

St Anne's CofE (VC) Primary School

Inspection report

Unique Reference Number	124238
Local Authority	Staffordshire
Inspection number	359612
Inspection dates	17–18 November 2010
Reporting inspector	Marion Thompson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Father Richard Grigson
Headteacher	Valerie Jean Hall
Date of previous school inspection	7 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 16 lessons or parts of lessons taught by seven teachers. Informal meetings took place with parents and carers who were taking their children to school. Meetings took place with the Chair of the Governing Body, staff and groups of pupils. The inspection team observed the school's work, and looked at documentation, including the school improvement plan, assessment and safeguarding information, curriculum planning and samples of pupils' work. Inspectors analysed the results of 98 questionnaires completed by parents and carers, and took account of the views expressed in pupils' and staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- What is the impact of the actions taken by the school on improving progress in writing?
- How effective are the school's self-evaluation processes?
- What is the rate of progress made by pupils in Key Stage 1?

Information about the school

This is a small primary school. The number of pupils on roll has increased by 27 over the last two years. Almost all pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is below average. The school has achieved Healthy Schools status and the Sing Up Bronze Award. The governing body is responsible for breakfast and after school clubs on the school site. There has been some disruption due to staff absence during last year in the Early Years Foundation Stage.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

St Anne's is a satisfactory school where attainment is broadly average, representing satisfactory progress and achievement from pupils' levels of skills on entry. Pupils with special educational needs and/or disabilities make similar progress to their peers. Parents, carers and pupils rightly praise the good quality of care, support and guidance provided for all children, but especially for those who are in vulnerable situations. Staff develop mutually respectful and caring relationships with their pupils. The school is a harmonious community in which pupils behave well, know right from wrong and where spiritual development is promoted well. Pupils feel safe, because they know they are valued.

Parents, carers and pupils also value the rich range of out-of-school activities provided, especially in music, sport and lunch time board games clubs. During the inspection, the school was a hive of purposeful activity at the end of the day, with some pupils rehearsing a musical, whilst others practised dance. Those at the after-school club enjoyed a range of activities and ate healthy food. Extra-curricular activities contribute well to pupils' good cultural and social development as well as their good awareness of how to stay fit and healthy. The school has achieved the Healthy School's award as a result of the provision it makes.

Pupils are keen to learn because of lively teaching and a curriculum which provides interesting experiences, such as pretending to be an 'evacuee' on a train journey. However, in a minority of lessons, learning is slowed because work is not planned to meet the needs of all pupils of different abilities. In-class assessment is not used consistently to identify when pupils need more support or challenge. Marking often provides clear guidance to pupils on how to improve their work and they have the opportunity to improve it. However, this is inconsistent. Writing is beginning to improve because of the actions the school has taken, such as setting up a 'writing club'; a small minority of pupils still experience difficulties with constructing and punctuating extended sentences accurately.

The headteacher provides a clear sense of direction for the school. She and the school staff have won the high regard of the local community. Planning is based on a generally accurate, but occasionally generous analysis. Improvements to teaching, assessment, the curriculum and subject leadership are beginning to accelerate progress. This demonstrates that the school has a satisfactory capacity to continue to improve.

What does the school need to do to improve further?

- By July 2011:
- Improve progress in writing for those pupils who are falling behind by focusing more on constructing and punctuating extended sentences accurately.

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- Increase the pace of learning by ensuring that:
 - lessons are planned to meet the needs of pupils of all abilities
 - marking consistently provides clear guidance to pupils on how to improve their work, and they are given the opportunity to follow up this guidance
 - teachers check on the level of support and challenge pupils need throughout lessons and change what they do accordingly.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may
 - receive a monitoring visit by an Ofsted inspector before their next section 5
 - inspection.

Outcomes for individuals and groups of pupils

3

Standards in national tests over the last few years have been broadly average. This represents satisfactory progress from their standards on entry, which are in line with those expected nationally. Progress in mathematics is satisfactory, but is better in mental arithmetic than in problem solving. In English, reading develops steadily, but some pupils have problems in writing, such as using connectives to make complex sentences or using punctuation appropriately. The school is responding vigorously to this, for example by providing one-to-one support for these pupils, and this is beginning to have an impact. Occasionally, learning is slowed because the work is too easy or too difficult. For example, pupils with special educational needs and/or disabilities occasionally have too much support when some staff answer questions for them, rather than encouraging pupils to answer for themselves. Boys and girls progress at similar rates.

