

# St Anne's RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	105725
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	355827
<b>Inspection dates</b>	29–30 September 2010
<b>Reporting inspector</b>	Kathleen McArthur

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>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Turner
<b>Headteacher</b>	Mrs Anne Ostmeier
<b>Date of previous school inspection</b>	30 January 2008
<b>School address</b>	Greenacres Road Oldham Lancashire OL4 1HP
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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by 10 teachers and held meetings with groups of pupils, governors, staff and a representative from the local authority. They observed the school's work, and looked at school documentation including policies, safeguarding arrangements, data about pupils' attainment and progress, pupils' work and plans for further development. Questionnaires from staff, pupils and the 56 returned by parents and carers were scrutinised.

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

- What is being done to sustain the rise in attainment at Key Stage 1?
- Whether pupils are fully involved in assessing and improving their own learning.
- Whether the quality of provision in the Early Years Foundation Stage ensures good progress, particularly in language and communication skills.
- The effectiveness of the school's work to raise attendance levels.

## Information about the school

The school is an average-sized primary school. A large majority of pupils are of White British heritage and a small minority are of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is high. The proportion identified with special educational needs and/or disabilities is a little above average.

The school holds a number of national awards, including the Sports Activemark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This good school is a harmonious community where pupils work and play happily together. Outstanding care, guidance and support, excellent safeguarding arrangements and the outstanding curriculum promote pupils' well-being and personal and academic progress very effectively. Parents and carers expressed very positive views, and all who returned questionnaires were happy with their child's experience at the school.

Pupils' achievement is good and their attainment is broadly average. Children get a good start and progress well in the Early Years Foundation Stage and continue to make good progress through the school. Standards have risen steadily at Key Stage 2. At Key Stage 1, staff training and the use of resources that engage boys have successfully raised attainment to broadly average levels. However, many pupils at Key Stage 1 still struggle with mathematical problems. Pupils' limited language skills hinder the development of their writing skills, especially in the Early Years Foundation Stage and at Key Stage 1. Pupils with special educational needs and/or disabilities receive skilled support and make good progress in relation to their capabilities and starting points. Good teaching makes full use of assessment information to ensure that tasks are well matched to individual needs and involves pupils in assessing their own learning.

The very high quality curriculum provides memorable experiences and a wealth of activities that really engage pupils in lessons and make a strong contribution to pupils' outstanding spiritual, moral, social and cultural development, especially the latter aspects. Pupils wear their uniforms and Rainbow badges with pride, are very considerate and caring towards others and are keen to help in their community, reflecting the excellent care, support and guidance they receive. They feel extremely safe, have high levels of trust in the staff to sort out any problems and bullying is not seen as an issue. Behaviour is good and is often excellent, such as during assemblies. Attendance has improved, and is now average, due to good procedures and relationships between home and school.

Inspiring leadership, supported by a dedicated governing body, has created a committed team, and staff morale is very high. Challenging targets and the shared vision for ongoing improvement have resulted in a sustained and significant rise in attainment. Self-evaluation is accurate: the school knows its strengths well and where improvements are needed. Consequently, there is good capacity for further improvement.

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

- Sustain the rise in attainment at Key Stage 1, by:
  - giving pupils more opportunities to increase their confidence and develop their skills to solve mathematical problems.

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- Improve pupils' speaking and listening' skills, especially in the Early Years Foundation Stage and Key Stage 1, in order to raise the quality of their writing by:
  - extending the good practice seen in some classes so that all staff take every opportunity to develop pupils' oral skills and widen their vocabulary
  - providing specific, focused activities where every pupil has to make oral contributions.

## Outcomes for individuals and groups of pupils

2

Good behaviour and high quality relationships contribute strongly to pupils' good progress and positive attitudes to learning. Pupils cooperate well with their teachers and with each other. They enjoy being challenged and talk with great enthusiasm about their work, for example, when using the internet to research information on the Pharaohs of Egypt.

All groups of pupils progress well from starting points that are often well below expectations. Focused action in Key Stage 2 has successfully closed the gap in mathematics between boys and girls, but in Key Stage 1 many pupils lack the confidence and skills to solve mathematical problems. Older pupils articulate their opinions confidently and fluently, and most are confident writers by the time they leave Year 6. Work is presented neatly and with care, although spelling is not always accurate. The school acknowledges there is more to be done to improve speaking and language skills, especially for younger pupils, to widen their vocabulary and help them plan and organise their writing more effectively. High quality input during lessons ensures the learning of pupils with special educational needs and/or disabilities progresses at a good rate.

