

# St Anne's Infant School

## Inspection report

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<b>Unique Reference Number</b>	108956
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	356454
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Joyce Cox

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adam Rumney
<b>Headteacher</b>	Mary-Jane Hinchliffe
<b>Date of previous school inspection</b>	30 April–1 May 2008
<b>School address</b>	Bloomfield Road Brislington Bristol BS4 3QJ
<b>Telephone number</b>	0117 9031435
<b>Fax number</b>	0117 9031436
<b>Email address</b>	st.annes.i@bristol.gov.uk

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<b>Age group</b>	3–7
<b>Inspection date(s)</b>	9–10 June 2011
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## Introduction

This pilot inspection was carried out by three additional inspectors. The inspectors observed seven teachers and visited 12 lessons. They held meetings with parents and carers, members of the governing body, staff and pupils. The inspectors observed the school's work, and looked at the school development plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. They also analysed questionnaires returned by 112 parents and carers and 25 staff.

## Information about the school

This is an average-sized infant school. The number of pupils on roll has risen since the previous inspection and the school is almost full. There are seven classes in the school, and children in the Early Years Foundation Stage are taught in the Nursery and in the two Reception classes. The proportion of pupils with special educational needs and/or disabilities is below average; this includes those with a statement of special educational needs. A quarter of the pupils are from minority ethnic backgrounds. A very small number of pupils are at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is below average.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement</b>	<b>1</b>
<b>Teaching</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>
<b>Behaviour and safety</b>	<b>1</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- This is an outstanding school where pupils benefit from very high quality education. Pupils are extremely well behaved, very hard working and achieve exceptionally well. Pupils' attainment by the age of seven is high, especially so in reading. All groups of pupils make outstanding progress.
- The school has taken significant strides forward since its previous inspection due to the outstanding leadership and impressive teaching. Leaders at all levels have a much-improved capacity to measure pupils' attainment and achievement and track their progress in all subjects. This, together with an exciting curriculum, has resulted in a dramatic and sustained rise in pupils' attainment and achievement over the last three years. Not surprisingly, the school is over-subscribed and short of space. Good plans are underway to modernise an area of the school to provide a much-needed parents, carers and community room.
- Pupils achieve very well because the quality of teaching is never less than good and in over half of all lessons it is outstanding. A strength, throughout the school, is the challenge given to pupils. Reading and literacy skills are taught exceptionally well and any pupil in danger of falling behind in reading has highly effective support.
- Pupils are totally involved and interested in all lessons. They feel very safe in school because leaders and staff place an impressive emphasis on promoting pupils' safety and well-being.
- The headteacher, together with the staff and governors, form an impressive team who strive constantly to improve the outcomes for all pupils. There is a relentless focus on ensuring teaching and learning is of a high quality and on

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ensuring all pupils, regardless of their differences, achieve as well as they possibly can.

### **What does the school need to do to improve further:**

- Implement the planned restructuring to provide additional space for parents and carers to be even more involved in their children's learning.

### **Main report**

Children enter the Nursery with skills that are often lower than is usually expected for their age in their personal development and in their early reading, writing and mathematical skills. This is particularly true for boys, children known to be eligible for free school meals and children who speak English as an additional language. Children do exceptionally well in learning new things in the Early Years Foundation Stage and as a result, their attainment is above the expected levels by the time that they are ready to join Year 1.

Children achieve outstandingly well in the Early Years Foundation Stage because teaching is of very high quality. Added to this, there are excellent induction procedures, an outstanding partnership with parents and carers, and rigorous attention to children's language development. The impressive emphasis on promoting children's welfare and happy relationships enables children to settle quickly and happily into school routines and feel very safe. Children in both the Nursery and the Reception classes benefit from plenty of opportunities to move freely between the exceptionally colourful and exciting indoor and outdoor areas. They thoroughly enjoy the inspiring and attractive activities. Moreover, smiling staff act as excellent 'play and learning partners'. Staff are highly skilled at observing and assessing the children so they know precisely when to intervene and interact to extend and enhance children's language, learning and development. They are highly competent practitioners and skilfully enable children to confidently try new experiences and develop their independence. For example, during the inspection, Reception children clearly enjoyed designing and making a large cardboard ship complete with sails because the staff interacted exceptionally well and ensured children learnt many new words such as 'anchor' and 'mainsail'.

