

St Anne's Catholic Primary School

Inspection report

Unique Reference Number	116379
Local Authority	Hampshire
Inspection number	312283
Inspection dates	16–17 September 2008
Reporting inspector	Pritiben Patel

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	226
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Rose-Ann Rumpus
Headteacher	Mr David Harris
Date of previous school inspection	11 October 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Pinkerton Road South Ham Basingstoke RG22 6RE
Telephone number	01256 464165
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Anne's is a smaller than average size primary school. Pupils are predominantly from White British backgrounds. The percentage of pupils from minority ethnic backgrounds is below average, and fifteen pupils are at the early stages of learning English. The percentage of pupils claiming free school meals is below average. The proportion of pupils with specific difficulties such as speech and language, including those with a statement is above average. The school has attained the ICT Mark and Activemark. It has provision for Early Years Foundation Stage (EYFS).

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

St Anne's is a good and improving school. Every child really matters here, and the Christian values and ethos of the school have an outstanding impact on pupils' personal development. Pupils have a strong voice within the school and contribute excellently to school life. For example, they have thoughtfully designed the playground and prayer garden, regularly choose the colours of carpets and paint for their classrooms as well as raise funds for a range of charities. Pupils are very friendly, positive and have an outstanding enjoyment of school. They have high regard for their school and teachers, which is exemplified by the comment made by a pupil, 'This is a lovely school, it's great here'. Parents also value, 'the family atmosphere' that has been thoughtfully created. The school has established good links with parents, the church and the local secondary school.

Staffing at all levels is now stable after some years of turbulence. The headteacher's leadership is strong and he has established a strong ethos of teamwork amongst staff. He has improved the quality of teaching and learning and the tracking of pupils' progress is now robust. As a result, the progress that pupils make has improved. He has provided a solid foundation for future improvement. This indicates that capacity to improve further is good.

Pupils are now attaining above average standards and are making good progress. As a result, they are well prepared for the next stage in their schooling. However, the school recognises that there are inconsistencies in the progress made by pupils in certain year groups, such as in Years 4 and 5. It is working hard to address this. In addition, standards in writing are not as high as in other subjects. Hence, writing is a focus for the school.

Pupils make good progress because the quality of teaching and learning is good. Teachers provide stimulating classrooms for pupils, and this is recognised by parents in comments such as, 'I recognise how wonderful the environment is'. Relationships are strong, planning is detailed, questioning is effective and support staff are guided well. However, lesson intentions are not always used effectively to reinforce learning and discuss the next steps, and teachers' marking does not consistently explain to pupils how to improve their work.

The curriculum provides pupils with a good range of enrichment activities such as a residential trip to the Isle of Wight, and visits to a farm as well as benefiting from a range of visitors to the school. Standards in writing are weaker than those in reading; hence writing across the curriculum is a current development. Pupils fully understand the role that exercise plays in keeping healthy. Consequently, their adoption of healthy lifestyles is outstanding through clubs such as football, netball and tag rugby.

Care, guidance and support are good. All safeguarding requirements are securely in place. Pupils' understanding of safety is outstanding. They feel much supported by the school and told inspectors they would happily speak to any adult, if they had a problem. Improved tracking systems have enabled the school to provide swift support for pupils with specific needs, as well as those at the early stages of learning English. As a result, they make good progress in line with their peers.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When they arrive, children's skills, knowledge and attitudes are below those usually expected of four year olds. Weaker areas include language and mathematical development. From these

starting points, they make good progress because of good provision. The EYFS leader ensures that areas of learning are stimulating, colourful and effectively develop the curiosity of children. Good, positive relationships help children to settle quickly into the EYFS. Whilst children are engaged in a range of free choice activities such as painting, computer activities and role-play, adults carefully note their progress. This information is then used well to plan the next steps in the children's learning. Personal development and well-being are good because staff are highly supportive of the children's efforts. The school has rightly identified the need to further develop outdoor provision, so that it helps to further promote mathematical development.

What the school should do to improve further

- Ensure that pupils in all year groups make consistently good progress as they move through school.
- Improve standards in writing throughout the school.

Achievement and standards

Grade: 2

Robust tracking of pupils' progress has enabled the school to swiftly identify those not making the expected progress, and provide appropriate support. As a result, the majority of pupils now achieve well and the school is working hard to ensure that those who are making satisfactory progress quickly catch up. Due to better achievement, standards in 2008 have improved and are now above average. However, standards in writing are not as high as those in other areas. This is currently being addressed by the school through writing initiatives, which are already having a positive impact on pupils' attitudes to writing, particularly for boys. Other strategies to improve the progress of boys, which was shown to be not as strong as the progress made by girls in the national tests in 2007, are beginning to bear fruit. These include the use of talk partners, which provides boys with good opportunities to talk about what it is they are learning. Pupils with speech difficulties as well as those at the early stages of learning English, make good progress in line with their peers due to early intervention and effective support.

