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6 November 2017

Ms Lesley Steward  
Headteacher  
St Anne's CofE Primary School  
208 St Ann's Hill  
Wandsworth  
London  
SW18 2RU

Dear Ms Steward

### **Short inspection of St Anne's CofE Primary School**

Following my visit to the school on 17 October 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

You have accurately identified the key areas for improvement within the school and acted decisively, taking effective action to address them. Leadership responsibilities have facilitated a sharp focus on the correct areas for improvement. As a result, pupils are making better progress. This is particularly true in phonics where progress and outcomes for pupils currently at the school, including those who are disadvantaged, have improved significantly. However, you know that more needs to be done to improve pupils' written comprehension skills. Clear plans are in place to rectify this.

You have addressed the areas for improvement identified at the previous inspection. You have taken effective measures to ensure that pupils' progress is closely monitored in an informative and detailed manner. You and your team use this information effectively to guide future actions. Pupils were observed on numerous occasions applying their skills and knowledge. During a lesson on healthy life choices, a Year 3 pupil stated: 'Coming to school every day is a healthy life choice because we learn.' This also exemplifies the impact leaders have had on instilling in pupils the importance of attending school regularly.

## **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose and that records are detailed and of high quality. There is an established culture of safeguarding at the school. Leaders have ensured that all members of staff and governors are regularly trained in different aspects of safeguarding. A number of leaders within the school have completed higher-level training. This supports the work of the designated safeguarding leader and adds additional capacity to the school's ability to respond to concerns. There is a clear ethos at the school that everybody is responsible for safeguarding. Leaders work effectively with external agencies to ensure that vulnerable pupils swiftly receive early help, as needed. Systems and procedures are in place that ensure that statutory checks are completed for adults working in the school. Leaders have taken appropriate measures to ensure the safety and well-being of pupils attending alternative provision.

Highly effective pastoral care by staff ensures that pupils are helped to keep safe. One pupil commented: 'I feel safe at school because the teachers are so nice and caring.' Pupils articulate a consistent message that any problems arising at school are dealt with quickly and effectively by staff. They comment positively about the effectiveness of the behaviour policy that ensures that there is little disruptive behaviour. Pupils understand how to keep safe online. They understand what measures minimise risks to themselves and what actions to take if an online situation upsets them.

## **Inspection findings**

- The approach to the teaching of phonics implemented by leaders has resulted in pupils from Reception through to Year 2 making substantial progress. Pupils' outcomes in phonics, especially those who are disadvantaged, have improved significantly. The small number of pupils who did not meet the expected standard in phonics by the end of key stage 1 continue to receive phonics support through key stage 2. The majority of pupils demonstrate good application of their phonics skills when reading.
- Leaders have introduced effective systems to monitor attendance and have established productive relationships with a range of external agencies. They deploy effective, targeted support to key families with attendance concerns. This is appropriately balanced by leaders reinforcing the responsibilities parents and carers have in establishing good patterns of attendance for their children. Pupils have responded positively to the range of incentives to improve their attendance. Leaders have ensured that all staff reinforce the importance of regular attendance. Governors regularly monitor the attendance of key groups and hold leaders to account on required improvements. Attendance figures for the previous academic year show a significant improvement for all groups of pupils. Leaders know that they must maintain this improving trend in attendance.
- Following the 2017 results, you correctly identified the need to improve progress in reading, especially for the most able pupils. In particular, you know that

improving pupils' comprehension skills is a key priority. You have introduced further strategies for improving the teaching of reading and comprehension across the school. In September 2017, you appointed a new literacy leader who, along with other members of the senior leadership team, is ensuring that these strategies are implemented. However, leaders acknowledge that more needs to be done to ensure that pupils understand what they do well and how to improve their written comprehension.

- When I heard some of the most able pupils read, the majority took on a challenging text using a variety of strategies at their disposal and have a strong desire to succeed. This is underpinned by a fundamental enjoyment of reading. By the time this group of pupils reach Year 5, they are confident in engaging the listener when reading aloud through varying the register of their voice and expression.

### **Next steps for the school**

Leaders and governors should ensure that:

- pupils understand what they do well in reading and how to improve their written comprehension
- checks and incentives continue to encourage more pupils to attend school regularly.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Southwark, the regional schools commissioner and the director of children's services for Wandsworth. This letter will be published on the Ofsted website.

Yours sincerely

David Robinson  
**Ofsted Inspector**

### **Information about the inspection**

I visited lessons with school leaders and listened to pupils read. I spoke with groups of pupils and staff. I also reviewed school assessment information. A scrutiny of pupils' books was carried out together with senior leaders. Meetings were held with subject leaders, governors and a representative from the local authority. A range of documentation was scrutinised, including information about outcomes for groups of pupils, policy documentation, and information about attendance and safeguarding. The responses to Ofsted's online questionnaire, Parent View, were also considered.