

# St Anne's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	100629
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	354859
<b>Inspection dates</b>	18–19 May 2011
<b>Reporting inspector</b>	Natalia Power

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	405
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Siraut
<b>Headteacher</b>	Morgan Williams
<b>Date of previous school inspection</b>	29 April 2008
<b>School address</b>	6 Durham Street
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 30 lessons, taught by 15 different teachers, and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 77 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of the teaching and the effectiveness of leaders and managers in ensuring consistency across the school.
- How the school meets the needs of all pupils, particularly the more able.
- The effectiveness of the steps taken by the school to improve pupils' attainment in mathematics, especially at the higher levels.

## Information about the school

This school is larger than average. The proportion of pupils who are known to be eligible for free school meals is higher than usual. Most pupils come from a wide range of minority ethnic heritages, with pupils from Black African backgrounds and White backgrounds other than British forming the largest groups. Currently almost nine out of ten pupils speak English as an additional language, and most of these are at an early stage of learning the language. The proportion of pupils who have special educational needs and/or disabilities is much higher than average.

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**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## 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, where the pupils are happy and exceptionally well cared for. Pupils told inspectors that the school is a friendly place, and a typical comment from one parent was, 'This school provides a really good foundation for the future of our child.' In this safe and secure environment, pupils develop good personal qualities. They are good ambassadors for their school, are friendly and polite to visitors, and ready to speak of their pride in the school. They have an excellent understanding of how to keep healthy, and relish the many opportunities to take responsibility for others.

Children get off to a good start in the Nursery and Reception Years and make good progress in their learning. Pupils from Years 1 to 6 continue to make good progress, and this reflects the overall good teaching.

Although the majority of the teaching meets the needs of the pupils well, there is some occasional inconsistency in its quality, particularly when teachers talk too much in lessons and restrict opportunities for pupils to work independently and explore ideas for themselves. Leaders and managers already carry out an effective programme of classroom visits, and are ambitious to ensure that teaching and learning are always good or better. They recognise that, occasionally, classroom visits do not sufficiently focus on how well pupils are learning.

The curriculum provides pupils with stimulating and challenging tasks. Enrichment activities are chosen carefully to raise pupils' aspirations.

Leaders and managers track pupils' attainment and progress accurately, and use the information to ensure that tasks set for pupils are well matched to their needs. As a result, attainment in English and mathematics has risen steadily over the past three

years throughout the school, and pupils leave school with results which are in line with those of their peers in the country as a whole.

The school is proud of its long history in the local community, and pupils have a very good understanding of their school in its local and national contexts. Their understanding of its global context is less well developed, and currently there are too few opportunities for pupils to understand other cultures and faiths in other countries.

The headteacher and his team are ambitious for the school and continually seek ways of improving it. Leaders and managers have an accurate understanding of their school. They understand its strengths and are clear about the areas in which it needs to improve. Their planning for the future is good. Plans are clear, detailed and realistic in their scope. Leaders and managers have met the recommendations of the last inspection. For example, they have improved the tracking of pupils' progress and this has enabled teachers to match work accurately to pupils' needs, enabling those with a range of additional needs to make good progress. These factors indicate the school's good capacity to continue to improve.

## **What does the school need to do to improve further?**

- Ensure that all teaching is good or better by focusing more sharply in classroom visits on how well pupils are learning, especially ensuring that pupils have plenty of opportunities to contribute in lessons.
- Extend pupils' wider global understanding of different cultures and customs, for example by establishing closer links with schools in other countries.

## **Outcomes for individuals and groups of pupils**

2

Pupils' achievement is good overall, and they show their enjoyment of learning through their high levels of attendance. They make good progress throughout the school from starting points which are generally below those typical for the country as a whole. Children enter the Early Years Foundation Stage with skills and abilities which vary, but which are generally below those expected for their age, especially in language skills. The school ensures that the curriculum is well matched to pupils' needs, and provides high-quality targeted support in class or withdrawal groups for pupils with a range of special educational needs and/or disabilities and those who speak English as an additional language. National data show that pupils leave Year 6 with attainment that is

in line with national averages and this is confirmed by inspectors' own scrutiny of pupils' work and lessons throughout the school. In lessons, the level of challenge overall is good, and the pupils rise to it. For example, in one fast-paced mathematics lesson for Year 3 pupils, the task was to find ways of measuring the capacity of a bottle of water without pouring the water out. Pupils rose to the challenge of working out methods for themselves. One group of pupils, for example, realised that measuring the bottle with a ruler would not produce accurate enough results, and thought of using a piece of string to measure the dimensions of the bottle. The lesson provided exciting opportunities for pupils to share their ideas with others through discussion, and to develop a love of investigating facts for themselves, but this does not happen as often as it should. Occasionally, teachers dominate the lessons too much and there are too few opportunities taken to exploit and stimulate the pupils' natural curiosity.

