

Anson CofE (A) Primary School

Inspection report

Unique Reference Number	124379
Local Authority	Staffordshire
Inspection number	380878
Inspection dates	7–8 December 2011
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Tom Parrott
Headteacher	Sally-Ann Sinclair
Date of previous school inspection	5 March 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons taught by three teachers, and held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data. They analysed questionnaires from 35 parents and carers, 26 pupils and seven members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the quality of outdoor provision in the Early Years Foundation Stage?
- How good is the school's contribution to community cohesion?
- What impact are subject leaders for English and mathematics having on teaching and learning?

Information about the school

This is a smaller-than-average primary school, situated in a small village on the outskirts of Stafford. It has three mixed-age classes. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is below the national average. No pupils speak English as an additional language. The school has achieved the ActiveMark, the Healthy Schools award and has gained Dyslexia-Friendly status.

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?

1

The school's capacity for sustained improvement

1

Main findings

Anson Church of England Primary is an outstanding school and provides excellent value for money. It has improved significantly since the last inspection and continues to do so under the strong and inspiring leadership of the headteacher. She provides a very clear sense of purpose and direction, closely linked to school improvement. Her effective leadership has ensured that teaching and learning have improved at a rapid pace and clear priorities have been set for further improvement. The excellent teamwork and the driving ambition of the whole staff are central to the school's significant improvement since the last inspection and its continuing success. Outstanding relationships with parents and carers ensure they are overwhelmingly supportive of the school and delighted with their children's experiences in the school. Typical comments included: 'Anson offers my child a warm, friendly and safe environment in which to learn and develop' and, 'I have seen my son develop tremendously over his time at Anson in his personal self-esteem and confidence'.

Pupils achieve exceptionally well. Most children start in the Reception class with skills that are broadly typical for their age. By the time they leave the school, all groups of pupils, including those with special educational needs and/or disabilities, have made excellent progress, attaining high standards in reading, writing and mathematics. Children get off to a good start in the Early Years Foundation Stage and make good progress. Planning and provision for both the indoor and outdoor curriculum are good and, as a result, children have a good range of opportunities to develop their independent learning skills. This is one way in which the school has moved forward considerably since the last inspection. However, resources for the outdoor area, such as wheeled vehicles, are limited. Teaching across the school is outstanding, making exemplary use of assessment, and is a strong contributory factor in pupils' excellent progress. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. Pupils display very positive attitudes to their learning, as evidenced in their good attendance, and their exemplary behaviour in lessons and around the school. Pupils have a wide range of responsibilities in the school and, through the work of the school council, make a good contribution to the community. Pupils' spiritual, moral, social and cultural development is good. Their good social skills and high academic standards equip them very well for the future.

The excellent curriculum and outstanding teaching result in pupils developing a very wide range of skills for the next stage of their education. This includes many leadership and teamwork skills through their involvement in school life and in the local community. Excellent care, guidance and support ensure that all pupils are able

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to learn and develop confidence, regardless of their individual circumstances. The performance of pupils is tracked very closely, with particular attention to the performance of different groups. Anson is a highly inclusive school and all pupils are able to take full advantage of all the school has to offer, demonstrating its excellent promotion of equal opportunities. The school has an excellent understanding of how well it is doing and what needs to be done next and, due to the high quality of its self-evaluation, it has an excellent capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Improve opportunities for children in the Early Years Foundation Stage to develop their independent learning skills by providing further resources for the outdoor curriculum to enhance children's free-choice activities.

Outcomes for individuals and groups of pupils**1**

Pupils' achievement is excellent and they greatly enjoy school. Attainment by the end of Key Stage 2 has been significantly above the national average for a number of years. Pupils' exemplary behaviour is a major factor in the outstanding progress they make in lessons and creates a very positive school ethos. The response of pupils in lessons is always positive. They work well together and individually without the need for constant reminders and there is no evidence of disruptive behaviour. They take great pride in presenting their work well and this is vibrantly displayed throughout the school. In one outstanding numeracy lesson, the teacher motivated pupils in Years 4, 5 and 6 exceptionally well with a brisk 'mental warm-up' 'Who wants to be a Mathionaire?' activity. The teacher's very high expectations of pupils' work and behaviour, the very good pace set at the start of the lesson which continued throughout and the clarity of lesson objectives for each age group ensured that pupils of a wide range of abilities were all very well-motivated and made excellent progress. Pupils with special educational needs and/or disabilities make excellent progress because of the support provided by class teachers, teaching assistants and outside agencies. Their individual education plans are child-friendly and regularly reviewed. This helps these pupils to learn successfully.

Pupils say they feel safe in and around the school. They comment very positively on the many adults and pupils who look after them and help them resolve their disputes. They know and understand the important factors which affect their health and respond well to the school's health promotion strategies, which have earned Healthy Schools status. Pupils value their school community and willingly take on responsibilities. They participate constructively in school life, suggesting and taking actions to help improve the school, and are involved in a wide range of community activities in and out of school, and in their local church. They are very well-equipped for the future with their well-developed academic and social skills, having learned to be self-reliant, confident in public and in speaking. They respect each other's needs and interests and are curious about the world around them.

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These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils’ behaviour	1
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	1
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Outstanding teaching was observed across the school, with all lessons at least good and a significant proportion exemplary. Teachers have strong subject knowledge which enthuses and challenges pupils and contributes to their very good progress. They know the needs of every pupil well so that they are able to provide high-quality learning experiences for all, resulting in excellent progress for pupils of all ability. Lessons are well planned with clear learning objectives that are routinely shared with pupils. Activities are successfully planned to meet the needs of the different age and ability groups within each class. Very good use is made of resources, including new technology, to motivate pupils and enhance their learning. Excellent classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Carefully targeted questioning draws out pupils’ ideas and develops their thinking and reasoning skills. Support by teaching assistants is skilled and well-focused and makes an excellent contribution to the quality of learning in many lessons.

