

St Anne's Catholic Primary School

Inspection report

Unique Reference Number	125219
Local Authority	Surrey
Inspection number	340740
Inspection dates	1–2 July 2010
Reporting inspector	Wendy Forbes

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	387
Appropriate authority	The governing body
Chair	Bernard Peacock
Headteacher	Christopher Donovan
Date of previous school inspection	7 July 2007
School address	Court Road Banstead SM7 2PH
Telephone number	01737 350012
Fax number	01737 373589
Email address	head@stannes-banstead.surrey.sch.uk

Age group	4–11
Inspection dates	1–2 July 2010
Inspection number	340740

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed and all but two teachers were seen teach. Inspectors visited all classrooms to sample displays, behaviour and resources, and held meetings with governors, staff and a group of pupils. Inspectors observed the school's work and looked at a wide range of school documentation, including teachers' planning, pupils' work, the school improvement and curriculum plans, monitoring and evaluation records, assessment information, individual education plans, minutes of meetings, safety records, assessment information and the reports of the School Improvement Partner. The inspection team analysed 241 questionnaires returned by parents and carers, together with 100 pupil questionnaires and 27 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which all groups of pupils make equally good progress in their learning and personal development, focusing on improvements in writing
- the impact of improvements in the school since the last inspection
- what pupils know about different cultures, and how well the school promotes this aspect of their learning
- the impact of the newly-designed curriculum on pupils' personal development.

Information about the school

St Anne's is a larger than average primary school. While a large majority of pupils are White British, the proportion of pupils from other minority ethnic groups has risen since the last inspection. The proportion of pupils who speak English as an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is below average and includes pupils with moderate learning needs, including those with speech and language difficulties. The proportion known to be eligible for free schools meals is well below average. Over the last 18 months, the school has been affected by some disruption to staffing in a small number of classes. The school anticipates that this will be resolved by the start of the autumn term 2010. The school has benefited from new buildings opened in September 2008, including an information and communication technology (ICT) suite. A daily breakfast club is operated by the school. The school has achieved a number of awards, including Healthy Schools and Bike It School Mark (Bronze).

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has improved significantly since the last inspection as a result of good teaching, a good curriculum and good leadership and management. As one parent said, 'It has gone from strength to strength; our children are proud and very happy to go to this school.' This positive view is shared by the vast majority of parents and carers who appreciate the caring environment where pupils feel safe and enjoy learning. Pupils' good attitudes to school are reflected in their good personal development, high attainment and good behaviour. However, attendance remains no higher than average because of the very few persistent absentees who do not attend school as often as they could.

Children enter the Early Years Foundation Stage with skills and understanding that are just above national expectations for their age. Good provision here means that children have a very happy start to school life. Throughout the school, good, and sometimes outstanding, teaching, enhanced by an innovative curriculum, has continued to secure improvements in attainment since the last inspection. By the end of Year 6, attainment is now high in English, most significantly in reading, and in mathematics, and overall, pupils make good progress. However, in a small number of classes, many staff changes and less well-focused quality of marking and feedback have affected the continuity of some pupils' learning and progress. In a few cases, there has also been a relative lack of challenge, particularly for the most able in writing. As a result, the above average attainment in writing still has some way to go to catch up with the exceptionally high attainment in reading.

The improved systems for monitoring and evaluating the school's work are now Good. They are used effectively to enable the headteacher, staff and governors to have an accurate understanding of the school's strengths and weaknesses and to set clear priorities for improvement. This has been a key factor in the improvement of the overall effectiveness of the school since the last inspection and further indicates that the school's capacity for sustained improvement is good.

Pupils' spiritual development is a significant part of the school's good provision. This is evident in the daily opportunities for reflection and liturgy which help to promote good spiritual, moral, social and cultural development. Pupils enjoy an exceptional range of popular extra-curricular activities including a number of more unusual clubs such as multi-sports skills, yoga, Irish dancing, drama and music, circus skills and golf, which contribute strongly to pupils' personal development. Many families say how much they appreciate the daily breakfast club provided by the school.

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

What does the school need to do to improve further?

- Continue to raise attainment and accelerate progress in writing by ensuring:
 - that work set consistently challenges pupils, particularly the most able, so that outcomes reflect the exceptionally high standards already achieved in reading
 - pupils, particularly the most able, are provided with clear feedback about what they need to do to improve their writing skills.

