

St Anne's Catholic Primary School

North Street, Keighley, West Yorkshire BD21 3AD

Inspection dates

26 to 27 February 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils' progress has not been good in reading, writing and mathematics, and in a range of other subjects.
- Teachers' use of assessment is variable. Planned work is not consistently challenging enough to ensure good progress.
- Misconceptions and errors are not spotted consistently well by teachers and their assistants. This slows the pace of pupils' learning.
- In class, additional challenge is not provided swiftly enough when work is too easy or adjusted when it is too hard for pupils.
- In early years, assessment of children's skills is not precise enough to provide the challenge that is necessary to help them make good progress.
- Subject leaders are not skilled in checking the quality of teaching in their areas. As a result, teaching and pupils' progress require improvement.
- Leaders have not identified the needs of pupils with special educational needs and/or disabilities (SEND) clearly enough to make sure they make good progress.

The school has the following strengths

- The new senior leadership team, governors and the trust are very ambitious for the pupils. They have taken decisive action to improve teaching.
- Staff morale is high, and there is good capacity for further improvement.
- The curriculum offers a wide range of interesting activities that support pupils' good spiritual, moral, social and cultural understanding.
- Pupils say that they are safe and enjoy school. Procedures for child protection and safeguarding are thorough.
- Pupils are polite and respectful to each other and adults. They make a good contribution to learning and behave well.
- Parents and carers know leaders' efforts are paying off in improving their children's achievements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in key stages 1 and 2 to ensure good progress for pupils in reading, writing and mathematics, and in a range of subjects, by ensuring that:
 - assessment is used skilfully to plan suitably challenging work for all groups of pupils
 - teachers adjust work skilfully in class to meet the needs of all groups of pupils
 - teachers and their assistants overcome pupils' misconceptions and errors quickly.
- Improve the provision in early years to make sure that children are well-prepared for learning in Year 1 by:
 - making sure that adults' expectations are consistently high across the provision and that children are challenged well to make good progress
 - increasing opportunities for the development of mathematics and writing in the outdoor provision.
- Improve the impact of leaders and governors by ensuring that:
 - subject leaders are skilled in checking the quality of teaching in each of their areas and linking it closely to the progress pupils are making to iron out inconsistencies
 - teachers are sufficiently skilled to make sure those pupils with SEND make good progress
 - the progress of pupils with SEND is checked comprehensively by leaders to make sure that it is at least good and that the needs of these pupils are met
 - assessment of children's skills in early years is accurate, and that it is used to accelerate children's progress
 - the quality of teaching is consistently good over time, and that it is leading to good outcomes for pupils.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over time, leadership has not made sure that the quality of teaching is good and that pupils' outcomes are good. There have been times when leaders' efforts have been hampered by significant turbulence in staffing.
- Over time, subject leaders have not been skilled in checking the quality of teaching and assessing its effect on pupils' learning in their areas of responsibility. As a result, teaching requires improvement, and so do pupils' outcomes.
- Over time, leadership has not precisely identified the academic needs of pupils with SEND, and it has not been checking their progress well enough. The quality of teaching for these pupils is not checked thoroughly and results in their needs not being well met.
- Since her appointment, the executive headteacher has brought stability and cohesion to the school in a relatively short period of time. She is ably supported by a new head of school. The trust's work is also supporting school improvement, as is the work of current staff.
- Senior leaders have identified the correct priorities for improvement and are highly ambitious for pupils. They have sought external support and advice to help them put their plans for improvement in place. With the support of staff, they have brought about improvement in pupils' personal development, behaviour and welfare in a short period of time. Pupils are keen to learn, and they behave well. Parents are very positive about the work of senior leaders and the improvements they are bringing about.
- Staff value the professional development that senior leaders have organised for them. They have visited good and better schools to see good practice as well as being coached by senior leaders. As a result, there are clear signs of the quality of teaching improving across the school. Middle leaders are keen to make a positive contribution to school improvement and are beginning to receive support and training.
- Teachers who have recently entered the profession receive structured programmes of training which are helping them to make a positive impact on improving the school. They said that training in behaviour management has been exceptionally helpful in preparing pupils for learning.
- Spiritual, moral, social and cultural experiences are integrated well into the curriculum. Pupils from a wide range of cultures share their experiences together and celebrate a variety of religious festivals. Trips and visits broaden their experiences. For example, trips to Chester and an 'enchanted garden' contribute well to their work in history and to their ability to write creatively. Artwork is a strength of the school. The curriculum captures pupils' interests and provides them with a good understanding of life in modern Britain.
- Additional funding for disadvantaged pupils is spent effectively to support their full engagement in all aspects of school life. The progress of these pupils is improving. It has been used successfully to improve the personal development, behaviour and welfare of these pupils, thus ensuring that they are ready to learn.