The detailed and rigorous whole-school assessment and tracking system provides the school with secure and detailed data on individual pupil’s progress as they move through the school. The senior managers use this data very well to make a detailed and accurate analysis of the progress of groups or individuals and to amend the curriculum to better meet the needs of all. Very good marking of pupils’ work, the use of small group and individual targets which are referred to regularly, very good day-to-day assessments by teachers and teaching assistants and peer- and self-

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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assessment by pupils are all used very effectively to promote learning.

The curriculum is excellent because it provides carefully-adapted activities to ensure all groups of pupils experience success. Collaboration with other schools and a range of partnerships further enrich the curriculum by allowing the school to provide opportunities that would otherwise be difficult for such a small school to provide. The school's outstanding arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their very good development and well-being and support their learning very well. Staff know and care deeply for all pupils and provide rigorous safeguarding and welfare procedures to help ensure the safety of all pupils, including those facing difficult situations.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has consistently communicated to the staff her high expectations about continuing to improve provision. The result of this is clearly evident in the steady and significant improvement over the last two inspections. With the able support of an enthusiastic, committed and extremely well-motivated staff team, she has identified and rigorously and successfully tackled areas requiring improvement. All staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. Self-evaluation has identified all the key priorities for development. As a result of regular monitoring and support, teaching is excellent and planning is founded on robust evidence and based on good-quality data. The governing body is influential in determining the strategic direction of the school, and fully and systematically involved in evaluating its work. It has good systems to ensure that pupils and staff are safe and members discharge their duties effectively.

The school has a highly positive relationship with parents and carers. This effective liaison with parents and carers, the Parent Teacher Friends Association and with other partners contributes significantly to improvements in pupils' achievement and well-being. The school promotes equality of opportunity exceptionally well in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any weaknesses. School leaders and the governing body has a good understanding of safeguarding procedures and adopt recommended good practice for safeguarding pupils across all areas of its work. The school promotes community cohesion within its own and the local community very

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effectively. It has good links with a school in Florida and is developing links with a school in a contrasting locality in the United Kingdom. The school makes excellent use of all its resources, in particular the skilful deployment of staff where they are most needed, and provides excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

The good provision for the youngest children is another aspect of significant improvement since the last inspection. The relatively small cohorts mean that overall attainment on entry to the school in September can vary from year to year. Children make good progress in their time in the Reception/Year 1 class and attainment at the end of the Reception Year is above average. They clearly enjoy school, have settled into the routines well and play happily, both together and individually. They undertake a variety of whole-class and group activities and, in most cases, co-operate well when working with others. They delight in learning and seeing new things. Excellent relationships with parents and carers through daily contact at the start and end of each day and effective pastoral care and welfare arrangements mean that the children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities.

Provision for the outdoor curriculum is now good because the Early Years Foundation Stage classroom has free access to a secure, outdoor area, resourced with a range of free-choice and adult-led activities. This allows children the opportunity to explore their surroundings with purpose and challenge, and encourages the development of their independent learning skills. However resources for the outdoor area, while satisfactory, are currently somewhat limited - there are no large wheeled toys for the

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children to choose in their free-choice activities, for example. Leadership of the Early Years Foundation Stage is good. Adults have a good knowledge of the requirements and guidance for the Early Years Foundation Stage, and very good systems for the long-term assessment and tracking of children's progress are in place. Staff monitor and record children's progress effectively on a day-to-day basis and observations and achievements are recorded in individual 'Pupil Profiles'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The vast majority of parents and carers are very satisfied with the school. All who responded felt that the school keeps their children safe and encourages them to have a healthy lifestyle. All parents and carers feel that the quality of teaching is good and that the school is well-led and managed. All feel the school informs them about their child's progress and meets their child's needs and declare themselves, overall, happy with their child's experience at the school. The vast majority agree with the remaining statements. Inspection evidence confirms these positive views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anson CofE (A) 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	63	12	34	1	3	0	0
The school keeps my child safe	30	86	5	14	0	0	0	0
The school informs me about my child’s progress	18	51	17	49	0	0	0	0
My child is making enough progress at this school	16	46	18	51	1	3	0	0
The teaching is good at this school	19	54	16	46	0	0	0	0
The school helps me to support my child’s learning	18	51	15	43	0	0	0	0
The school helps my child to have a healthy lifestyle	21	60	14	40	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)	17	49	13	37	0	0	0	0
The school meets my child’s particular needs	21	60	14	40	0	0	0	0
The school deals effectively with unacceptable behaviour	15	43	17	49	1	3	0	0
The school takes account of my suggestions and concerns	14	40	18	51	0	0	0	0
The school is led and managed effectively	18	51	17	49	0	0	0	0
Overall, I am happy with my child’s experience at this school	22	63	13	37	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ 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.



9 December 2011

Dear Pupils

Inspection of Anson CofE (A) Primary School, Stafford, ST18 0SU

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. We enjoyed watching lessons and talking to as many of you as we could. You attend an outstanding, very happy and friendly school. It is led exceptionally well by the headteacher and the staff. They care for you extremely well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told us that you really like your school and there are lots of things to do and enjoy. Excellent teaching is an outstanding feature of your school and this, combined with exciting curriculum activities and your hard work, results in you making excellent progress and achieving very high standards. We feel that you make a good contribution to the life of your school through all the responsibilities you take on and through your school council. Your behaviour is excellent and you work hard and try to succeed in all that you do. Well done!

We have asked your school to improve the outdoor equipment that the youngest children use. We think this will make outdoor activities more exciting and help them to learn in different ways.

I wish you well in your future education.

Yours sincerely

Clive Lewis
Lead inspector

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