Pupils are polite and welcoming, eager to meet and help visitors. They become increasingly mature and able to reflect on life issues such as fairness. Pupils' well considered responses in discussions to resolve any issues show very well developed principles and set of moral values, enabling them to see issues from different points of view. They say a good diet, 'makes you fit and strong,' and know the importance of exercise. They enjoy the dedicated 'Fitness days'. They have no concerns about their safety in school, because, as one said, 'Teachers make us feel safe: they are like our mums and dads.' Pupils willingly accept responsibility, and the school and eco councillors contribute ideas, such as about recycling and new fences, and the appointment of sports leaders to help at playtimes.

Experiences provided by the curriculum, by the different faiths represented in school and through local partnerships result in a very good understanding and respect for different cultures and lifestyles, which help to prepare pupils well for life in a multicultural society. Satisfactory academic skills and average attendance together with a range of positive personal skills give pupils a sound basis for their future economic well-being. The school welcomes a varied range of speakers from the world of work to help raise pupils' aspirations.

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*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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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 vast majority of teaching is good, with some that is outstanding, and just a small proportion that is satisfactory. Strengths include carefully planned tasks, ensuring that pupils know what they will learn, and great enthusiasm that 'rubs off' on pupils. This was seen when Year 6 pupils wrote imaginative shipwreck poems as a result of the stimulus provide by the teacher. Well targeted deployment of talented teaching assistants ensures that all pupils are well supported, especially those with additional needs. In these lessons pupils are motivated to learn and progress well. Less effective lessons lack pace or purposeful activities, so pupils progress more slowly. Good assessment systems provide accurate information about pupils' progress which is carefully monitored and action is taken quickly if anyone is falling behind. Pupils know their targets and use simple 'thumbs up or down' to show their understanding. Pupils' books indicate good use of the marking system which clearly shows them how to improve their work.

The outstanding, enquiry based curriculum has contributed strongly to the upward trend in attainment. Curriculum planning starts with analysis of pupils' needs, ensures thorough coverage of all basic skills and makes very good use of staff strengths. Imaginative themes link subjects and capture pupils' curiosity so that they pose questions and follow up their ideas. For example, the Superheroes theme successfully engaged boys' imagination and boosted their progress. Building shelters and erecting tents outdoors in the 'Forest School' sited in the school grounds really captured pupils' imagination whilst

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providing valuable experience of working together to solve challenging problems. Pupils, parents and carers appreciate the wide range and quality of extra-curriculum activities, and take up of after-school clubs is high.

The school is a welcoming, secure and attractive learning environment. Pastoral care is a strength, with excellent provision for pupils with special educational needs and/or disabilities and for those who are most vulnerable or facing challenging circumstances. In addition, the school extends its care to offer a before- and after-school 'Rainbow Club', which pupils said they enjoy attending. Pupils feel totally secure and have great confidence in the staff. Support is very well targeted where most needed, and staff and the learning mentor liaise very effectively between families and external agencies. This has successfully raised attendance and reduced the level of persistent absence. Good transition arrangements ensure pupils move on confidently to the next stage of their education.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Senior leaders have ensured that the school has successfully met challenging targets and have embedded their ambitious vision for further improvement, as seen in well focused development plans and the steady rise in attainment. The effective use of the systematic monitoring procedures have raised the quality of teaching by promoting the sharing of good practice and setting targets for further improvement linked to school development plans. However, plans to raise the quality of pupils' writing by developing younger pupils' language skills have not yet been fully effective.

Governors are actively involved. Their good knowledge of all aspects of school life and what needs to be improved enables them to question and hold the school to account. Value for money is good.

Highly positive relationships with parents and carers benefit all pupils. The school seeks their views and reaches out to help them support learning at home with curriculum workshops and by providing a crèche to enable all parents and carers to attend meetings. Good partnerships with other organisations and individuals provide activities pupils might not experience otherwise, such as learning a musical instrument, and contribute strongly to good academic and personal achievement. Positive outcomes from collaboration with local schools include activities in the 'Forest School' that have promoted boys' self-esteem and interests. Arrangements to promote equality are good and rigorous analysis of outcomes for different groups ensures there is no discrimination, and all pupils can participate in everything the school offers.

