

# St Anne's Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	109217
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	356502
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Ann Henderson HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracey Dyer
<b>Headteacher</b>	Helen Heap
<b>Date of previous school inspection</b>	2 October 2007
<b>School address</b>	Hewish Weston-Super-Mare North Somerset BS24 6RT
<b>Telephone number</b>	01934 832159
<b>Fax number</b>	01934 832159
<b>Email address</b>	stanne's.pri@n-somerset.gov.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	16–17 February 2011
<b>Inspection number</b>	356502

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 17 lessons, observed eight teachers and held meetings with the headteacher, deputy headteacher, staff, pupils and members of the governing body. Inspectors observed the school's work, and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, the governing body minutes, staff and pupils' questionnaires and 44 questionnaires from 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 teaching and learning and the use of assessment, and their impact on the learning and progress of vulnerable groups, boys in mathematics at Key Stage 2 and all pupils in reading and writing at Key Stage 1.
- Whether the level of expectation and challenge in lessons is sufficient to enable all pupils to make rapid progress, particularly those new to the school during the academic year.
- The strategies to improve attendance and their impact on the attainment and achievement of vulnerable groups.
- How effective the governing body is in meeting statutory requirements, promoting equality, eliminating discrimination and monitoring the work of the school.

## Information about the school

St Anne's Church of England Primary School is a smaller than average-sized primary school. It has Early Years Foundation Stage provision in the Reception class. A very small minority of pupils are Travellers of Irish heritage and the number of pupils who leave or join the school other than at normal times is high. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils with special educational needs and/or disabilities is average, mainly with moderate learning difficulties. There is a higher than average proportion of pupils with a statement of special educational needs.

The new headteacher took up her post in January 2011.

**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**

**2**

## Main findings

St. Anne's provides a satisfactory education for its pupils. In the short time since taking up her post in January 2011, the new headteacher has, through determined and decisive leadership, identified the key priorities for improvement and is giving clear direction to the school. This vision for improvement has been shared with staff and there is a real sense of teamwork and resolve, to improve outcomes for all pupils. There is a clear focus on raising attainment and improving the progress pupils make in their learning. Leadership is being distributed effectively. Attendance has improved. The curriculum is now good, with more interesting and engaging opportunities for learning for pupils through good links with subjects and a wide range of additional activities within and outside of the school day. Self-evaluation is accurate; leaders, managers and the governing body know exactly what to do to promote improvement. This means the capacity to improve further is good.

When children start school in the Reception class, their skills and abilities are broadly in line with those expected of their age. They get off to a good start because of the focus on children's own personal learning needs and good teaching. In Years 1 to 6, most pupils make satisfactory progress in English and mathematics and pupils with special educational needs and/or disabilities make good progress because of the support provided for them. By the end of Year 6, attainment overall is average. Achievement is satisfactory because there is not enough good teaching to ensure that pupils make good progress. In particular, in many lessons, pupils spend too much time listening to the teacher talk, with limited opportunities for them to work on their own or with others. Activities are not always closely matched to the capabilities of different pupils and the time at the end of the lesson is not used effectively enough to check how well pupils have done and what they have learnt. There are some inconsistencies in the guidance teachers' marking provides on how pupils can do better and in the quality and effectiveness of assessments. As a result, the progress pupils make, particularly in writing, is slower. There are insufficient opportunities for pupils to develop writing skills and to use these skills regularly through extended pieces of writing.

The quality of care provided for all pupils is good. Pupils are kept safe; there are good safeguarding procedures and pupils whose circumstances may make them vulnerable are supported well by effective partnerships with outside agencies. The school's drive to promote equality and eliminate discrimination is good. It has been particularly successful in engaging and supporting the local Irish Traveller community to participate in all aspects of school life. The school engages with all parents well; as one commented, 'The school has a wonderful ethos and sense of community.' Pupils' spiritual, moral, social and cultural understanding is good. They make a strong contribution to the school and local community, and work well in teams, particularly those to support one another at playtimes. The blue, yellow and green hats relish their responsibilities as peer mentors, running the lunch bunch club and the eco club.

**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

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.

