

# St Ann's CofE Primary School

Avenue Road, South Tottenham, London, N15 5JG

**Inspection dates** 20-21 September 2012

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

## Summary of key findings for parents and pupils

### This is a good school.

- The school is led well by an executive headteacher and a head of school, supported by a strong team of leaders and managers.
- Almost all pupils in the school, including those in the Nursery and Reception classes, make good progress from their individual starting points.
- Since the last inspection, test results in English and mathematics have been on an upward trend.
- The strong governing body has been decisive in tackling weaknesses in teaching and subject leadership; this has led to improvements, particularly in the teaching of mathematics.
- Most parents and carers take advantage of the school's 'open door' policy to get involved with the learning and behaviour of their children. There have been no exclusions in the last three years.
- Pupils enjoy being in school and their attendance in the last three years has been above average.
- Teaching and learning across the school are good. Some teaching, especially in developing literacy in subjects other than English, is outstanding.

### It is not yet an outstanding school because

- Teachers' marking does not always help pupils to know how they can further improve their work.
- Teachers do not always plan lessons which are closely linked to pupils' ability and targets.

## Information about this inspection

- Inspectors observed teaching in all classes. They visited 17 lessons.
- Inspectors held discussions with pupils, parents and carers, representatives of the governing body, the headteacher, the head of school and staff. A telephone discussion was held with a representative from the local authority.
- The views of a small number of parents and carers that responded to the online questionnaire (Parent View) were considered along with the views of 19 parents and carers interviewed during the inspection.
- Inspectors scrutinised a range of documents, including the school's records on pupils' current progress and pupils' work.

## Inspection team

Justina Ilochi, Lead inspector

Additional inspector

David Howley

Additional inspector

## Full report

### Information about this school

- St Ann's CofE Primary School is an average-sized primary school.
- A large proportion of pupils come from minority ethnic backgrounds and about three quarters speak English as an additional language. A significant number of pupils are of African, Caribbean or mixed race heritage.
- A high proportion of pupils are known to be eligible for the pupil premium.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus, or with a statement of special educational needs, is in line with the national average.
- A high proportion of pupils join the Nursery, Reception and Year 1 classes at times other than the start of the academic year. These children are usually at the early stages of English language acquisition.
- The school has been operating under a soft federation agreement with St Michael's Primary School since January 2010. The headteacher is the executive headteacher of the federation and the deputy headteacher is head of school.
- The school has gained several awards including the Leading Parent Partnership Award, International School Award, the Investors in People Kitemark, Eco Schools Silver Award and Healthy School Status.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching by ensuring that:
  - teachers' marking of pupils' work includes reference to pupils' targets and National Curriculum levels, so that pupils know how well they are doing
  - teachers make more effective use of assessment information to plan their lessons, so that all pupils, especially the more able, are consistently challenged and make more rapid progress
  - teachers encourage pupils to become independent learners by giving them more opportunities to take an active role in their learning.

## Inspection judgements

### The achievement of pupils is good

- A large proportion of children who join the Nursey, Reception and Year 1, including those who join at times other than the start of the year, have skill levels well below age-related expectations. They make good progress throughout the Early Years Foundation Stage and at Key Stage 1, particularly in developing early reading skills. They leave Key Stage 1 with skills that are slightly below average, with some having made rapid progress in English and mathematics.
- Pupils at Key Stage 2 make good progress from their individual starting points. Gaps between the achievement of different groups, including boys and girls, and that of Black African pupils and other ethnic groups, narrowed significantly in 2012.
- As a result of effective teaching and support, a high proportion of pupils who speak English as an additional language acquire a secure level of literacy and leave Year 6 with standards in English and mathematics that are broadly in line with national averages.
- Disabled pupils and those who have special educational needs make good progress. The achievement of those known to be eligible for the pupil premium is in line with that of the same group nationally except in mathematics, but there is evidence that this gap is closing rapidly.
- Evidence from pupils' work and the school's current progress data indicates that pupils had made good progress overall in English and mathematics across all year groups. Many pupils make rapid progress in Year 6.
- In mathematics, the improvements in pupils' progress directly reflect the quality of teaching and the focus of the subject leader on high-quality mathematics training for staff across the school.
- Pupils make good progress in reading. Staff focus on systematic development of phonics (the sounds that letters make) and language development has led to all pupils developing an enjoyment of books and reading.
- In most lessons, pupils are keen and enthusiastic learners who relish the opportunity to work together. However, they are not always given enough opportunities to develop their independent learning skills.