In lessons, pupils are enthusiastic, apply themselves well and are keen to contribute. Speaking skills develop well throughout the school. In a Year 5 literacy lesson, pupils produced really imaginative ideas about the mood created by the use of certain words in a poem and presented them clearly and confidently to the class. When given the opportunity, pupils are innovative thinkers. Year 6 pupils relished the challenge of discovering different ways to find the area of right-angled triangles. Occasionally, pupils' listening skills are not developed sufficiently, as they do not always wait their turn in their enthusiasm to reply. In a few satisfactory lessons, where teaching does not fully meet their needs, pupils quietly disengage.

Pupils' enjoyment of learning is reflected in their above-average attendance. They make a good contribution to the local community, for example, by singing for local senior citizens at the luncheon club or performing with other primary schools at the city's concert hall. Older pupils act as play leaders within school, taking their considerable responsibilities seriously. Many aspects of their preparation for the future are good, for example punctuality and social and leadership skills. However, because their literacy and numeracy skills are average and some pupils have difficulties with writing, their preparation for the future is satisfactory.

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These are the grades for pupils' outcomes

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

¹ 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?

An increasing proportion of teaching and learning is good and none is unsatisfactory. Teaching staff form warm and supportive relationships, which nurture pupils' confidence. Frequent opportunities to work with partners and present their ideas to the class ensure speaking skills develop well. Assessment is improving. For example, in Year 2, the teacher quickly identified a pupil who was having difficulties during the lesson and helped her catch up. However, occasionally, work is not planned at the right level for all pupils and their progress within lessons is not monitored closely enough. There are examples of good marking that help pupils to improve their work, followed by opportunities to make those improvements. This is inconsistent across the school.

The curriculum has a good emphasis on the development of basic skills but is not always adapted sufficiently to meet pupils' various needs. It provides a good range of extra-curricular activities. It is becoming increasingly flexible in meeting the needs of pupils who fall behind, for example in writing, and this is beginning to accelerate progress. However, not all lessons are sufficiently differentiated. Well-planned enrichment activities, such as instrumental lessons for all pupils in Year 3, the Sing Up initiative and residential visits broaden pupils' experiences. Links with partners are used well to promote learners' personal development and well-being. For example, a sports partnership with a local high school improves pupils' fitness. A link with an inner city primary school with a very

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different socio-economic mix is beginning to develop pupils' knowledge and understanding of the range of faiths and cultures in contemporary Britain.

Effective systems are in place to promote pupils' health, safety, well-being and regular attendance. The ethos of the school is underpinned by strong and caring Christian values. The school works well with external agencies to support pupils and families who are experiencing difficulties. This helps pupils to overcome barriers to learning. Parents and carers appreciate the commitment staff show their children. Support for pupils with special educational needs and/or disabilities is satisfactory. Good transition arrangements ensure pupils settle happily into school and make a smooth transition to the next stage of their education. The breakfast and after school clubs meet the needs of parents, carers and pupils well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, soundly supported by committed staff, provides good leadership for the school. Self-evaluation accurately identifies priorities for future development. Subject leaders have a clear view of strengths and weaknesses in their areas and this is beginning to improve provision. Effective coaching and development have improved teaching which is now solidly satisfactory, with an increasing proportion that is good, but the impact is limited as yet.

The governing body provides good support and challenge to the school. Its involvement in planning is limited, but plans are well advanced to improve this. The governing body perform its duties in relation to safeguarding conscientiously, and arrangements for safeguarding are good. All staff are clear about their roles and responsibilities and have up-to-date training. Policies for protecting children are implemented well. This results in good support for pupils who are in vulnerable situations and helps them to overcome barriers to learning as well as ensuring their safety.

Parents and carers expressed keen appreciation for all aspects of the school's work, especially the approachability and dedication of the school staff. Well-attended workshops help parents and carers to support their children's learning more effectively. Partnerships with other agencies and schools promote pupils' well-being well.

The school promotes an ethos where all are respected, regardless of gender, race or ability. There is very little discrimination because the school works hard to promote an understanding of different cultures and faiths in this largely monocultural school. For example, pupils visit a range of places of worship. Nevertheless, equal opportunities are

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satisfactory overall because work is not adapted sufficiently for their different needs. As a result, pupils make satisfactory progress.