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Safeguarding procedures are exemplary. Procedures, training and practices are constantly reviewed, and staff and governors have very good knowledge of all requirements. Consequently, parents and carers all agree their children are kept extremely safe. The school has a thorough understanding of the context in which it works and ensures pupils are well aware of different lifestyles, religions and cultures in British society, where possible through first hand experiences. However, global awareness is not as strong.

*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>1</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

Most children enter the Early Years Foundation Stage with skills well below those expected for their age, particularly in language and social skills. High quality care and excellent regard for safety in the warm, welcoming environment ensures they soon feel secure and settle quickly. Parents and carers are welcomed as partners and good relationships add to children's sense of security and well-being. Although in school for just a few days, nursery children showed great enjoyment when listening to the 'Bear Hunt' story, and were already recognising and joining in with repeated phrases.

Good teaching ensures children become increasingly confident and independent and make good progress in all areas of learning. They are eager to explore and investigate. The wide range of well planned, appealing activities captures their enthusiasm, so they behave well. They love being outside in the spacious, attractive outdoor areas although the Nursery outdoor area is not yet fully developed to provide the complete range of learning experiences. Reception children enjoyed following clues on a 'shape hunt' outside, and named pentagons and octagons as well as squares, triangles and circles. Staff do not always seize opportunities to encourage children to express their ideas orally and build language skills ready for writing. Most recognise their names and daily sessions learning sounds and letters help the youngest children prepare for reading. By the time they move



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to Year 1, most children are closer to the expected levels but are not yet fully meeting them.

Good leadership ensures all requirements of the Early Years curriculum are met. The staff team have good knowledge of children's developmental needs and are strongly committed to improve the provision, as demonstrated in their clear action plan.

*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

Just over 20% of parents and carers returned questionnaires, this is lower than typically found. Their views were very positive, and all agreed that: children are kept safe in school; the teaching is good; children are well prepared for the next steps in their education; individual needs are met and the school is led well. A very small minority felt their views were not taken account of. Inspectors found that the school regularly seeks parents and carers views and responds to them, and that the school has good procedures, known as Rainbow rules, to deal with unacceptable behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's RC 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	66	18	32	1	2	0	0
The school keeps my child safe	41	73	15	27	0	0	0	0
My school informs me about my child's progress	19	34	35	63	2	4	0	0
My child is making enough progress at this school	27	48	28	50	1	2	0	0
The teaching is good at this school	26	46	30	54	0	0	0	0
The school helps me to support my child's learning	26	46	29	52	1	2	0	0
The school helps my child to have a healthy lifestyle	34	61	22	39	0	0	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)	29	52	26	46	0	0	0	0
The school meets my child's particular needs	30	54	26	46	0	0	0	0
The school deals effectively with unacceptable behaviour	26	46	19	34	9	16	2	4
The school takes account of my suggestions and concerns	21	38	29	52	4	7	0	0
The school is led and managed effectively	27	48	28	50	0	0	0	0
Overall, I am happy with my child's experience at this school	35	63	21	38	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 October 2010

Dear Pupils

**Inspection of St Anne's RC Primary School, Oldham, OL4 1HP**

The team would like to thank all of you for welcoming us when we inspected your school. We met friendly, polite and well behaved pupils who are proud of their school and keen to help others. You are a credit to your teachers and your parents. A special thank you goes to the groups of pupils who came to talk to us at lunchtime.

This is what we found. St Anne's is a good school with effective leaders and teachers. They take excellent care of you and keep you very safe. You get a good start in The Early Years Foundation Stage and make good progress throughout the school. You said you enjoy school and feel really safe there, and your parents and carers told us they are very pleased with the school. The excellent curriculum gives you interesting lessons and so many different experiences: building shelters in the Forest School, lots of visits and some of you even had the chance to perform with the famous Halle Orchestra in Manchester.

The leaders are always looking for ways of improving your school, so we have asked them to:

- help pupils in Key Stage 1 make faster progress in solving problems in mathematics
- increase your speaking and language skills to help with your writing, especially for younger pupils.

We hope you will continue to wear your Rainbow badges with pride and enjoy all that you do at St Anne's School.

We send our very best wishes,

Yours sincerely

Mrs Kathleen McArthur

Lead inspector

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