### The quality of teaching is good

- Teaching over time is good. Learning is sharply focused on development of literacy across all key stages and especially in Nursery, Reception and Year 1. The teaching of phonics is systematic and regular and particularly strong.
- The teaching of literacy is consistently effective and leads to good achievement, particularly for those pupils who speak English as an additional language. Teachers are highly effective in planning opportunities to develop pupils' literacy skills across the curriculum.
- The teaching of numeracy in intervention groups is developing well and gaps in achievement in mathematics are narrowing rapidly as a result. In 2012, pupils in Year 6 made similar good progress in mathematics as in English, showing that the school has addressed the area for development in the last inspection report.
- Teachers generally have high expectations and provide opportunities for good interactions that stimulate and motivate pupils. Lessons typically have pace and variety and as a result, most pupils enjoy school and feel they are taught well. This is a view shared by the parents and carers that spoke to inspectors.
- Marking and assessment of pupils' work is regular and of consistent quality. However, there is limited reference to National Curriculum levels of attainment or pupils' targets. As a result, pupils were not always sure about how well they were doing or what steps they needed to take to improve.
- In a few lessons, teachers did not effectively use assessment data to plan tasks that provided appropriate challenge for all abilities, particularly the more able. As a result, progress slowed

for these pupils. Although pupils are frequently encouraged to work together and share ideas, they are not always given enough opportunities to work independently.

- Teachers deploy additional adults well. Good support from additional adults ensures good learning and progress of lower-ability pupils, as well as that of disabled pupils and those with special educational needs.

### **The behaviour and safety of pupils are good**

- The vast majority of pupils behave well in lessons. They work diligently to complete tasks and do their best. They listen well and engage in tasks and activities. Low-level disruption is rare. Pupils say that the behaviour inspectors saw in lessons is typical.
- Adults are good role models for pupils both inside and outside the classrooms. A good example was seen in a lesson in the Early Years Foundation Stage where teachers and support staff actively taught pupils to take turns.
- Pupils are respectful and considerate to each other and this contributes to their good learning.
- Pupils say that they feel safe and understand how to keep themselves safe. They say that the playground is safe because of trained key stage peer mediators who often lead play for younger pupils.
- Weekly assemblies are used effectively by the school to encourage and reinforce good behaviour through prayers, songs and reflections; this contributes to pupils' spiritual and moral development. Pupils are presented with certificates and appreciate being rewarded in this way.
- Pupils' attendance is above average and has been so for the last three years.
- The school has an effective behaviour policy which pupils are fully aware of. This sets out secure and appropriate procedures that are used to manage behaviour well, as a result, there are no exclusions and bullying of any type is rare.

### **The leadership and management are good**

- The ambitious leadership of the executive headteacher and the head of school is mirrored at all levels of management. Middle leaders are motivated and are a strength of the school. For example, the development of strategies to address low literacy and numeracy skills, partly caused by high mobility of pupils in Nursery, Reception and Year 1, has led to accelerated progress.
- Strong management of staff performance is linked to the well-developed programmes for training, which have brought about improvements in classroom practice. Monitoring of the quality of teaching is sharply focused and highlights how teachers can improve their practice. This has contributed to improvements in provision and outcomes.
- Leaders know the school well and plan strategies that have resulted in improvements, for example, in embedding strong practice and introducing clear initiatives to drive up achievement in English and mathematics.
- Safeguarding arrangements meet current statutory requirements.
- Good practice across the federation has led to clear improvements and has secured good value for money since the last inspection. Common practice and shared responsibilities have developed with best use of expertise across the federation. Regular joint moderation ensures that assessments are secure.
- The school's engagement with its parents and carers and its community is exemplary. Parents and carers interviewed said they felt that the school's 'open door' policy gave them a chance to get involved with the behaviour, learning and religious focus of the school.
- The curriculum provides interesting activities for all groups of pupils. The new approach to themed learning through the curriculum has ensured that social, moral, spiritual and cultural development of pupils is given a high profile.
- Interventions to support pupils with particular needs are effectively monitored and checked against systematic criteria to measure impact. Well-established systems for checking the progress of groups of pupils underpin the school's procedures for tackling potential underperformance. There is a strong commitment from staff to ensuring equality of

opportunity for all pupils.

- The local authority and the London Diocesan Board for Schools (LDBS) provide effective support for teachers, senior leaders and managers. This has helped to improve the quality of teaching, especially in mathematics where gaps between the achievement of groups of pupils are closing.

- **The governance of the school:**

The governing body knows what the school is doing well and what it could do better. Members are jointly involved with senior leaders in monitoring the work of the school so that weaknesses are identified and addressed promptly.

## 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>	102137
<b>Local authority</b>	Haringey
<b>Inspection number</b>	402874

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

<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>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Ashdown
<b>Headteacher</b>	Linda Sarr
<b>Date of previous school inspection</b>	26 November 2007
<b>Telephone number</b>	020 8800 2781
<b>Fax number</b>	020 8880 1048
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