Throughout the Early Years Foundation Stage, staff hold regular progress meetings which focus on how effectively all the children are learning and making progress, and also successfully identifies any potentially vulnerable groups. Children with special educational needs and/or disabilities receive high-quality support so they often make outstanding progress because staff seize every opportunity to encourage children to communicate in more than single words and gestures. Those children at an early stage of learning to speak English receive excellent support and extra resources so that they quickly become bilingual. The introduction of regular, focused sessions to help Nursery and Reception children learn their letters and sounds (phonics) is considerably enhancing their progress in early reading and writing. More-able

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Reception children can write several sentences unaided and they always remember their finger spaces between words.

Pupils' outstanding progress in literacy continues throughout Year 1 and Year 2 because there is a strong determination that all pupils will learn how to read by the end of Year 2 regardless of their social circumstances, ethnicity, special educational needs or disabilities. Consequently, attainment in reading is very high by the age of six and remains at this level by the end of Year 2. This is because virtually all the pupils attain the expected average level in reading, and many exceed this by using more complex skills at the higher Level 3.

Senior leaders have successfully raised the profile of reading in the school by investing in reading resources, planning a structured approach to the way pupils learn letters and sounds and by rigorous lesson monitoring. Pupils' individual progress in learning to read is assessed frequently and in depth so that any pupil in danger of falling behind is referred quickly to the reading recovery teacher who provides daily half-hour individual sessions for 20 weeks. Pupils' individual reading records are detailed and they clearly inform parents and carers how to support at home. Specially trained 'Better Reading Partners' provide excellent support for those pupils who are reading at just below the age related expectations. Senior leaders and staff are never complacent and have worked very hard to successfully improve writing for boys, pupils with special educational needs and pupils known to be eligible for free school meals. As a result, all groups of pupils attain above average results in writing at the end of Year 2.

The school has also successfully maintained and consolidated pupils' above average attainment in mathematics due to ensuring there is a more precise match of work to pupils' abilities and in particular by challenging more-able pupils to achieve the higher Level 3 grade.

Staff focus especially well on pupils' language development in all activities and pitch learning and support precisely at pupils' capabilities. Consequently, all pupils thoroughly enjoy their work and become increasingly confident and fluent in English. Expectations of what all pupils can achieve are very high. Teachers are very confident in their subject knowledge and know what they have to do to maintain high standards. They work very well together in their year teams and are always receptive to finding better ways of doing things. Inspirational teaching ensures that pupils are highly motivated, engaged and persevere even when they find tasks challenging. Many lessons start with valuable reminders of how to be a good learner and pupils themselves are very clear about their successes and how they can improve their work. Lessons are conducted at a swift pace with no time wasted and pupils are encouraged to practise their reading, writing and mathematical skills in all subjects. As a result, pupils and groups of pupils are making exceptional progress over time. They are clearly retaining their learning as they really enjoy sharing new facts and information. For instance, Year 1 and Year 2 pupils confidently told inspectors all about Grace Darling's bravery and the amazing fossils discovered by Mary Anning on the Jurassic coast.

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Pupils' consistently outstanding behaviour on a day-to-day basis and their very positive attitudes are a key factor in their excellent achievement. They know and understand the school's behaviour code and Year 1 pupils have produced a very good anti-bullying booklet. Any form of bullying, although rare, is very effectively dealt with. Parents and carers and pupils agree that pupils are helped to behave well and respect each other. They have a mature sense of right and wrong and often remind each other about behaving well.

The quality of pupils' spiritual, moral, social and cultural development is excellent. There are 15 different minority ethnic groups represented in the school, and staff clearly value and celebrate the diversity of the school community, and achieve considerable success in promoting tolerance and understanding between pupils and families from a wide range of backgrounds. As such, community cohesion is at the core of the school's work.

