

St Anne's CofE (Aided) Primary School

Inspection report

Unique Reference Number	105715
Local authority	Oldham
Inspection number	377286
Inspection dates	26–27 March 2012
Lead inspector	Pritiben Patel

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	296
Appropriate authority	The governing body
Chair	Ken Martin
Headteacher	Sue Holt
Date of previous school inspection	10 June 2009
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Introduction

Inspection team

Pritiben Patel
Ian Wellens
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed a total of 12 lessons taught by 11 teachers, made shorter visits to classrooms, checked pupils' work and observed other activities. They scrutinised documents, including the school development plan, monitoring reports, information about pupils' progress and attendance, as well as arrangements for safeguarding. Meetings were held with staff, groups of pupils and members of the governing body. Responses to questionnaires returned by pupils and staff and the 39 returned by parents and carers were analysed. In addition, inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection.

Information about the school

This is a larger than average primary school. Most pupils are from White British backgrounds, other pupils are of mixed, Pakistani or Bangladeshi heritage. The percentage of pupils whose first language is other than English is above average. The proportion of disabled pupils and those with special educational needs is below the national average; while the proportion with a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is below average. The school meets the current floor standard. It holds Healthy School status.

St Anne's Care Club which provides breakfast- and after-school provision, and the Pre-School, are privately owned and inspected separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. The vast majority of parents and carers who returned questionnaires were positive about the school. The school is not outstanding because the quality of teaching and the progress that pupils make is good. Improvements need to be made so that attainment in English and of the more-able pupils is raised.
- Pupils' achievement is good. Attainment in reading, writing and mathematics at the end of Year 2 is average and improving as teaching is becoming stronger. Attainment at the end of Year 6 is above average, particularly in mathematics. Overall, pupils make good progress from starting points that are below expectations when children join the nursery.
- Teaching is good. Teachers ensure that the learning environment is colourful and stimulating for pupils. Teachers explain well the, 'learning challenge' at the beginning of the lesson, and as a result, pupils are clear about what it is they are learning. However, the information about pupils' progress is not used consistently well by all teachers to plan activities that meet the needs of more-able pupils. In addition, at times, introductions to lessons are too long and pupils do not start their independent learning activities swiftly enough and this limits the progress they make. There are missed opportunities for pupils to develop their writing skills across the curriculum.
- Behaviour is good. Pupils are polite, courteous and have positive attitudes to their learning. They speak very favourably of the care provided by staff.
- Leadership and management are good. The headteacher is ambitious and provides strong leadership. All staff work together as a team in order to improve outcomes for pupils. The leadership and management of teaching and learning are highly effective and much improvement has been made in this area since the last inspection. Lessons are monitored regularly and strengths and areas for development are identified.

What does the school need to do to improve further?

- Improve attainment in English by the end of Year 6 by providing greater opportunities for pupils to practise their writing skills across the curriculum,
- Improve teaching from good to outstanding by:
 - ensuring that more-able pupils are consistently challenged in all lessons so they make the best possible progress
 - ensuring that introductions to lessons are brisk so that pupils start their independent learning at a faster pace, enabling them to make better progress.

Main Report

Achievement of pupils

Children enter the Nursery class with below expected skills and knowledge for their age. They make good progress and are working securely within the Early Learning Goals by the time they enter Year 1. Their good progress is due to the highly-supportive and encouraging environment that is created by staff. In addition, children's learning is carefully monitored and the next steps for them are clearly identified. This is well-evidenced in the good quality 'learning journeys' which map the progress children make over time. Leaders have correctly identified that more work is required to improve achievement in communication, language and literacy as well as to ensure that the mixed reception and Year 1 children have easy access to the outdoor learning environment.

Attainment at the end of Year 2 is average and steadily improving as the quality of teaching and learning is becoming stronger. Attainment at the end of Year 6 is above average, particularly in mathematics. Parents and carers feel that their children make good progress and inspectors agree that pupils achieve well overall.