Personal development and well-being

Grade: 1

Relationships are a real strength and pupils appreciate the support they are given by all adults in the school. Pupils' behaviour is excellent and they enjoy school greatly. As a result, attendance is good. Their spiritual, moral and social understanding is good. The Prayer Garden and Prayer Club, for example, give pupils the opportunity for quiet or communal reflection during the day. One pupil said of the garden, 'It's beautiful'. Pupils accept and respect each other well. The school is putting plans in place to further develop pupils' cultural awareness which is not as strong. Pupils have an excellent understanding of staying safe, and an excellent commitment to healthy lifestyles through energetic play and sensible eating. One said, 'We have to have healthy food in our packed lunches because we need to be healthy to do our work. It stops us being sick and missing our education in school.' Pupils are well prepared for later life and education through good levels of achievement and excellent attitudes to their work and learning.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, with some outstanding practice, ensuring that pupils achieve well. Teachers and support staff have excellent relationships with the pupils and high expectations of their work and behaviour. Pupils are very well managed, quick to do as they are asked, and very eager to learn. Teachers give pupils activities which challenge them to do their best in interesting contexts. For example, in a Year 3 lesson pupils were shown how to round numbers up and down to the nearest 10 or 100. The lesson quickly moved on to rounding up or down in grams the contents of boxes of food items. Consequently, they are motivated and respond very positively to the tasks set. Teachers, and support staff, make very good use of questions to engage and assess pupils' understanding. However, not all teachers ensure that pupils are always clear about the objectives of the lesson and these are not always discussed and reviewed at the end of the lesson, so that pupils can assess their own learning and set their own targets for the future.

Curriculum and other activities

Grade: 2

Strong links with the local secondary school have a positive impact on pupils at Key Stage 2 as they receive specialist teaching in French. Themed weeks such as mathematics and information, communication and technology (ICT) help to put pupils' learning into meaningful contexts. Writing across the curriculum is a relative weakness but is developing. It will take time before any impact is shown in standards. The school has made much progress in the use of ICT, since the last inspection, as a tool for teaching and learning. This has resulted in the ICT Mark. The school successfully draws on outside links and expertise to ensure that pupils have access to a range of sports coaching such as in football, rugby and tennis. Pupils' outstanding personal development is well supported by the personal, social and health education (PSHE) curriculum.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good and contribute very effectively to their personal development. When they arrive at school, pupils are helped to adjust quickly to routines and this allows them to settle successfully. The early identification and effective support for those pupils with language as well as those at the early stages of learning English contributes well to the good achievement and excellent personal development of all. The good partnership between teachers, support staff, parents and outside agencies successfully helps pupils who speak English as an additional language. Staff know their pupils very well and monitor their personal, as well as academic progress carefully. Pupils have a good understanding of their individual and group targets, especially for English and mathematics. One said, 'I think targets are really helpful because they give us something to aim for'. However, day-to-day marking is inconsistent and does not always inform pupils how they can improve their work, develop their immediate learning further or whether the objectives of the lesson have been achieved. The school recognises this is an area for development. Procedures to ensure pupils' health and safety are thorough and robust.

Leadership and management

Grade: 2

The headteacher's impact on the school has been extremely positive. He is well supported by a very knowledgeable and capable deputy. Good planning and organisation helps the school run smoothly and very effectively. He has successfully improved the quality of teaching and learning, and knows how to make it even better, through high quality support.

English and mathematics leaders have a good understanding of their areas through monitoring and evaluation activities, such as scrutiny of teachers' planning and, pupils' work, as well as the monitoring of teaching and learning. The science leader, who is very new to the post, and leaders in other subjects are currently developing their roles.

Self-evaluation is good and involves leaders and managers throughout the school. The impact of governors is good. They are experienced, keep well informed through training, and have a good understanding of the school. They provide both support and challenge to the headteacher when appropriate. For example, they challenge the appointment of new staff as well as the progress made by pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

30 September 2008

Dear Pupils

Inspection of St Anne's Catholic Primary School, Basingstoke, RG22 6RE

Thank you for being so welcoming and helping us when we came to inspect your school to find out how well you are getting on. We enjoyed visiting your lessons, and talking to some of you at break time.

You told inspectors that your school is good and we agree with you!

Here is a list of some of the most important things that we liked about your school.

- All the adults in your school show good care for you; as a result, your enjoyment, behaviour and attitudes are outstanding!
- You are given many opportunities to take responsibility and make decisions. You designed the prayer garden and your playground, both of which are lovely.
- You enjoy the extra activities that your school provides and take part in a wide range of sports; as a result, your adoption of healthy lifestyles is outstanding.
- Your teachers make your classrooms special places for you to learn. They give you interesting work as well as targets that you have to achieve.
- You make good progress in your work and attain above average standards.
- The EYFS is good.
- Your headteacher, governors and all staff are working hard to make things even better for you.

We have asked your school to make two improvements to help your school become even better than it is. Pupils in some year groups make faster progress than those in others, and we have asked your teachers to make sure that they even this out. We also think that you don't do as well in writing as in your other subjects, and we have asked the school to help you improve this.

I am sure that you are all going to continue to work as hard as you do already!

Yours sincerely

Pritiben Patel

Lead Inspector