- The primary school physical education (PE) and sports funding is used well to provide opportunities for pupils to develop their confidence and engage in sporting activities, including competitive sport. All pupils participate in sport, with many taking part in competitive netball, basketball, outdoor adventure activities and five-a-side football. It also supports professional development for staff to teach PE more skilfully.
- The diocese has supported the trust well in assisting it to set up appropriate structure to check the work of the school. It has provided support and training for governors to increase their skills. The diocese has assisted the trust in ensuring that there are clear lines of accountability for governance and leadership.

Governance of the school

- Governors are clear about their lines of accountability within the trust, as are school leaders. After the previous inspection, the trust board took swift action to strengthen local governance of the school. Currently, local governance of the school is making a very effective contribution to school improvement because they know the school well. They are supporting and challenging leaders to improve the school. Governors have appointed a strong senior leadership team and new staff that are having a positive impact on improving the school. They are supporting and challenging leadership well.
- Governors have a good working knowledge of the school. They have a wide range of expertise, including some with expertise in education, which gives them a clear picture of how the school is improving. Governors check the school's finances. They know that the funding for disadvantaged pupils and the sports funding are spent effectively. Governors know how funding for pupils with SEND is spent. However, over time, the progress that these pupils are making is not reported precisely because school systems for determining the effect of the spending are not well honed.

Safeguarding

- The arrangements for safeguarding are effective. The new headteacher and the trust intervention board (TIB) have swiftly addressed previous failings in safeguarding.
- Leaders and governors are passionate about fulfilling their safeguarding duties and keeping children safe. Governors review the school's processes and check that systems are fit for purpose. They have a regular external audit of safeguarding to make sure that they are fulfilling their duties. Governors receive regular reports about safeguarding. They make sure recruitment checks are made to ensure that staff are suitable to work with children. These checks are recorded thoroughly.
- Leaders have made sure that there is a clear ethos across the school that sets the safety of pupils as a high priority. Staff are well trained, vigilant and know what to do if they have any concerns about children's welfare. External agencies and parents are effectively engaged to support the most vulnerable pupils. New online systems help to recognise any early signs of any safeguarding issues, and leaders act on them quickly.

Quality of teaching, learning and assessment

Requires improvement

- Over time, the quality of teaching requires improvement as pupils' progress has not been good. The headteacher has focused intensely on stabilising teaching and making

sure that it is improving. While the quality of teaching is improving because of the contribution of new staff, variability exists, and it is not consistently good.

- Assessment information is not used well enough to plan learning that matches pupils' needs and abilities. Consequently, work set is not challenging pupils consistently enough for them to make good progress.
- Teachers assess pupils' learning regularly in class. However, they do not adjust work when it is too easy or the pitch of work when it is too challenging for pupils. Pupils persevere with their work but a lack of adjustment of work leaves some pupils, including those pupils with SEND and the most able pupils, not making good progress.
- At times, teachers and their assistants spot errors and misconceptions quickly and pupils benefit by receiving good advice to improve their work. An analysis of current pupils' work showed that mistakes and misunderstandings are not spotted consistently well. This leaves pupils repeating some errors in mathematics, the quality of pupils' writing varying and reading comprehension skills not developing quickly.
- Teachers plan interesting tasks and link school visits well into pupils' work. For example, a visit to Saltaire to study the River Aire led to good writing and some good research opportunities. There are good opportunities for pupils to use their mathematical skills across a range of subjects. However, current pupils' work shows that teaching in subjects such as history, geography and science is not consistently deepening pupils' understanding.
- Pupils said that 'changes in teachers this year have been for the better'. Inspectors checked work from the previous school year and this current school year. It is clear that, currently, pupils are making better progress than in the past and work is of a higher standard. In particular, pupils have significantly more opportunities to problem-solve in mathematics and develop their skills in reasoning and explanation.
- Teaching assistants make a positive contribution to pupils' learning and are usually well deployed by teachers. Teachers and teaching assistants are skilful when questioning pupils about their work and understanding of what is being learned.
- Good relationships and mutual respect exist between pupils and adults. This helps lessons to flow smoothly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen to each other and show respect for each other and adults. They are welcoming to visitors, and are confident, well-mannered and polite.
- Pupils are proud of their school, enjoy being in school and would recommend it to others. Pupils told inspectors that they are safe in school and said that 'staff and leaders care for them'. Should they have any worries, anxieties or concerns, they know that staff will support them. Pupils say that bullying is 'very rare' and school records confirm this.

