped

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in the bud. The marking of pupils' work is satisfactory but it does not always show pupils how they could improve.

The school's curriculum meets requirements and is enriched by a satisfactory range of visits, visitors and extra-curricular activities. Sufficient attention is paid to assuring suitable provision for pupils in mixed-age classes. Staff are currently working on developing links between subjects and more rigorous planning of opportunities to use and develop literacy and numeracy skills across subjects.

There are several strengths in the school's pastoral care, particularly for those pupils and their families whose circumstances make them potentially vulnerable. The arrangements to ease transitions, when pupils start at the school and when they leave it, are good. The school is contributing to a joint transition project with its main feeder secondary school with the intention of further smoothing transition from Year 6 to Year 7. However, the school's arrangements for safeguarding pupils are no better than satisfactory. That is why the overall judgement on care, guidance and support is 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>

**How effective are leadership and management?**

The leadership and management of the school have improved to satisfactory, even though there have been changes at headship level during the last year. The associate headteacher and then the executive headteacher have succeeded in strengthening teamwork. They have provided additional training for staff, developed productive partnerships with other local schools and increased professional dialogue among staff. They have also empowered staff with middle leadership roles to contribute to school improvement. Nonetheless, work remains to be done to develop these roles and to ensure that all staff with leadership responsibilities make the most effective contribution to the drive for improvement. Responses to the inspection questionnaire show that a minority of staff – not necessarily teachers – feel that their professional development needs are not met by the school.

The interim executive board has worked effectively to support improvement, in partnership with the local authority, the diocese and the school's leaders. Arrangements are well in hand to take the school smoothly into the next phase of its development. In order to facilitate a smooth transition, the executive headteacher is working closely with the headteacher who is to take over in September. A governing body is ready to begin work in September and its members are attending meetings of the interim executive board to prepare themselves for this. A programme of training is also in place for the governors. Membership of the governing body has been carefully considered to ensure a range of

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suitable experience and skills and a key member of the interim executive board is part of the governing body designate. This member has very recently taken on responsibility for monitoring the school's safeguarding arrangements, undertaken an audit of this aspect of the school's work, and recognised that, though pupils' safety is not at risk, some relevant management matters are not fully up to date. Nevertheless, checks on adults, child protection arrangements and the arrangements for provision of emergency aid are all in order. Action is in hand to remedy the minor shortcomings.

The school's promotion of community cohesion, through its ethos and curriculum, is satisfactory and links are being built with other schools which serve contrasting communities. All pupils are valued and they work and play together harmoniously. However, the promotion of equality is no better than satisfactory because some pupils are not achieving as well as they should.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

The school's provision has improved considerably and it is now good. Children achieve better outcomes and they have better opportunities to learn out of doors. Children get a good start in Nursery and, over their time in Nursery and Reception, they make good progress. Consequently, from a below-average starting point, they make good progress and reach the level expected for their age by the end of the Reception year. The arrangements for children starting Nursery are well considered and they help children to settle into school life quickly and confidently. A good range of well-planned activities across areas of learning ensures that children learn well from direct teaching and from their self-chosen activities. Staff assess children's learning well and take good account of this in planning activities for them. The development of work in this part of the school is led and managed well.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

The responses of parents and carers to the inspection questionnaire show that the majority is generally satisfied with the school's provision and the responses give a more positive picture than at the previous inspection. Nonetheless, a small, but not insignificant, number of parents has some concerns about the school. In particular, parents and carers are understandably concerned about the disrupted headship arrangements over the last year and are looking for a period of stability when the new substantive headteacher takes over in September. The inspectors agree that this is important and have raised continuing improvement through the coming period of change as a matter for the school to tackle.

## 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 251 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	57	31	37	5	6	0	0
The school keeps my child safe	43	52	37	45	1	1	0	0
My school informs me about my child's progress	38	46	38	46	7	8	0	0
My child is making enough progress at this school	39	47	33	40	8	10	0	0
The teaching is good at this school	38	46	36	43	4	5	1	1
The school helps me to support my child's learning	36	43	38	46	7	8	0	0
The school helps my child to have a healthy lifestyle	36	43	41	49	4	5	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)	34	41	38	46	7	8	1	1
The school meets my child's particular needs	31	37	40	48	9	11	0	0
The school deals effectively with unacceptable behaviour	27	33	43	52	7	8	0	0
The school takes account of my suggestions and concerns	29	35	39	47	9	11	1	1
The school is led and managed effectively	30	36	34	41	10	12	4	5
Overall, I am happy with my child's experience at this school	40	48	32	39	7	8	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



24 June 2011

Dear Pupils

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

You may remember that Mrs Thompson, Mr Martin and I inspected the school recently. I am writing to tell you what we found out during the inspection. Thank you for making us welcome and talking to us in classes, around the school and in meetings. These conversations with you helped us to come to our judgements.

St Anne's has improved a lot since its last full inspection in May 2010. It is now providing you with a satisfactory education and you are making sound progress in your learning. You do better in reading and mathematics than in writing; for some of the pupils coming up through Key Stage 2, writing needs to improve. Your personal development is good; you are growing up well. We were pleased to see your good behaviour in lessons. Children in the Nursery and Reception are doing well all round.

We know the school has been through a difficult time in the last year with changes of headteacher. A new headteacher has been appointed to start in September and there will be a new governing body. The handover to these people is being handled very smoothly. It is important that the school keeps on improving through these changes. All the grown-ups want St Anne's to become a school where all pupils achieve at least well. There is already a lot of good teaching and we saw some interesting lessons. We think there are two more things that would help the school to improve. First, it could make better use of the information it has about how well you are progressing, in order to make the teaching even more effective. Second, it could make sure that all the teachers can play a full part in developing the school.

I am sure that you will have some good ideas to help the school improve. Do suggest them. You all have my very best wishes for a successful future at St Anne's.

Yours sincerely,

Pat Kime

Her Majesty's Inspector

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