Pupils are confident and polite, and take a genuine interest in others, for example when talking to visitors. They fully understand the importance of eating a healthy diet and taking exercise, and are proud of their 'walk to school' badges. They feel safe in school and know the adults will support them if they have any concerns. Behaviour is good in and around the school, and this reflects their good spiritual, moral, social and cultural development. Pupils gain a good deal from the opportunities for them to take responsibility within the school, for example by reading with younger pupils, and make a good contribution to the school and the wider community. Pupils are prepared securely for the next stage of schooling and their future economic well-being.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## **How effective is the provision?**

The teachers are popular with the pupils, and one typical remark was, 'Teachers encourage us to do our best.' There are warm relationships in the classroom, and the teachers manage the pupils' behaviour well. One pupil remarked, 'Everybody's very sensible, so we get a better opportunity to learn.' There are occasional instances where teachers do too much for the pupils and in these cases pupils sometimes make slower progress than they need to. In general, however, the pace of learning is brisk and pupils' attention rarely flags. Teachers use questioning skilfully to stimulate pupils to think for themselves. For example, in one challenging Year 6 English lesson, the teacher's questioning made pupils think deeply about why they were choosing characters from stories to base their diary entries on, rather than plunging into the task without thought. Teachers plan lessons well so that pupils know from the start of the lesson what they are going to learn and at the end have the opportunity to reflect on what they have learnt. Teaching assistants give effective support to a wide range of pupils, including those with additional needs, and their support is an important contribution towards enabling pupils with varying capabilities to make good progress. Teachers generally use assessment information about pupils effectively to provide them with tasks which have a good level of challenge, matched well to their needs. For example, in one lively Year 1 English lesson, pupils worked in groups to write up their findings after making sandwiches. Each group was provided with materials and, where appropriate, support from adults, ensuring they all made good progress in their writing.

The curriculum has a good focus on developing pupils' basic skills in literacy and numeracy. It provides good opportunities for pupils to use information and communication technology across the curriculum. Pupils are given good practice in writing at length on a range of topics, and a scrutiny of their 'Big Write' books, which contain their independent writing over a number of years, shows that they make good progress over time. Pupils report that they enjoy the many clubs, trips and visits to places of interest, and these are well chosen to provide them with a wide range of experiences to raise their aspirations.

Pupils are cared for exceptionally well and given very strong support. Vulnerable children are given outstanding care. The school knows their needs and goes to great lengths to provide for them. Pupils with a range of special educational needs and/or disabilities have their needs diagnosed early, and are given the support necessary to enable them to make similar progress to others. Those at an early stage of learning English quickly gain confidence and make good progress, because their requirements

are accurately identified and support is then focused on these needs. The school's excellent partnerships with a range of external agencies enable pupils with language and learning needs also to make good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher, ably assisted by his deputy, has created a cohesive team and a happy school. Parents and carers feel included, and one commented, 'I am confident that the school will always deal properly with any concerns I may have.' They demonstrate good drive to improve the school, for example by developing accurate tracking systems and using them effectively to ensure that work is matched well to pupils' capabilities. The governing body supports the school well and is ready to hold it to account. For example, it analyses the attainment of pupils from the many backgrounds within the school to ensure that all pupils are succeeding and no group is falling behind.

Overall, leaders check the quality of teaching and learning well. Occasionally however, observations are not sharply enough focused on how and what pupils are learning, to ensure that all teaching is of the standard of the best. The school promotes equality of opportunity well, tackling discrimination by removing barriers to learning, as seen in the effective use of teaching assistants and a range of trained professional partners to support different groups, so that all pupils of all abilities and backgrounds have the chance to succeed. Leaders and managers ensure that safeguarding procedures are robust and that pupils have a good understanding of how to keep themselves safe. Staff are well trained in child protection procedures. All adults are thoroughly checked and vetted before working in the school, and the child protection arrangements are frequently updated.

