

St Anne's Catholic Primary School

Pinkerton Road, South Ham, Basingstoke, Hampshire RG22 6RE

Inspection dates

27–28 November 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Early years provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- Procedures for safeguarding pupils are not effective. Systems for recording and reporting concerns to leaders are disorganised. As a result, leaders do not possess a clear understanding of pupils' welfare needs.
- Staff are trained to identify safeguarding concerns, but do not all understand how to report to an appropriate leader. This means that information can be lost or received late.
- Governors have accepted too readily leaders' assurances about safeguarding. They have not ensured that procedures are fit for purpose.
- Safeguarding information held by nurseries and other providers is not requested or collected by leaders when children start in early years.
- While teaching across the school is strong, systems for monitoring teaching and learning are not sharply focused on staff's continuous development.
- Record keeping of incidents of bullying, racism and poor behaviour is fragmented. Consequently, leaders and governors do not identify patterns or address emerging issues.

The school has the following strengths

- Leaders responded decisively to a dip in standards in 2017. The development of writing has been a success. Pupils are taught specific skills in writing and use these to produce texts that are elegant and matched to the needs of the audience.
- Teaching is good. Staff set work at the right level of difficulty for pupils. Disadvantaged pupils, the most able and pupils with special educational needs and/or disabilities (SEND) are well supported.
- Pupils behave well and feel safe in school. This means that classrooms are calm and purposeful. Behaviour is good overall.
- Pupils make strong progress in a range of subjects. The curriculum is broad and interesting and promotes a love of learning. Pupils' progress in the foundation subjects and science matches that in English.
- Pupils who are taught the school's new mathematics curriculum make strong progress.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Ensure that arrangements for safeguarding are effective, by:
 - recording all concerns about pupils and subsequent actions in a central, secure and well-maintained system
 - training staff to identify, record and report all concerns about pupils' welfare to leaders
 - developing and securing systems for requesting and collecting appropriate statutory information from early years providers
 - developing robust checks and reviews, so that governors have an accurate understanding of the quality of the safeguarding culture and systems in the school.
- Improve leadership and management of the school, by:
 - ensuring that systems for monitoring and improving the quality of teaching are refined, so that leaders and governors can more accurately identify and address strengths and weaknesses
 - improving the systems for monitoring behaviour, bullying and racist incidents, so that the few remaining weaknesses can be tackled more efficiently.
- Improve the quality of teaching, learning and assessment, by ensuring that all pupils benefit from recently introduced changes to the mathematics curriculum, so that pupils can develop effective strategies for problem solving and reasoning.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and governors have not ensured that safeguarding procedures are effective. Systems for reporting and recording information about pupils' welfare are not fit for purpose. The procedures used by governors to check leaders' work in this area have failed to identify the weaknesses in the school's systems. As a result, pupils and families at risk of harm cannot be accurately and efficiently identified and supported.
- Systems for monitoring and improving the quality of teaching are underdeveloped. Although staff do receive feedback on their work, this is not always built upon. As a result, leaders and governors are unable to evaluate accurately the quality of teaching.
- Documents to record and monitor incidents of poor behaviour, racist incidents and bullying are not well maintained. This limits leaders' ability to identify and diminish patterns of any poor behaviour of pupils.
- Leaders are trialling a new curriculum in a number of classes, aimed at improving pupils' progress in mathematics. This has successfully increased pupils' progress in these classes as tasks are structured to help them think more deeply and solve problems. The approach has yet to be rolled out across the school.
- Leadership of special educational needs is a strength. In recent years, the systems for identifying pupils with SEND have been refined and improved. The SEND coordinator identifies pupils' needs accurately and works closely with parents and carers and staff to pinpoint and remove pupils' barriers to learning. Governors work closely with leaders to monitor their efforts and challenge them to make the provision for these pupils even better. As a result, this group of pupils make strong progress from their starting points.
- Leaders receive high-quality training and professional development. Many, including new leaders, undertake externally recognised qualifications to increase their skills. As a result, leaders have identified and addressed successfully some weaknesses in the school. For example, a previous dip in standards in writing has been reversed through improvements in the quality of teaching. Both senior and middle leaders show demonstrable capacity to improve the school further.
- The physical education and sport premium funding is used well to promote pupils' active lifestyles and participation in sport. Staff training is particularly effective. Pupils are taught the key components of a sport, such as catching or body positioning, before they embark on the full game of, for example, cricket, hockey or rugby. Pupils enjoy and appreciate the wide range of sports and clubs on offer after school.
- The curriculum is broad and interesting. Recently, leaders have introduced 'hooks' that help pupils to understand and become engrossed in their learning. For example, pupils enjoyed the visit from a chocolatier. They used the experience to write interesting and detailed instructions in English and to design their own chocolates in design technology. Pupils' spiritual development is promoted well in assemblies and in class. For example, support staff led pupils in calm and respectful prayer to remember and celebrate others who have passed away. Standards in the foundation subjects, science and English are consistently high.