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

- Improve the quality of teaching and learning to good overall by:
  - ensuring that information from assessments is used effectively to plan the next steps in learning for all pupils
  - making certain there is sufficient challenge for all groups of pupils in planned activities
  - giving pupils more responsibility for their own learning by being active and independent in class
  - providing individual targets for all pupils and helping them to monitor their own progress in lessons
  - making sure that at the end of each lesson, pupils have a clear idea of what they have learnt and what they need to do to further improve.
- Implement systematic and rigorous assessment procedures by:
  - developing a clear policy and agreeing assessment methods
  - gathering and checking progress data more frequently to ensure any underperformance can be swiftly addressed
- Raise standards in writing by ensuring that any gaps in pupils' skills and learning are fully addressed, and there are more opportunities for extended writing and for writing across the curriculum

## Outcomes for individuals and groups of pupils

**3**

Pupils have good attitudes to learning and work well together. They are polite and respectful of adults. Most pupils behave sensibly and look after one another well, but there are a small number of pupils whose behaviour is challenging. However, parents and carers commented that behaviour has improved recently and inspectors observed good behaviour management in lessons. The 'Yellow Hats' support behaviour well in the playground. Behaviour is therefore satisfactory overall. Pupils enjoy learning, which is reflected in the regular attendance of most pupils. However, a small number of pupils are absent too often and this restricts their learning. Pupils have a good understanding of how to be healthy through eating fruit and vegetables and taking regular exercise.

From starting points that are broadly in line with expectations, children in the Reception class make good progress. Transition arrangements into Year 1 are good so that by the time they start in the Year 1 class, most pupils are ready to access the National Curriculum. In the Years 1 and 2 classes, progress is slower, particularly in reading and writing, and the skills necessary to attain good levels of writing by the end of Year 2 are underdeveloped. In one literacy lesson, pupils were sitting on the carpet for too long, thus preventing them from practising their reading and writing skills. As a result, the attainment of Year 2 pupils in 2010 in reading and writing was below average. However, current information on attainment in Years 1 and 2 is more positive and attainment in

**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

reading and mathematics is broadly average. There is no variation in attainment of different groups of pupils across the school. Pupils with special educational needs and/or disabilities progress well because of the well-targeted support and effective use of resources. When pupils leave the school in Year 6, their attainment is in line with national averages in English and mathematics. As a result of meeting academic expectations for their age, they achieve a satisfactory foundation for their future life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	2
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</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>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?**

Teaching is satisfactory overall. Although there are some good features, teaching is too inconsistent to ensure pupils learn as well as they could. The best teaching is characterised by work that is well matched to the specific needs and capabilities of pupils, is well paced and involves them actively in their own learning. For example, in the Year 2 class, pupils were engaged and focused well on using millilitre scales to accurately calculate liquids in measuring cylinders. They clearly enjoyed the active nature of this lesson and made good progress in their learning. Teaching assistants provided good support for individuals and groups of pupils. In some lessons where progress was less marked, the work was either too easy for the higher-ability pupils or not sufficiently simplified to enable less-able pupils to build on prior learning. In these lessons, teachers missed opportunities to support pupils to accelerate learning because there was no focused group teaching during independent work.

**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

The curriculum is well balanced. It provides good coverage of all subjects through cross-curricular themes. These are enhanced by 'Wow Days' which serve to focus pupils' attention to the theme at the outset with a range of creative and imaginative activities which enthuse pupils. Finally, at the conclusion of the theme, parents and carers are invited to watch presentations by them, which provide additional opportunities for speaking and listening skills to be developed and also encourages teamwork. The development of personal skills is a strength of the curriculum. Enrichment activities are used well to enhance pupils' experiences and the wider range of clubs, visits and visitors contribute to pupils' personal and social development. The school tailors the curriculum well to encourage participation, for example opportunities have been provided for some year groups to explore and celebrate the unique culture of the Irish Traveller community.

The school takes good care of all its pupils, whatever their specific needs, and is diligent in ensuring their safety. Very good use is made of outside agencies to teach pupils about stranger danger, fire and water safety. Pupils also learn how to stay safe on the internet, especially when using social networking sites. There are a number of pupils who have their emotional needs sensitively met by the staff. The school works with a wide range of additional agencies to access additional support and works hard to involve parents and carers as partners. For example, there has been highly inclusive support for a number of children from Irish Traveller families and through this targeted support, pupils have successfully transferred to the local secondary school. While many families are an effective part of this, challenges remain and the school is constantly seeking ways of engaging all parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

## How effective are leadership and management?

The new headteacher has a high level of commitment to improve outcomes for pupils and has inspired senior leaders and staff to share her vision for improvement. As a result, senior leaders and staff are energetically tackling weaknesses in teaching, behaviour and assessment. The headteacher has the full support of the governing body in her ambition for the school and drive to raise standards. Governors have a good understanding of the school's strengths and weaknesses and support the school well. While they challenge leaders in some aspects of provision, governors recognise they are not yet sufficiently involved in first-hand evaluation in order to provide a greater level of challenge to the school. Equality of opportunity has a high priority and this is exemplified in the way that barriers to learning have been overcome for several pupils. Safeguarding procedures are thorough, and staff and governors have accessed the correct levels of training to know how to keep pupils safe.