Leaders and managers promote community cohesion well overall. Pupils from all backgrounds get on well with one another. The school ensures that pupils have a very

good understanding of their local community and the rest of Britain, for example through joint school projects with schools in Durham and in the county of Dorset. Plans are in hand to develop pupils' understanding of other people's ways of life and systems of belief in a global context, but, as yet, these have not made sufficient impact on pupils' understanding of other cultures.

There are good links with a range of educational, sporting, cultural and therapeutic organisations, and these enable pupils to benefit in their learning and in their physical and emotional well-being. Leaders and managers work in effective partnership with parents and carers, keeping them well informed about their children's progress and communicating well through the school's informative website and through regular newsletters.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Good home visits enable children entering the Nursery to settle quickly into school life, and the Nursery and Reception classes provide them with a safe and secure start to their education. The school builds and maintains good relationships with parents and carers. Adults promote children's welfare well. They provide firm but calm support and, as a result, the children, some of whom have complex needs, develop good social and

emotional skills. They play together well, and are usually ready to share and take turns. The attractive play areas, both indoors and outdoors, provide them with many opportunities to learn about the world around them and to develop good literacy and numeracy skills. Music lessons provide children with a good level of challenge, and they retain their concentration and behave well in the cramped music classroom. There is generally a good balance between activities which children choose for themselves and those which adults suggest they should try. Occasionally, however, the adults make choices which the children could make for themselves, for example by restricting the range of materials for art projects. On the whole, however, the activities are challenging and stimulate the children to develop good speaking and listening skills. For example, the children enjoyed hunting for 'mini-beasts' in the school grounds, and were encouraged to describe the insects and write sentences about them. As a result, the children make good progress in the Nursery and Reception years from starting points which vary considerably but which are generally below those expected for their age. The Early Years Foundation Stage is well led and managed. Leaders plan well to provide focused activities for children with a range of capabilities and to ensure that children are kept safe.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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**

A lower proportion of parents and carers than is usual returned questionnaires. Almost all those who returned questionnaires or who spoke to inspectors agreed that their children enjoy school, and that it keeps them safe and healthy. The findings of the inspection endorse parents' and carers' positive views. A few parents and carers did not agree that the school takes sufficient account of their suggestions and concerns. The findings of the inspection, however, are that the school engages well with parents and carers, and keeps them well informed about school life. One parent commented, 'We're kept informed of important issues and told about positive and negative behaviour.' Overall, the vast majority of parents and carers were happy with their children's experience at the school.

## 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 405 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	74	18	23	0	0	1	1
The school keeps my child safe	52	68	24	31	1	1	0	0
My school informs me about my child's progress	57	74	19	25	1	1	0	0
My child is making enough progress at this school	47	61	29	38	1	1	0	0
The teaching is good at this school	48	62	28	36	1	1	0	0
The school helps me to support my child's learning	45	58	30	39	2	3	0	0
The school helps my child to have a healthy lifestyle	49	64	27	35	1	1	0	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)	37	48	36	47	1	1	0	0
The school meets my child's particular needs	37	48	35	45	4	5	0	0
The school deals effectively with unacceptable behaviour	41	53	33	43	1	1	1	1
The school takes account of my suggestions and concerns	33	43	35	45	6	8	0	0
The school is led and managed effectively	37	48	35	45	3	4	0	0
Overall, I am happy with my child's experience at this	52	68	22	29	2	3	0	0

school								
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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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11

Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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:** 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.

- 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 pupils' 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.

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**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.**



22 May 2011

Dear Pupils

Inspection of St Anne's Catholic Primary School, London, SE11 5JA

Do you remember when four visitors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. You are fortunate to go to a good school. Here are some of the things we found out about your school.

- The adults look after you extremely well, and you are happy at school. You show this through your excellent attendance record.
- Your school keeps you safe. You are very clear about what you need to do to remain healthy. You behave well and pay close attention in lessons. You are

polite and respectful to visitors. You enjoy taking on responsibilities at school, such as looking after the younger children.

- Your teachers teach you well, and you leave school with results which are very much like those of pupils in the country as a whole. Those in charge make sure that you receive work which helps you make good progress.
- We have asked the adults in charge to take even greater care when they visit your classes to check that all of you are learning really well and joining in as much as possible.
- We know how special and important your school is in your local community. Now we want the adults to tell you even more about how people live and worship in other countries.

All the adults are working very hard to make your school better and better. You can play your part, too, by aiming to collect as many house points as you can for really good work. This will benefit both your house, and yourself.

We wish you the very best for the future.

Yours sincerely

Natalia Power

Lead inspector

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