The school's contribution to community cohesion is good. The school meets the needs of the local community well, for example through pre- and post- school provision. As one parent wrote, 'The school is at the heart of the community'. It makes a good contribution to shared values within and beyond the school. It has a number of links with other schools with more diverse populations in the United Kingdom and with schools abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class with skills around those expected for their age. A good induction process, close relationships with parents and carers and good care ensure that children settle quickly into school routines and feel secure. They make satisfactory progress in all areas of learning and enter Year 1 with broadly average attainment.

The programme of activities provides a sensible balance of those that are directed by the teacher and those that are initiated by the children themselves, enabling them to develop independence. They particularly enjoy French lessons where they are very active. Knowledge of a few basic greetings and of numbers up to 10 in French is secure. Children learn to take turns but, when the activity or presentation goes on too long, they occasionally lose interest and do not listen carefully, calling out to each other. They enjoy healthy snacks and drink, which helps them to develop good eating habits. The recently developed outdoor area provides an improved learning environment and more equipment is on order from suppliers. Assessment is satisfactory, but occasionally opportunities are missed. Achievement, provision and leadership and management of the Early Years are satisfactory.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a very high rate of response to the parents' and carers' questionnaire. The overwhelming majority of responses were positive, especially in relation to feeling that children enjoy school and are kept safe. Parents and carers also feel that the school is led and managed effectively and are happy with their child's overall experience. Inspection findings endorse these views. A few parents and carers expressed some concerns about the way in which unacceptable behaviour was dealt with. The inspection team followed up these concerns during the inspection and judged pupils' behaviour to be good. Similarly a few were concerned about the progress their child was making and the way in which their particular needs were met. The inspection team found that, in a minority of lessons, work did not match the needs of all pupils equally well and this slowed the pace of learning. Progress overall was found to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's CoFE (VC) 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	65	34	35	0	0	0	0
The school keeps my child safe	64	65	33	34	1	1	0	0
My school informs me about my child's progress	48	49	46	47	2	2	0	0
My child is making enough progress at this school	52	53	41	42	4	4	0	0
The teaching is good at this school	49	50	47	48	0	0	0	0
The school helps me to support my child's learning	51	52	45	46	2	2	0	0
The school helps my child to have a healthy lifestyle	49	50	47	48	2	2	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)	43	44	46	47	1	1	0	0
The school meets my child's particular needs	50	51	43	44	4	4	0	0
The school deals effectively with unacceptable behaviour	44	45	47	48	5	5	0	0
The school takes account of my suggestions and concerns	47	48	45	46	1	1	0	0
The school is led and managed effectively	65	66	32	33	0	0	0	0
Overall, I am happy with my child's experience at this school	64	65	30	31	3	3	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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:	<p>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.</p> <ul style="list-style-type: none"> ■ 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.

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.



19 November 2010

Dear Pupils

Inspection of St Anne's CofE (VC) Primary School, Stoke-on-Trent ST6 8TA

Thank you for being so friendly and polite to us when we visited your school. A very large number of your parents and carers responded to our questionnaire so please thank them as well. The school provides you with a satisfactory education. You get off to a sound start in the Reception class. You settle happily and feel safe because the staff take such good care of you. In the main school, you continue to make steady progress, reaching the expected levels by the time you leave. You behave well, attend regularly and enjoy school because the staff work hard to provide you with an interesting curriculum. A lot of you attend the wide range of after-school activities the school provides, especially in sport, music and the arts. As well as enjoying them, this helps you develop into healthy and cultured young people, so keep it up. You enjoy school and know how to keep safe. We were impressed by the way you take on responsibilities in the school and wider community, showing care and respect for others. You flourish because the school takes good care of you and staff treat everyone with respect. The headteacher and staff are working really hard to ensure that things continue to improve. Your parents and carers feel that if they have any worries about you, they can approach your teachers and the headteacher and are confident they will be sorted out.

These are the improvements we want your school to make.

Improve your writing. You can help by trying hard to punctuate your sentences properly and by working on making complex sentences in all your writing.

Make sure that work is pitched at the right level for you. We have also asked teachers to keep an eye on you during lessons so that when work is too easy or too hard they can provide you with more support or challenge straight away.

Make sure that marking provides you with guidance on how to improve your work and that you are given the time to follow it up. You can help again by making sure you read marking carefully and try hard to follow the advice you are given.

Yours sincerely

Marion Thompson

Lead inspector

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