

St Anne's Church of England Primary School

St Ann's Hill, Wandsworth, London, SW18 2RU

Inspection dates

14–15 March 2013

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

Summary of key findings for parents and pupils

This is a good school

- Pupils achieve well. They make good progress from low starting points to reach average standards in English and mathematics by the end of Year 6.
- Leaders and managers are continually refining the quality of teaching to ensure that it is good. They make regular checks on classroom performance and provide highly effective support and training to enable teachers to develop their practice.
- Leaders and managers have thought carefully when recruiting new staff in order to build a comprehensive team with the range of skills and experience needed to meet pupils' needs.
- The school works increasingly well with parents and this has driven up attendance, which has improved considerably since the previous inspection and is now above average.
- Regular attendance has helped to drive up both attainment and progress.
- Pupils behave well around the school and in lessons. They feel safe, understand how to keep themselves safe and treat each other with a high degree of respect.
- The school has a set of shared values which underpin everything from daily classroom plans to senior leadership decisions. This ensures that the provision for promoting pupils' spiritual, moral, social and cultural skills is very strong.
- Governors are much more effective in their roles than at the time of the previous inspection. They now have an accurate view of how the school compares to other schools and support the headteacher well to drive on-going improvement.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure pupils make and sustain rapid progress in all subjects.
- Pupils are not always given the opportunity to develop as independent learners.
- Checks on pupils' progress in other subjects are not as effective as they are in English and mathematics.

Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, including some jointly with senior staff. They observed a range of subjects being taught, with a focus on letter patterns and the sounds they represent (phonics) and guided reading. All teachers were observed.
- Inspectors attended assemblies, listened to pupils read and held meetings with pupils, staff and representatives from the governing body and the local authority.
- Inspectors took account of the 17 responses to the online Parent View survey, as well as discussions with parents during the inspection and results from recent surveys the school had conducted.
- Inspectors looked closely at pupils' work in lessons as well as work they have completed over time in their books.
- Inspectors looked at a range of documents, including those relating to safeguarding and child protection, the governing body minutes, notes of visit from the local authority, information relating to pupils' academic performance, documents showing how senior leaders evaluate the quality of teaching and set performance management targets, logs relating to behaviour and attendance figures.

Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Cliff Mainey

Additional inspector

Full report

Information about this school

- This is slightly smaller than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than the national average. The proportion of those supported through school action plus or with a statement of special educational needs is slightly above national figures.
- Almost half the pupils are entitled to the pupil premium, which provides additional funding for looked-after children, pupils known to be eligible for free school meals and the children of service families. This is nearly double the national average. No children in the school are looked after by the local authority or are from service families.
- The school serves a diverse community and therefore the proportion of pupils of minority ethnic origin is far higher than average, with 11 different ethnic groups represented in varying numbers.
- The proportion of pupils who speak English as an additional language is nearly double the national average, a small number of whom are at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there has been considerable staff turnover, including the appointment of a new headteacher and deputy headteacher.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order that pupils make and sustain rapid progress across all subjects by:
 - ensuring that checks on pupils' progress in other subjects mirror the high quality of those in English
 - developing pupils' independence in learning so that they are able to make the most of opportunities offered to them without depending on adult support.

Inspection judgements

The achievement of pupils

is good

- Children start school with levels of skills and knowledge that are below those expected for their age, particularly in literacy and mathematics. Staff in the Early Years Foundation Stage provide a rich environment full of activities that build on children's interests so their language skills develop quickly.
- Good progress throughout the school ensures that, by the end of Key Stage 2, pupils have caught up and reached average levels of attainment in line with other pupils of their age nationally. Pupils' achievement is not outstanding because they do not make rapid and sustained progress in all subjects.
- Staff track the progress of individual pupils very carefully. They meet with senior leaders regularly and discuss any pupils who are not making at least expected progress. In this way, measures are quickly put into place to help pupils catch up.
- Fewer pupils in school achieved the expected level in the Year 1 letters and sounds (phonics) national screening check last year than was the case nationally. Leaders responded immediately to improve the teaching of phonics. Recent checks on pupils' learning show that those pupils who did not achieve expectations have now caught up and that pupils are making good progress in their acquisition of phonic skills across Early Years Foundation Stage and Key Stage 1.
- Disabled pupils and those with special educational needs achieve well because the school ensures their needs are well met in a range of ways, including extra support in class and small-group work to focus on the development of specific skills.
- Pupils for whom the pupil premium applies achieve exceptionally well, as measured by their average point scores compared with others of the same age in the school, because the environment is geared towards promoting high levels of language use, and this helps them develop the vocabulary required to access learning at an advanced level.
- Leaders and managers, including governors, check pupils' progress carefully in a range of ways, including by comparing average point scores from national tests. They know that pupils entitled to free school meals have scores above all pupils nationally and other pupils in the school in both English and mathematics.
- Pupils who speak English as an additional language make good progress because of the language-rich environment and because specialist staff quickly teach them the English needed to proceed with learning.
- Members from different groups make equally good progress because the school is deeply committed to ensuring all its pupils have an equal chance of gaining success.