Pupils feel extremely safe in school and are very aware of internet dangers saying, 'Some sites are blocked to keep us safe.' All the parents and carers who replied to the Ofsted questionnaire felt that their children are kept very safe at school and virtually all feel that pupils behave well. Attendance levels are above average and most absenteeism is due to illness.

The headteacher's outstanding leadership has been a key factor in creating an extremely ambitious staff team who successfully improve the outcomes for all pupils. Senior leaders provide a relentless and effective focus on improving teaching that results in high calibre teaching and learning throughout the school. Senior leaders and staff are fully aware of any difference in progress and attainment of various groups of pupils. Through the use of early identification strategies and highly effective interventions have succeeded in narrowing the achievement gap. The outstanding support for potentially vulnerable pupils show the school's strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve very well, whatever their circumstances or difficulties. Staff ensure that they break down any barriers that might lead to gaps in their learning and achievement.

The governing body provides excellent challenge and support to the school. Each governor takes responsibility for a specific group of pupils within the school, such as looked after children or those who are known to be eligible for free school meals, which ensures that no group is overlooked or forgotten at governors' meetings when they compare pupils' progress. They ask very challenging questions if any group is not doing as well as another and keep a close eye on boys' writing through regular meetings with identified groups of boys.

There is an effective partnership with parents and carers. Many of whom help regularly in school or attend the weekly parents' group where they discuss their children's learning and assist with making resources for the school. They meet in the staff room due to a lack of space in the school. Staff are correctly very keen to

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implement the proposed refurbishment to construct a much-needed parents' and carers' base.

The school's arrangements for safeguarding pupils consistently exceed statutory requirements. For example, groups of pupils accompany governors on their health and safety walks and note any potential dangers. Taking into consideration an impressive track record of school improvement, the high staff morale and the exceedingly ambitious, challenging and determined leadership, the school demonstrates an outstanding capacity for future improvement.



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

Ofsted invited all the registered parents and carers of pupils registered at St Anne's Infant 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 12 statements about the school.

The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	72	64	36	32	1	1	0	0
Q2 My child feels safe at school	68	61	41	37	0	0	0	0
Q3 The school helps my child to achieve as well as they can	61	54	43	38	3	3	0	0
Q4 The school meets my child's particular needs	48	43	55	49	2	2	0	0
Q5 The school ensures my child is well looked after	67	60	40	36	0	0	0	0
Q6 Teaching at this school is good	73	65	31	28	0	0	0	0
Q7 There is a good standard of behaviour at this school	55	49	52	46	2	2	0	0
Q8 Lessons are not disrupted by bad behaviour	44	39	44	39	7	6	0	0
Q9 The school deals with any cases of bullying well	50	45	37	33	3	3	0	0
Q10 The school helps me to support my child's learning	61	54	43	38	4	4	0	0
Q11 The school responds to my concerns and keeps me well informed	59	53	38	34	8	7	0	0
Q12 The school is well led and managed	68	61	35	31	5	4	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</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.**



11 June 2011

Dear Pupils

**Inspection of St Anne's Infant School, Bristol BS4 3QJ**

We really enjoyed visiting your school and I am writing to thank you for two very interesting and happy days. We feel that that you go to an outstanding school.

These are the things we found out.

- Your behaviour is excellent and you work hard and play very happily together.
- You are taught amazingly well and your lessons are fun and interesting. You work hard and this helps you to make outstanding progress.
- Your headteacher, staff and governors lead and manage the school exceptionally well and they always want the best for you.
- Nursery and Reception children have a very happy time and learn many new things quickly, so that they are thoroughly ready for learning in Year 1.
- You all enjoy learning very much and are given many exciting things to do. You learn a great amount for children of your age because the adults always encourage you to do your very best.
- The adults keep you very safe in school.

There is just one area where the school could be even better. We think the school could make a room for your parents and carers to meet in so they can help the school to make you even better learners.

All of you can help by continuing to work hard and by keeping up your excellent standard of behaviour.

We wish you every success in the future.

Yours sincerely

Joyce Cox  
Lead inspector

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