

St Anne's Catholic Primary School

Pinkerton Road, Basingstoke, Hampshire, RG22 6RE

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Senior leaders, supported by a strong governing body, are dedicated and aspirational. They have established a climate for learning in which all pupils, regardless of their circumstances, will succeed.
- Pupils make outstanding progress and reach standards in reading, writing and mathematics that are significantly above average by the end of Year 6. All groups of pupils achieve equally well reflecting the school's commitment to equality of opportunity.
- Teachers have high expectations and this is reflected in the quality of their teaching which is outstanding. Their lessons are imaginative and exceptionally well matched to pupils' different learning needs.
- Pupils behave extremely well in lessons and around the school. They feel safe in school and know that adults care for them. They are polite, friendly and considerate to each other and to adults.
- School leaders have established a delightful learning environment in which pupils thrive and flourish. Within this, pupils are thoughtful and reflective, demonstrating the school's excellent provision for their spiritual, moral, social and cultural development.
- The curriculum is carefully planned to ensure that pupils make outstanding progress and to prepare them well for the next stage of their education. It is enhanced by additional activities including dance, drama, music and sports to add to pupils' enjoyment of learning.
- School leaders have an excellent understanding of the school's strengths and weaknesses. Their relentless pursuit of excellence has secured outstanding teaching and achievement over time. This demonstrates the capacity to secure even further improvement.
- Governors are highly effective and provide a high level of support and challenge to school leaders. While they are fully involved in planning for improvement, they are aware that they are now ready to build on this to play an even more strategic role in shaping the long-term future of the school.

Information about this inspection

- Inspectors observed 14 lessons or parts of lessons, including small groups of pupils who were receiving extra help to improve their reading and mathematics. Two lessons were observed jointly with the headteacher.
- Inspectors listened to pupils read and they scrutinised samples of their work from the previous year. Inspectors attended an assembly and they observed pupils' behaviour in lessons and at different times around the school. Pupils discussed their views and opinions about the school with inspectors.
- Meetings were held with senior leaders and representatives from the governing body. A discussion with a representative from the local authority was held by telephone.
- Among the documents reviewed were school improvement plans, governors' minutes, checks on the quality of teaching, records of pupils' progress and information relating to the safeguarding of pupils.
- The inspector took account of the views of parents through the 20 responses to the online survey Parent View and the views of those who responded to the school's own questionnaire. Inspectors also spoke to parents informally at the beginning of the school day.

Inspection team

Joy Considine, Lead inspector

Additional Inspector

Robert Arnold

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding is lower than usual. This is additional funding provided by the government to support pupils who are known to be eligible for free school meals, children who are looked after by the local authority and those who have a parent in the armed forces. The school currently has no children whose parents serve in the armed forces.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is lower than usual.
- The proportion of disabled pupils and those who have special educational needs supported at school action is lower than usual, although the proportion of pupils supported at school action plus or with a statement of special educational needs is higher than usual.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- There is provision for children in the Early Years Foundation Stage in the Reception class.
- There have been significant changes to the teaching team since the previous inspection.

What does the school need to do to improve further?

- Governors to work rigorously with school leaders to establish priorities on how the school is to develop over the longer term.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils make outstanding progress across the school. By the end of Year 6, their attainment in reading, writing and mathematics is significantly above average. Pupils enjoy learning because the work they are given is challenging and makes them work hard.
- Children get off to an excellent start in the Reception class. They have already settled into new routines and get on very well together. Adults plan activities in which children learn formally as well as through play. During the inspection a small group of boys made good progress as they were constructing a railway track and discussing ways of preventing the train from running downhill.
- Disabled pupils and those who have special educational needs make progress in line with other pupils because teachers meet their individual learning needs extremely well. Careful checking of pupils' progress allows teachers to quickly identify those at risk of falling behind. Skilled teaching assistants provide focused teaching in lessons and in small groups, to help them to overcome their difficulties.
- Pupils eligible for pupil premium funding achieve equally as well as other pupils. This is because the school has thoughtfully planned activities and extra support to meet both their learning and their social needs. Assessment information held by the school confirms that these pupils make similar progress to other pupils.
- The library is a delightful area in which pupils can read, browse and enjoy a wide range of books. Teachers place high priority on developing pupils' good reading habits. This is reflected in the outcomes of the Year 1 phonics (letters and sounds) check in which pupils scored much higher than average. By the end of Year 6, pupils read fluently and talk enthusiastically about the books they enjoy.
- Pupils make outstanding progress in writing because they learn the basic skills of spelling, punctuation and handwriting from an early stage. Pupils like writing because the activities they are given are purposeful and interesting. In a Year 4 lesson, pupils thoroughly enjoyed writing about the gruesome crimes and punishment of Tudor times, following a workshop they had attended earlier in the day.
- Pupils enjoy mathematics and they make outstanding progress because teachers challenge them by asking probing questions. By the end of Year 6, pupils confidently carry out complex calculations to solve problems and investigations. In a Year 6 mathematics lesson, pupils made typically outstanding progress as they acted as 'number detectives' to solve a crime involving a jewellery robbery. From given information they had to calculate the value of the stolen jewellery to discover the thief's identity.