**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

The school is making satisfactory progress towards promoting community cohesion, although more remains to be done to teach pupils about the richness and diversity of life in this country and beyond. The school does much to engage parents and carers and takes account of their suggestions and concerns. For example, parents and carers expressed a wish for more extra-curricular activities and the school has provided a nurture club, pet club, dance club and more sporting activities. It has also responded to those who want more support for their child's homework by providing a homework club. A parking issue was addressed by providing a shuttle bus service for pupils to use between the school and a large car park away from the school site. The school makes effective use of its website to communicate with parents and carers and keep them informed. Partnerships to promote learning are strong. The school has engaged with the local authority and other local schools to enrich provision. Good links with the church provide spiritual guidance and support.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage eagerly because of the effective induction procedures and welcoming environment, which give them confidence to leave their parents and carers and settle happily at the start of the school day. They feel safe and know how to keep healthy, playing alongside one another well and quickly learning classroom routines, including the free-flow activities both inside the classroom and outdoors. They particularly enjoyed hearing the story 'We're going on a bear hunt', and were able to discuss in pairs how the bear might be feeling when his friends left him! There was great excitement when a group of children donned their coats and went outside to explore and seek out the bear! Children make good progress across all areas of learning, because teaching is good and all adults have a high regard for the care and nurture of all children. Their progress in communication skills is particularly strong and this



**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

is enhanced by the focus on learning letters and sounds to build words. Regular assessments of children's learning enable activities to be planned to encourage the next stage in their development. The learning journeys provide parents and carers with a wealth of information on their child's development and they welcome the opportunity to contribute to these learning journeys through the 'Wow' certificates. By the end of Reception, children have reached a good level of achievement and are well placed to continue their positive learning journey into Year 1. Transition arrangements are good and include visits and opportunities to meet their new teacher. This supports children to progress well to the next stage in their learning. The Early Years Foundation Stage leader has a clear vision for improving provision and outcomes further, and is energetic and passionate to ensure the safety and well-being of all children.

*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:	
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 small minority of parents and carers responded to the inspection questionnaire. Their views of the school are mainly positive. Of those that did respond, the vast majority said their child enjoys school and they were kept safe. Some expressed concerns about the behaviour of some pupils and some felt that their child is not making enough progress or that the school does not provide sufficient support for them to help their child to learn. Inspectors explored these areas during the inspection and endorsed the majority of positive views. Pupils behaved well in lessons and around the school and, although some challenging behaviour exists, the school is working effectively with outside agencies to support the improvement of challenging behaviour. Inspectors found that pupils make satisfactory progress and endorse the view that children should be making faster progress. They also found that systems are in place to inform parents and carers about the progress of their child.

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

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	59	15	34	3	7	0	0
The school keeps my child safe	24	55	19	43	1	2	0	0
My school informs me about my child's progress	15	34	22	50	6	14	1	2
My child is making enough progress at this school	18	41	19	43	7	16	0	0
The teaching is good at this school	22	50	20	45	2	5	0	0
The school helps me to support my child's learning	19	43	23	52	2	5	0	0
The school helps my child to have a healthy lifestyle	19	43	24	55	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)	20	45	21	48	1	2	0	0
The school meets my child's particular needs	18	41	20	45	6	14	0	0
The school deals effectively with unacceptable behaviour	15	34	23	52	6	14	0	0
The school takes account of my suggestions and concerns	17	39	22	50	5	11	0	0
The school is led and managed effectively	19	43	20	45	0	0	0	0
Overall, I am happy with my child's experience at this school	22	50	18	41	4	9	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 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 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.

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:	<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.**



18 February 2011

Dear Pupils

**Inspection of St Anne's Church of England Primary School, Hewish BS24 6RT**

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk with and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning.

These are some of the best things about your school.

- Your new headteacher knows what needs to be done to improve your school.
- Children get off to a good start in Reception and make good progress.
- You work hard and enjoy learning.
- The care provided for you is good and there are good partnerships with your families and groups outside of the school to support your learning and well-being.
- You make a good contribution to your school and the local community.
- Curriculum subjects are linked together well, providing exciting beginnings to the themes for your learning.

We have asked the school to work on three things to make your school even better.

- Help you to know more about how you can improve your work and provide you all with greater challenge in lessons.
- For teachers to focus on making accurate assessments of your learning to enable you to make good progress in all your lessons.
- Help you to improve your writing, by giving you more opportunities to improve your writing skills and to write at length.

It was a real privilege to visit your school. Continue to work hard and, most of all, enjoy your learning!

Yours sincerely

Ann Henderson

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**