- There are good opportunities for pupils to take on leadership roles, such as school councillors. Pupils vote for the school council and learn about democracy, liberty and the law. They have a good understanding of British values. Even the youngest pupils have a good understanding, and they write about the poppy as a symbol of remembrance.
- In lessons and assemblies, pupils learn how to stay safe and keep safe. They have a good understanding of how to stay safe. For example, they learn about road safety and water safety, and the local community police officer visits the school to enhance pupils' learning about how to stay safe when using the internet.
- Pupils are keen to please their teachers, and they listen well in class. However, there are times when pupils' handwriting and presentation slips. There are good examples of pupils responding to teachers' feedback and improving their work.
- Parents and staff are highly confident that children are safe and well looked after in school.

Behaviour

- The behaviour of pupils is good.
- Pupils told inspectors that behaviour is 'usually good'. They are well aware of what is expected of them, and staff have consistently high expectations of pupils' behaviour. Pupils said that senior leaders help them resolve issues, and that 'they really care about each of us'.
- Leaders' actions have successfully improved behaviour to be good. They have made sure that pupils have a wide range of activities available to them and that they are well supervised. Pupils enjoy playing together and told inspectors that 'the school is a different place and much improved'. Inspectors noted that pupils were happily playing together and enjoying the expansive grounds and facilities available to them.
- Pupils enjoy the rewards and certificates available to them for good attendance and good behaviour. Attendance is improving and is broadly average, with a significant reduction in the proportion of pupils regularly absent from school.
- Pupils' behaviour is good in lessons and around the school. Occasionally, when the pace of learning slows, a few pupils lose concentration.
- The school is a calm and purposeful place where pupils 'get along well together'. Pupils keep the school tidy and litter free.
- All staff and parents believe that behaviour in the school is good.

Outcomes for pupils

Requires improvement

- Over time, pupils' progress has been variable and not good because of significant turbulence in teaching. As a result, since the previous inspection, attainment has been below average and declined in 2018 at the end of key stage 2. Currently, outcomes are improving but are not good.
- Since the previous inspection, published information for those pupils leaving school at the end of key stage 2 shows that they have made too little progress to attain average standards in reading, writing and mathematics combined. Similarly, at the end of key

stage 1, progress has not been good enough to enable pupils to reach average standards of attainment.

- Inspectors analysed a considerable amount of pupils' work and found that better teaching is supporting improvements in progress. However, progress is not consistently good across the school in reading, writing and mathematics, and in a wide range of subjects.
- School information indicates attainment is improving for current pupils in comparison to the low attainment in key stages 1 and 2 in 2018. Work analysis confirms the school's view that attainment is improving, although pupils are still not challenged consistently well by the work set for them. As a result, progress requires improvement for pupils of all abilities.
- Recently, the identification of need for those pupils with SEND is more accurate than in the past. Funding for these pupils is spent effectively to engage them in mainstream classes. However, the progress these pupils are making, and have made in the past, is less than average. Leaders have not made sure that teachers are skilled in helping these pupils make good progress.
- Disadvantaged pupils are making broadly average progress, and differences in attainment are currently diminishing between them and others nationally in comparison to previous years. However, those who are disadvantaged and also have SEND make slower progress.
- Pupils who speak English as an additional language are supported well to engage in all aspects of the school curriculum. Along with others in school, their progress is not good overall but is improving.
- The school is promoting reading well, and much better than it did in previous years. Pupils enjoy reading, and most pupils read regularly at home. The teaching of phonics in Year 1 is helping to improve pupils' reading in key stage 1. The most recent screening check for phonics showed above-average proportions of pupils attaining the expected standard. There is a wide range of reading being promoted, and pupils are keen to read. However, pupils' vocabulary and comprehension skills require further development for reading to be good across the school. Leaders are aware of these points and are starting to address them.