The quality of teaching

is outstanding

- Teaching is typically imaginative and lively and captures pupils' interest and enthusiasm. Teachers have very high expectations and they provide a high level of challenge for pupils in all lessons. Teachers are particularly skilled at asking probing questions and providing opportunities for pupils to share their ideas and talk about their work and this helps them to make outstanding progress.
- Teachers make excellent use of assessment to plan lessons that meet the learning needs of all pupils. Lessons build securely on what pupils have already learned and so pupils develop their skills continuously. This also ensures that disabled pupils and those who have special educational needs make similar progress to their classmates.
- Children in the Early Years Foundation Stage learn well because teachers plan an exciting range of activities that enable them to make good and often better progress. Adults carefully observe children and record their achievements to plan the next steps in their learning and development. There is a good balance of activities, both indoors and outside, that children can select for

themselves as well as more structured activities that are led by adults.

- A strong feature of teaching seen during the inspection was the way in which teachers encouraged pupils to take risks and to use their errors constructively to develop their understanding. Consequently, pupils were very positive about learning and were not afraid of testing out their ideas.
- Teachers use information and communication technology (ICT) very effectively to model and demonstrate what they want pupils to learn. This was exemplified in a Year 3 mathematics lesson when the teacher presented pupils with illustrations of a boat travelling between two islands. Pupils had to consider whether the boat should travel backwards or forwards once they had got beyond half way, and this introduced the concept of rounding numbers up or down.
- Teachers mark pupils' books thoroughly and provide clear guidance about what they have done well and what more they need to do to improve their work. Pupils respond to these comments by correcting and improving their work. Pupils say that the targets they are given help them to understand what they need to learn next.

The behaviour and safety of pupils are outstanding

- Pupils love coming to school and this is reflected in their attendance, which is above average. They feel safe in the stimulating environment into which they are warmly welcomed. All pupils are valued for the unique contribution they make to the school, fostering good relationships between adults and pupils.
- Pupils behave exceptionally well in all lessons, including those led by support staff or external specialists such as sport coaches. They want to learn and they say other pupils never disrupt lessons. Pupils' behaviour around the school and the playground is exemplary. They are considerate and take care, mindful that some younger pupils can find break times rather overwhelming.
- Pupils are kind and thoughtful and show respect towards each other and to adults. They know about different forms of bullying such as that relating to race, colour or gender, but they are adamant that it does not happen. Pupils from all backgrounds get on very well together and say that everyone is treated equally and that discrimination on any grounds is not tolerated.
- Pupils are fully aware of dangers from the internet and know to take care when using websites and social media. They have an excellent understanding of how to keep themselves safe from dangers outside school such as that relating to roads, railways and water. They understand the dangers posed by substances such as tobacco and alcohol and that some drugs are dangerous.
- The vast majority of parents who responded to the survey strongly agree that their children are safe in school and behave well.

The leadership and management are outstanding

- School leaders are dedicated and ambitious. They have high expectations for both staff and pupils and this positive ethos encourages every pupil to succeed. Consequently, pupils across the school make outstanding progress. School leaders say, 'Our role is to foster hopes and dreams for our children.'
- School leaders have an excellent understanding of the school's strengths and what they would like to develop further. They are reflective and constantly seeking new ways to build on what they already do exceptionally well. They are fully responsive to the appropriate 'light touch' support provided by the local authority.
- School leaders have successfully taken action to improve teaching. Procedures for checking the work of teachers are robust and feedback is provided to help teachers to further improve their skills. The planned programme of professional development links to school development plans

and the needs of individual teachers.

- All staff have performance management targets based on pupils' progress. They understand that their progression on the salary scale is dependent on their performance and only the best teaching is rewarded.
- The curriculum ensures that pupils make outstanding progress in literacy and numeracy and prepares them well for the next stage of their education. School leaders have used the new primary school sports funding to appoint coaches to work with staff and pupils to improve the provision of physical education. This helps pupils to understand how to stay fit and healthy. The wide range of enrichment activities makes an excellent contribution to pupils' spiritual, moral, social and cultural development.
- The vast majority of parents who expressed a view agreed that leadership and management of the school are outstanding and that the school takes their views fully into account.
- **The governance of the school:**
 - Governors are highly effective in holding school leaders to account. They monitor and challenge the performance of the school through careful analysis of data and the information provided to them by school leaders. They are fully involved in planning for school improvement and they know that they are now ready to build on this to play a more pro-active role in shaping the strategic direction of the school. Governors know the school well because they visit frequently and meet with senior leaders regularly. They know how well pupils achieve and that the quality of teaching is outstanding. They ensure that procedures for performance management are in place and that teachers' progression on the salary scale is dependent on the quality of their work. Governors meet their statutory responsibilities, including those relating to financial management. They are aware of the impact of pupil premium funding and that it has been spent wisely. They ensure that all arrangements to safeguard pupils are in place.

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

Unique reference number	116379
Local authority	Hampshire
Inspection number	426597

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Rose Ann Rumpus
Headteacher	Jakki Alexander
Date of previous school inspection	16 September 2008
Telephone number	01256 464165
Fax number	01256 842083
Email address	adminoffice@st-annes.hants.sch.uk

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