The quality of teaching

is good

- Leaders and managers have successfully improved the quality of teaching over the last few years. Consequently, teaching is now good and is therefore driving good achievement.
- Teachers have responded very positively to the range of methods used to help them sharpen their classroom performance. They work closely as a team to ensure their practice meets the exacting expectations of senior leaders.
- Letters and sounds are now well taught. Effective training means that staff understand how to plan highly personalised tasks at the right level for every pupil. Consequently, pupils are confident in using a range of strategies to help them tackle unknown words when reading.
- Teachers use questions effectively to prompt pupils' thinking. For example, in an outstanding lesson with younger children, questions such as 'How do you know?' and 'Why did that happen?' helped children to discuss matters in a very grown-up way.
- Teachers have high expectations in terms of progress and behaviour. However, adults do not

always judge when to withdraw their support so that pupils have the opportunity to learn independently, which can hamper progress.

- Teachers check pupils' progress carefully. Pupils are encouraged to evaluate how well they have done in their learning against useful tick lists that teachers provide. Marking in English books is highly effective because it details exactly what pupils need to do to improve and time is given for pupils to respond. This clearly promotes good progress. For example, following clear and specific comments, pupils rephrase sentences using more appropriate joining words, which makes their work flow better and helps them avoid repetition.
- Checks on pupils' learning in other subjects are not as rigorous and so do not lead to such rapid and sustained progress as in English and mathematics.

The behaviour and safety of pupils are good

- Pupils behave well and are particularly courteous. Outside space is used imaginatively to make certain there are plenty of exciting activities available. This ensures that playtimes are calm and enjoyable.
- Pupils look out for one another and are respectful of their learning environment. They take an interest in their lessons and contribute when asked questions. However, occasionally, opportunities are missed to promote pupils' independence so attitudes to learning are not exemplary.
- Parents and carers who completed the online Parent View survey and spoke to inspectors during the inspection feel that the school keeps their children safe. Pupils and inspectors support this view. Pupils know how to stay safe on the internet, on the roads and around the school.
- Pupils are very clear about how bullying might manifest itself. They understand, for example, about cyber-bullying and know that you can be bullied by text message. They say that bullying rarely happens in school and that teachers deal with any problems well so they do not recur.
- Behaviour is now consistently well managed. Staff work well with those pupils who have particular behavioural needs and records clearly show positive improvements over time. This has ensured that the number of fixed-term exclusions has fallen dramatically over the last few years and is now in line with national figures.
- Attendance has improved since the previous inspection because the school makes sure everyone understands it is a high priority. A range of successful methods ensure that pupils are proud of attending regularly and the school works well with parents to reinforce this message. Consequently, attendance is above the national average.

The leadership and management are good

- Senior leaders and governors have high expectations of what the school and its community can achieve. Aspirational targets designed to continue to accelerate progress and raise attainment are at the heart of everything that they do.
 - Teaching has improved strongly because of excellent procedures for managing the performance of individual teachers. Leaders check classroom practice regularly and highlight areas for development. They then ensure high-quality support is available so that teachers are able to meet the demanding targets set for them.
 - As part of routine checks on the quality of teaching, leaders identified that pupils were sometimes over-reliant on adult support. Leaders introduced a range of initiatives to tackle this but these are too recent to have yet had an impact in terms of promoting a greater level of independence for pupils.
 - Senior staff have an astute view of what the school does well and are very clear about the
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priorities for improvement, which are outlined succinctly in development planning. The measures they will take to achieve their planned actions show innovation and great care in making the most of the resources available.

- The school works well with a range of partners to great benefit. For example, using a tool developed by the church, the leader of religious education has begun to implement a rigorous system of checks on pupils' learning in religious education.
 - The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. For example, in assembly, pupils were encouraged to understand how fortunate they are to have clean water and to think about communities where that may not be the case and what can be done to change that. There are a range of opportunities across different subjects to debate moral and ethical issues and each class has a space dedicated to prompting pupils' thoughts on meaningful matters such as what makes them feel safe. After-school clubs, trips out, including residential stays, and visiting artists and performers ensure the curriculum comes alive and pupils' horizons are broadened as much as possible to prepare them well for the next stage in their education.
 - The local authority knows the school well. It has supported the school effectively during the recent period of development but recognises that the school now has great capacity to continue this journey and offers light-touch support as and when the school requests it.
 - **The governance of the school:**
 - Governors avail themselves of training in order to keep their skills fresh, to ensure all statutory requirements are met and to expand their knowledge and expertise. They actively seek as much information as possible to ascertain how well the school is doing and use this information to hold senior staff to account for the school's performance, particularly pupil progress and attainment and the quality of teaching. Governors know how well targets are used to drive up the quality of teaching. They understand clearly the link between teachers' performance, pupils' achievement and progression through the pay scales and fully support senior leaders in tackling underperformance. Governors keep a tight rein on finances and insist on value for money. They know, for example, that pupil premium funding is spent highly effectively because outcomes for those pupils entitled to it outstrip those of all pupils nationally so that the school is effectively eliminating the gap in the way the funding intends. They are committed to safeguarding pupils and ensure that all requirements are met to the highest possible standard.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101041
Local authority	Wandsworth
Inspection number	402842

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Gordon Jeanes
Headteacher	Lesley Steward
Date of previous school inspection	10–11 September 2007
Telephone number	020 8874 1863
Fax number	020 8875 0617
Email address	admin@st-annes.wandsworth.sch.uk

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