Early years provision

Requires improvement

- Children joining Nursery and Reception settle quickly into early years because there are established routines that support children well.
- Children enter the provision with skills that are below typical for their age. Overall, reading, writing and mathematics are the least well-developed skills. Children do not make good progress, and attainment remains below average at the end of Reception.
- Leadership has not ensured that assessments of children's skills are precise and that they capture accurately what children can do. Consequently, planning is not precise enough to meet the needs of each child, and this slows their progress. With some external support for leadership, assessment is becoming more accurate in order to inform children's future learning. However, it remains inconsistent.

- Teaching requires improvement because it has not been good enough over time to help children catch up quickly. There are signs that teaching is improving. For example, phonics skills were taught well by adults in Reception, and children applied their new skills successfully in order to read and write.
- Across the provision, adults' expectations vary and children are not challenged well enough. There are times when the most able have completed work and are not moved on in their learning. In the outdoor provision, children are creative and cooperate well together. There is good reinforcement of language skills, although there are too few opportunities for children to extend their writing and mathematical skills.
- Additional support for speech and language development helps children to engage fully in the curriculum and the planned activities. The early years leader has focused well on guiding staff to support children's acquisition of language.
- The curriculum gives children a range of opportunities to learn about 'people who help us', healthy eating and den-making. There are visits to a farm, an owl sanctuary and other places of interest that develop children's curiosity in learning. The curriculum supports children's good personal development and welfare.
- Children's behaviour is good. They cooperate well together, playing and learning together in a friendly and caring way. They enjoy the rewards that they receive for good behaviour.
- Parental links are strong, with parents taking opportunities to 'stay and play' with their children. There are opportunities for parents to share children's experiences at home and contribute to their child's learning.
- Children are well looked after. Safeguarding is effective, and all the appropriate welfare requirements are in place for early years.
- There is more to do, however, to ensure that at least an average proportion of children are well-prepared for learning in Year 1.

School details

Unique reference number	141062
Local authority	Bradford
Inspection number	10059071

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	Board of trustees
Chair	Cameron Robson
Headteacher	Katy Cox (Executive Headteacher)
Telephone number	01535 210 600
Website	www.stannesrc.net
Email address	office@stannesrc.org.uk
Date of previous inspection	14 June 2017

Information about this school

- The school is an average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. One in seven pupils are disadvantaged.
- The majority of pupils are from a Pakistani or White British background. Seven out of ten pupils speak English as an additional language. This is well above average.
- The proportion of pupils who have support for special educational needs and/or disabilities is below average. One in seven pupils receive support for SEND.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- Children attend part-time in Nursery and full-time in Reception.
- There have been significant changes in leadership since the previous inspection. The executive headteacher was appointed as interim headteacher in September 2017, and

she was formally designated as headteacher in April 2018. The executive headteacher is in charge of another school as well as St Anne's Catholic Primary School. She spends half of the week in each school. A head of school was seconded to St Anne's in September 2018. Together, they form the senior leadership team.

- The new special educational needs coordinator is seconded to the school and spends half a day each week in the school. Six new teachers have been appointed since the previous inspection, with most starting in September 2018.
- The school uses the local Catholic Schools Partnership Teaching School Alliance to provide some aspects of professional development for staff, leaders and teachers who have recently entered the profession.
- The school is a member of the Blessed Christopher Wharton Catholic Academy Trust. The trust is governed by a board of directors known as a trust board. They delegate some management responsibilities to the TIB that replaced the local academy council soon after the previous inspection. It holds the executive headteacher to account for her responsibilities and reports back to the trust board. The trust board has designated responsibility for the effectiveness of the school.
- The school's religious character is Roman Catholic and is part of the Diocese of Leeds. The last section 48 inspection took place in April 2017.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. The inspectors and senior leaders observed several sessions jointly.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety. They also spoke with several parents.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books. They listened to some pupils reading.
- The lead inspector held a meeting with members of the TIB, some of whom are also trustees. A meeting was held with a representative of the diocese.
- Inspectors held meetings with senior leaders and middle leaders.
- Inspectors looked at the school's review of its own performance, its development and improvement plans, a number of school policies, and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed the 13 responses to Ofsted's online questionnaire for parents, Parent View. They also considered the 27 responses to Ofsted's staff questionnaire.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Lynda Johnson	Ofsted Inspector
Peter Marsh	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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