Governance of the school

- Governors have not ensured that procedures for safeguarding pupils are fit for purpose and have accepted leaders' assertions too readily. They have completed some checks in school. For instance, they ensured that the fences around the site were secure. They also considered an external review of safeguarding, commissioned by the headteacher, to ensure that pupils felt safe. Nevertheless, these checks were not sufficiently focused on the reporting and recording of concerns or leaders' actions. As a result, weaknesses in this area were missed.
- Governors possess a clear and accurate understanding of the school's work to improve the curriculum and visit the school routinely to check that this is having the desired impact. They take a particular interest in the performance of disadvantaged pupils and work closely with leaders to ensure that additional funding is used effectively to help these pupils make strong progress. Governors quickly notice dips in performance and work with leaders to provide additional resources, staffing and funding where these are needed most.

Safeguarding

- The arrangements for safeguarding are not effective.
- Systems for reporting and recording concerns about pupils' welfare and safety are disorganised and poorly maintained. As a result, leaders do not possess an accurate understanding of what information they hold on pupils and families. They cannot therefore use this to work effectively with external agencies to get families the help they need.
- Staff receive training on how to identify and report concerns. Nevertheless, some staff members do not follow the procedures outlined in the school's safeguarding policy and do not routinely report concerns to the right person in school. This prevents leaders from gaining an accurate understanding of risks to pupils and families.
- During transition into early years, staff meet with nurseries and other providers to gain an understanding of the children and their families. However, they do not request or receive any safeguarding information from these providers, meaning that information can be easily lost during this period.
- Pupils feel safe in school and assert that they have an adult to talk to if they need to. Older pupils have a strong understanding of the dangers posed by careless use of social media and the internet. As a result, these pupils are well equipped to make good decisions when using the internet and mobile devices.
- Statutory checks are made on staff before they commence employment at the school.
- Inspectors did not identify any specific cases where pupils came to harm due to the weaknesses in safeguarding procedures.

