



Annecy Catholic Primary School – how has the school addressed OfSTED concerns?

Our last OfSTED inspection was in September 2017. Since then, our school has been through a lot of change. We have a new governing body, a new headteacher, and a number of new class teachers.

OfSTED September 2017	
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	Good

Each year the Local Authority sends out an adviser to carry out a categorisation visit. This adviser will look at School Performance Data, the School Improvement Plan and the Self Evaluation Form. The adviser will work to triangulate evidence, including internal school progress data, with the progress that is evident in pupils' work.

	Annecy Self Evaluation Form 2019	Adviser categorisation judgement (September 2019)
Quality of Education	Good	Good
Behaviours and Attitudes	Good	Good
Personal Development	Good	Good
Leadership and Management	Good	Good
Quality of Early Years education	Good	Good

The school inspection handbook explains that when a school becomes an academy, the predecessor school is closed and a new school is established. The academy is legally a new school. OfSTED confirm that previous judgements do not carry over when schools become academies. However, we know that families consider the last OfSTED inspection of a school, when considering where to send their child. This is why we have looked to address the key areas highlighted in our previous OfSTED inspection of September 2017.



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OfSTED September 2017	Categorisation visit from Local Authority adviser (September 2019)
<p>Leaders, including governors, have not ensured that tracking of pupils' progress is accurate. Consequently, leaders do not know how effective their actions to improve the school are, or how well pupils are doing.</p>	<p>Leaders can now confirm that they have an assessment system that is reliable and accurate. This will enable governors to fulfil their strategic role. This system has been tested through extensive moderation with local schools and through the BOSCO Trust. Teacher assessment is also checked through a bank of well-known national tests (adviser visit, July 2019 and information received from the headteacher on the day of the visit).</p>
<p>Leaders, including governors, have not made sure that additional funding for disadvantaged pupils is used successfully to speed up these pupils' progress.</p>	<p>The pupil premium report is well written and details how funding has been allocated to disadvantaged pupils. It identifies the barriers to success, the desired outcomes and the success criteria. There is evidence and a rationale for the choice of action or approach and a review point identified. It is clear that the funding is now being properly used to support disadvantaged pupils in the school (website, September 2019).</p>
<p>Pupils' progress, currently and over time, is variable, particularly in writing and mathematics, and for the most able pupils.</p>	<p>Recent data confirms that pupils are making better progress since the last OfSTED report. On the last OfSTED visit, the combined score for Key Stage 2 pupils in reading, writing and mathematics was 43%. It is now 71% at the expected standard. Assessment is now used wisely to inform planning and there is evidence that pupils that are more able have made good progress this year; disadvantaged pupils have made improved progress since the last OfSTED report (recent outcomes, July 2019).</p> <p>The 2019 data indicates that there has been improvement in the teaching of phonics throughout the school. The 'Read, Write Inc' programme, funded by the Department for Education has been very successful. There has been a 32% improvement in outcomes in Year 1 (recent outcomes July 2019).</p>



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<p>Teaching is not consistently effective. Information about what pupils know and can do is not used well to plan learning that meets different pupils' needs.</p>	<p>Teaching is now judged to be 100% good at the school. In lessons seen on visits, teachers work hard to identify misconceptions and they are expected to teach threshold concepts carefully so that pupils can make progress. This is particularly evident in the 'Read, Write Inc' programme and in mathematics teaching (adviser visit. 18/02/2019). The new curriculum has the capacity to make links across the curriculum and put learning into a context. A bank of resources is already available for staff to use. (Information received on the day of the visit and a published scheme 'Cornerstones'.)</p>
<p>In key stage 1, phonics teaching is not of consistently high quality. Too often, pupils spend time on activities that are too easy or too hard and so do not help them to learn.</p>	<p>There has been an improvement in Year 1 phonics. Last year, 52.6% of the Year 1 cohort attained the expected standard; this year it is 84.6%. This is above the national benchmark and fulfils one of the OfSTED key issues from the last OfSTED inspection. Boys have improved their performance strongly by 47% and girls by 10.7%.</p>
<p>Learning across the curriculum is variable. There are insufficient opportunities for pupils to apply their writing and mathematics skills in other subjects.</p>	<p>There is an ambitious curriculum in place. It is at an early stage of its development in some subject areas but it is coherently planned for the year and properly sequenced for learning for all. (Curriculum overviews, presented on the adviser visit, July 2019, website, September 2019). The curriculum has a global emphasis and is related to British migration over the last 2000 years. It is designed to equip pupils with the 'social and cultural capital' they need to succeed in later life.</p> <p>The headteacher plans to improve further the quality of the curriculum by developing the role of middle leaders. He has successfully raised expectations throughout Key Stage 2 and has appointed staff with specific expertise (for example in the EYFS) to raise expectations in other key stages (adviser visit 18/07/2019).</p>
<p>Communication with parents is not always effective. Staff and parents do not always work closely together to help pupils learn.</p>	<p>The parental survey, completed in the last academic year indicates that parents are now pleased with the work of the school. Parent View indicates</p>



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	that 100% of parents would recommend the school. There were 102 responses. (Information received from the headteacher at the visit.)
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If you have any questions about what we do here at Anney, please do not hesitate to contact us.

We welcome visitors to the school. Please call 01323 894 892 or email office@annecy.org.uk to book a convenient time to come and see what we do.