Outcomes for individuals and groups of pupils

2

The quality of pupils' learning is good overall. Most say they like their teachers because they are 'helpful' and 'kind'. The good quality of pupils' spiritual, moral, social and cultural development is reflected in the respect and care pupils display for others. Pupils enjoy being in school and appreciate its caring and inclusive ethos. They respond well to the value staff place on their achievements, as evidenced by their positive attitudes to learning. For example, in Year 6, pupils thoroughly enjoyed their numeracy lesson where they had to identify and obtain numerical information to solve a mathematical problem. They did well because the lesson was conducted at a brisk pace, explanations were clear, the teacher's subject knowledge was good and there were very high expectations. In an outstanding Year 5 ICT lesson, pupils enthusiastically developed their knowledge and understanding of spreadsheets to solve a problem.

By the end of Year 2, pupils reach high standards in reading and mathematics, and above average standards in writing; progress is good. Most pupils continue to make good progress, a few make outstanding progress, and achieve well throughout Key Stage 2. By the time they leave at the end of Year 6, the vast majority have attained high standards in English and mathematics, most significantly in reading. However, because of the many staffing changes in a few Key Stage 2 classes, over time the rate of progress varies. As a result, progress in writing slows for a few pupils until they reach Year 6, where high quality teaching, good subject knowledge and very high expectations ensure faster progress. Pupils who have special educational needs and/or disabilities do as well as their peers because of the good care and support they receive. Because of these positive attitudes and high levels of attainment, pupils are well prepared for their next stage of education.

Pupils feel safe and say that bullying or poor behaviour is a rare occurrence. They make a good contribution through the important roles they play within the school and wider community as members of the school council, acting as junior road safety officers and house captains, and 'prayer partners' for younger children. They enjoy opportunities to help others by visiting local care homes to perform and by raising funds for charity. Through the work associated with the national awards, they have a good understanding of healthy lifestyles and conservation issues.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good curriculum links different subjects together well in order to ensure learning is relevant, purposeful and enjoyable for pupils. Pupils are enthusiastic about the stimulating range of activities generated from the newly designed 'learning journeys' curriculum which is enhanced well by visits and visitors to the school. The quality of pupils' work on display is of a high standard and provides clear evidence that the improvement in the school's effectiveness since the last inspection is not just restricted to test results. A vast range of well-attended extra-curricular clubs enriches pupils' good personal development.

The school has developed, and uses well, very comprehensive assessment systems to track how well individual pupils are progressing. The quality of teaching observed throughout the inspection ranged from satisfactory to outstanding. The vast majority is consistently good. Pupils say they enjoy lessons, especially when the work they are asked to complete offers them just the right level of challenge. However, in the very small number of lessons where teaching was satisfactory rather than good, introductions were sometimes quite long and opportunities missed to develop learning skills, particularly of the most able.

The school promotes a good level of care, guidance and support for pupils. Parents and carers comment enthusiastically on the high quality of the 'close, caring relationships' the school provides for their children. Pupils say they always feel very welcome at school

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

and are confident they are well looked after. Very effective induction and transfer arrangements help pupils settle quickly into new routines, and all pupils receive very good levels of targeted care and support in order to help them make the best use of the opportunities provided. Pupils are treated as individuals and the school works very closely with several outside agencies in order to offer a high level of care and support to families and pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The good quality of leadership and management is reflected in the thoroughness of the school's self-evaluation and the good quality of its development and improvement planning. The headteacher provides a clear educational direction for the school and has high expectations of what pupils can achieve. He is well supported by the exceptionally good leadership skills of the school's deputy headteacher and by the governing body, which takes its duties seriously and offers the school a good level of support and challenge. Teamwork is developing well. The deputy headteacher and staff share the headteacher's vision for improvement, and are excited by the changes of the last three years and the possibilities that the new curriculum now offers to pupils.

Well-developed support systems within the school are complemented by a good range of partnerships with outside specialists to support pupils with very specific needs. Effective systems are in place to monitor and evaluate the work of the school. Good use of pupil assessment data and information from monitoring to set challenging targets has brought about improvements in English and mathematics. The school has made good progress towards identifying and establishing improvements to ensure that all pupils have equal opportunity to do their best and that no pupil is subject to any form of discrimination.