Quality of teaching, learning and assessment

Good

- Staff and pupils enjoy positive relationships. This helps to ensure a typically productive and happy environment where pupils feel supported well to succeed.
- Teachers and teaching assistants work as a cohesive team and effectively share the right information with each other to help pupils to progress. They use this to offer coaching to pupils when they make mistakes and to offer additional challenge. This ensures that mistakes are not repeated and pupils, particularly the most able, are not set work that is too easy for them.
- Pupils learn to construct and punctuate sentences in a range of ways and use this to write interesting texts. Pupils plan their writing carefully and are keenly aware of their audience. They use their understanding to produce writing that will excite, inform or provoke further thought. This enables all pupils, including those who are disadvantaged, to make strong progress in writing.
- Pupils read well and use their strong phonics skills to decode and understand what they are reading. Older pupils enjoy the opportunity to visit the well-stocked library and choose their own texts. Teachers maintain a watchful eye to ensure that these texts are appropriately challenging and that pupils are reading regularly. Pupils throughout the school enjoy reading.
- In mathematics, pupils routinely learn to calculate using a range of strategies. In some classes, there is strong evidence of reasoning and problem solving. For example, in Year 2, pupils solved problems by counting money and using their reasoning skills to work out which coin was missing. However, reasoning and problem solving are not always taught as well, which slows pupils' progress.
- Staff question pupils well and use this to probe pupils' understanding. This information helps pupils to structure their thinking and consider their work. As a result, pupils develop their skills and are able to overcome challenging problems.
- Pupils with SEND are supported well. Staff have an acute understanding of these pupils' needs and how to diminish barriers to learning. Throughout the curriculum, these pupils make strong progress.
- Teaching across the curriculum matches the high standards seen in English lessons. Pupils write well in a range of subjects. For example, in science, pupils tested the friction created by their shoes and wrote interesting texts to explain their findings. Strong communication and English skills help pupils to research, discuss and disseminate their ideas.
- Parents appreciate the regular progress meetings they have with staff. They enjoy the interesting homework pupils complete and feel that this helps them to get involved with their child's education.
- Pupils are taught to treat each other equally and show great respect towards others, regardless of their religion, background or heritage.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because processes and procedures for recording and reporting concerns about pupils' welfare are not effective. Consequently, leaders and governors cannot guarantee that pupils are safe.
- Nevertheless, there are many other strengths in this area of the school's work. Pupils' spiritual, moral, social and cultural development is promoted well. For example, pupils learn to consider and evaluate moral scenarios and challenges. This encourages them to think deeply about the difficulties faced by others and to understand how their actions have an impact upon the people around them.
- Pupils' actions and understanding embody and reflect British values. For example, pupils learn about individual liberties and democracy through the school council. They learn tolerance and respect through the promotion of their faith. Pupils understand that everyone is different and the need to respect and accept those with different beliefs and lifestyles to their own.
- Pupils feel safe in school and learn how to keep themselves safe from harm. Pupils learn about online safety and know what to do if they are subjected to cyber bullying or unsolicited contact from strangers. Younger pupils learn to manage risks and how to be safe around roads.

Behaviour

- The behaviour of pupils is good.
- After a period of decline, attendance has risen significantly. Regular dialogue with parents ensures that this is a high priority and has helped to reduce persistent absence significantly. As a result, pupils and families have established good habits that ensure continued high attendance.
- Pupils take responsibility for their actions and their school. They take pride in their appearance and keep classrooms, corridors and the playground tidy. Pupils are extremely polite to staff, peers and visitors. Pupils greeted inspectors and leaders with a friendly welcome and were keen to share their learning throughout the inspection.
- In lessons, pupils pay attention to their teachers and show a desire to learn. They listen respectfully to the views of others and set to work quickly when they need to. As a result, pupils make the most of their time in school and are highly productive.
- On the playground, pupils enjoy the opportunity to play games and catch up with their friends. Pupils report that there is no bullying in the school and feel confident that adults will help them if they need it.
- While incidents of bullying and disruptive behaviour are rare, leaders do not record and analyse these in a systematic fashion. As a result, emerging problems are not always noticed and addressed as quickly as they should be.