The school has developed good provision for global and cultural development within its community cohesion policy. Pupils' good understanding of international as well as local communities is promoted well, through links forged with a range of communities, such as a school in South Africa, which pupils raise money to support. The school is now developing opportunities to increase pupils' understanding of schools and communities in Britain. Measures for safeguarding pupils are good and all statutory requirements relating to child protection are met.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The words of one parent aptly summed up the good quality of provision in the Early Years Foundation Stage: 'My child is doing really well in the Reception class. He loves school and he really can't wait to get there in the morning.' Children's skill levels when they join the Reception class are just above those expected for their age. Children make good progress in all areas of learning, especially in reading, calculations and shape and space, because the Early Years Foundation Stage staff work hard to ensure teaching caters well for the needs of all children.

The Early Years Foundation Stage provides children with a bright and colourful learning environment; activities are stimulating and interesting and there is a good balance of adult-directed activities as well as those which children choose for themselves, which ensures good personal development. Magical awe and wonder moments were seen and heard as giggles of delight confirmed children's enjoyment in their learning through role play in the 'Beach caf', using their good communication and personal skills, dressing up as a chef and taking, making and serving orders to 'customers'. Outdoor learning provides a good range of purposeful activities but outcomes are limited by space.

From the moment children enter the Reception class, good leadership ensures a high priority is given to children's personal, social and emotional development. Their welfare is also given priority and children are happy, feel safe and quickly develop the skills needed to interact well with peers and adults. Teachers work extremely well with very able learning support assistants to ensure that learning is interesting and exciting for children. As a result, behaviour and children's attitudes to learning are good. Lessons

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

provide very well structured opportunities for children to build up their understanding of the world in which they live while at the same time prioritise improving skills in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 large majority of the parents and carers who returned the questionnaires, or who spoke to inspectors, held positive views about the school. Nearly all were happy with their children's experiences at the school. The overwhelming majority believed their children enjoyed school. Several commented favourably about how safe they felt their children were, and were impressed with how much the school had improved since the last inspection. However, a very small minority of parents and carers expressed concerns about the school and felt that their children did not make sufficient progress, nor did the school meet their children's particular needs or provide sufficient information about how well they were doing. Inspectors judged that pupils made good progress, although this varied in different year groups, and that the school met the needs of most pupils well. The school is aware of the need to provide sufficient and regular information about progress and is working hard to address this issue.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's Catholic Primary School 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 241 completed questionnaires by the end of the on-site inspection. In total, there are 388 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	169	70	64	27	1	0	1	0
The school keeps my child safe	188	78	50	21	2	1	0	0
The school informs me about my child's progress	94	39	129	54	10	4	3	1
My child is making enough progress at this school	82	34	136	56	11	5	3	1
The teaching is good at this school	101	42	118	49	6	2	1	0
The school helps me to support my child's learning	114	47	110	46	7	3	0	0
The school helps my child to have a healthy lifestyle	133	55	95	39	7	3	1	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)	100	41	111	46	8	3	1	0
The school meets my child's particular needs	113	47	103	43	14	6	2	1
The school deals effectively with unacceptable behaviour	115	48	106	44	8	3	2	1
The school takes account of my suggestions and concerns	100	41	108	45	9	4	3	1
The school is led and managed effectively	160	66	65	27	5	2	3	1
Overall, I am happy with my child's experience at this school	154	64	72	30	5	2	2	1

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



5 July 2010

Dear Pupils

Inspection of St Anne's Catholic Primary School, Banstead SM7 2PH

Thank you for welcoming the other two inspectors and me to your school. Everyone was very friendly, and we enjoyed talking to you about what you like the most about school and seeing you working hard in lessons. We believe your school is a good school.

Here are some of the highlights of your school:

- The school has improved since the last time it was inspected.
- Most of you do very well at school especially in reading.
- You enjoy making a difference to your school by the responsibilities you are given.
- Children get off to a good start in the Reception class.
- You enjoy lots of school clubs, visits and visitors.
- The quality of care, guidance and support you receive from your school is good and you all feel safe.
- You behave well, especially in class, and you enjoy learning.
- The governors, together with the headteacher and his staff, have worked hard to improve the school and want to make the school even better.

We have asked the school to find ways to make sure that those of you who sometimes find parts of literacy lessons a bit too easy are challenged to reach even higher standards in writing, and to make sure you know how to get better in your work.

Once again, thank you for making us feel so welcome in your school and remember, you can help your school to get even better by attending school regularly and continuing to work hard.

Yours sincerely

Wendy Forbes

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.