Outcomes for pupils

Good

- After a dip in standards in 2017, leaders reviewed and adapted the English curriculum to ensure that pupils were able to understand and apply the building blocks of writing such as grammar, spelling and punctuation. The results have been highly effective. Pupils write well for a range of purposes. For example, pupils used information gleaned from a visit to a local pizza restaurant to write precise and direct instructions about pizza making. Others studied volcanoes, recording the different structures they take and the dangers they pose to those who live near fault lines. Pupils make strong progress in writing.
- Pupils throughout the school possess a clear and deep understanding of calculation methods and multiplication tables. Leaders have taken the wise decision to trial their new 'mastery' curriculum across some classes to iron out any problems and avoid confusing pupils. Pupils following the new curriculum make very strong progress because the work requires them to think deeply about complex mathematical problems. Where pupils are learning through the old curriculum, progress is slower as pupils link their calculation strategies to problem solving less securely.
- Disadvantaged pupils, including the most able disadvantaged pupils, are supported well because leaders and staff identify their needs and deploy additional resources to ensure these are met. As a result, disadvantaged pupils make strong progress in all subject areas and many attain at a high standard in English and mathematics. The progress of disadvantaged pupils matches that of other pupils in the school.
- Staff successfully support pupils with SEND to develop their skills and address their barriers to learning. This is particularly evident in reading, where pupils are supported to learn and practise their phonics skills, enabling them to access and enjoy challenging books. Pupils with SEND make strong progress from their starting points.
- The most able pupils also make strong progress because teachers confidently support them to work at a high standard. Pupils read well and are encouraged to discuss the features of a wide range of texts that help to inform their own writing. For example, pupils in Year 6 are taught to write formally and informally, shifting styles to meet the needs of the reader and context. As a result, the proportion of pupils attaining at a high standard throughout the school is steadily rising.
- Pupils perform well in a range of subjects because they can apply their strong English and mathematical skills across the curriculum. For example, pupils accurately and precisely plotted the average rainfall in Greenland and Britain and wrote detailed comparisons explaining their findings. Pupils' strong communication and reasoning skills equip them well for the next stages of their education.

Early years provision

Inadequate

- The early years is inadequate because procedures for safeguarding children are not effective. For instance, when staff visit nurseries and families they do not ask for, or collect, information that could be used to keep children safe or focus the support for their families.
- The early years provision has many strengths. Staff work with local nurseries to share

information about children's learning, likes and friends. This is particularly useful when making plans for children with SEND and to inform the design of the curriculum.

Children make a strong start because they are interested in learning, supported well and settle quickly in the Reception class.

- The early years provision is rich and stimulating. Children enjoy and take pride in their learning. They readily choose activities, appropriately guided by staff, which improves their mathematics and phonics understanding. As a result, early years is a positive environment where children can learn and play successfully.
- The early years leader has set out her priorities for the provision based on her accurate understanding of children's learning needs. She works with staff to help form plans that will interest and develop children. Furthermore, staff are deployed well to challenge and guide children through their early learning. As a result, tasks are set at the right level of challenge, allowing children to make strong progress.
- In early years, children are settled and friendly and can initiate play with each other. They share readily and listen carefully to their teachers. Their good behaviour matches that evident in the wider school.
- Adults guide children well and model how to use speech with precision and clarity. Children learn to write short words using their phonics skills and are very pleased to share their writing with adults and peers.
- In early years, children start with levels of understanding typical for their age. By the time they leave Reception, the majority have attained a good level of development. This represents strong progress from their starting points and prepares them well for the challenges of Year 1.

School details

Unique reference number	116379
Local authority	Hampshire
Inspection number	10046494

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair	Alice Pavey
Headteacher	Jakki Alexander
Telephone number	01256 464165
Website	www.st-annes.hants.sch.uk
Email address	adminoffice@st-annes.hants.sch.uk
Date of previous inspection	18–19 September 2013

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils who are supported by the pupil premium is lower than the national average.
- The proportion of pupils with SEND is slightly lower than the national average.
- The school is a Catholic primary school. The Diocese of Portsmouth conducted a section 48 inspection on 30 June 2014.

Information about this inspection

- Inspectors observed learning in 24 parts of lessons, many with senior leaders.
- In addition to discussions with parents, responses to the online questionnaire, Parent View, were taken into account, as well as the school's own survey results.
- A range of the school's documentation was scrutinised to gather information on leaders' evaluation of the school's performance, systems for managing the performance of teachers, the behaviour and safety of pupils, safeguarding, the progress and attainment of pupils, and curriculum leadership.
- The inspectors scrutinised the school's website to evaluate the quality of information for parents and whether the school meets statutory publishing requirements.
- Inspectors spoke to pupils to gather their views about the school, and heard pupils read.
- Inspectors met with school leaders, governors (including the chair of the governing body), officers from the local authority and an officer from the diocese.

Inspection team

Daniel Lambert, lead inspector	Her Majesty's Inspector
Kusum Trikha	Ofsted Inspector
Joyce Lydford	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Manchester
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