School leaders have identified that attainment in English requires improvement and are making changes to curricular provision to enable this to happen. Writing is a relatively weaker area as pupils do not always have the opportunity to practise their skills across the curriculum. This was evident in the analysis of pupils' work undertaken in Year 2 and Year 6 which showed very little writing in subjects other than English.

Improving achievement for more-able pupils has been identified by school leaders as a developing area and steps are in place to ensure their progress accelerates. For example, teachers are providing more challenging success criteria, but this will take time to have a positive impact.

Different groups of pupils including boys, those with physical disabilities and special educational needs, pupils of Bangladeshi and Pakistani heritage and those who speak English as an additional language, are making progress in line with that of their peers. This is because regular progress meetings are held and those pupils not

making the expected progress are quickly identified and receive additional support so they do not get left behind.

In Year 2 and Year 6, attainment in reading is average and improving. Provision to accelerate progress further has been put in place. For example, pupils have greater opportunities to read and there is a structured programme for teaching pupils the key skills in reading.

Quality of teaching

Inspectors agree with pupils and their parents and carers that the quality of teaching is good overall. Provision in the Early Years Foundation Stage is of good quality, both indoors and outdoors. Adults choose and develop highly engaging activities for children. For example, the promotion of children's curiosity, awe and wonder are well-developed through their contact with the live chicks. The strong relationship between teachers and pupils throughout school helps to establish a good foundation for learning. Teachers have adapted curricular provision so that learning meets the interests of pupils. Consequently, most lessons begin with a 'hook' so that pupils are engaged well in their learning from the start. For example, in a Year 6 literacy lesson, pupils received a mysterious letter from a well-known character in a story book asking them to plan a surprise party using a formal and an informal style of language. Support staff are proactive and work well to ensure that learning opportunities for all groups of pupils, including disabled pupils and those who have special educational needs, are maximised, so that they make good progress in line with that of their peers.

Information and communication technology (ICT) is used well to develop independence and pupils' spiritual, moral, social and cultural development. This was illustrated well in a mixed Years 5 and 6 class where pupils were watching silent movies on ipads, and discussing with great enthusiasm the impact that music makes in relation to mood and plot. Teachers make learning meaningful by ensuring that pupils are engaged in practical activities. This was demonstrated well in a mixed Years 1 and 2 class where pupils were learning about how to share equipment equally. They had been set challenges by a well-known character and they worked in pairs to sort different mathematical problems using, 'golden nuggets'. However, introductions to lessons are at times too long and independent learning takes time to start, and this slows the rate of progress for all pupils. More-able pupils are not consistently challenged. For example, in a Year 2 numeracy lesson pupils were learning about how to present solutions to problems in an organised way. However, some pupils were already familiar with specific mathematical vocabulary and were able to provide clear examples to illustrate their understanding; hence this part of the lesson was not challenging enough for them. Pupils have a good understanding about their next steps in reading, writing and mathematics because marking is detailed. This, too, contributes to their good achievement.

Behaviour and safety of pupils

Pupils' positive attitudes make a strong contribution to their learning. They enjoy their time in school and this is reflected in the above average rates of attendance. Pupils behave well in and around the school and wear their, 'golden promise' badge, with great pride which represents key values such as forgiveness. Inspectors agree with parents' and carers' views that behaviour is good. A handful of pupils stated in their questionnaire that behaviour was not always good at school. However, other than minor disruptions, which are managed well by staff, behaviour is good. Exclusion rates are low.

Pupils feel safe and would speak with an adult in school if they had any concerns. The strong pastoral care provided by staff for all pupils was summed up well by one parent who wrote, 'Pastoral care given has been first rate'. Pupils know about different types of bullying including cyber- and prejudice-based bullying. Incidences of bullying are rare but swiftly dealt with when they happen. Pupils from different backgrounds get on well. As one pupil articulately explained to inspectors, 'we are all the same, but different in our own ways'. Pupils know how to keep themselves safe in different situations including fire and road safety.

Pupils relish opportunities to work together in the classroom, as well as being members of the school council, choir and representing their school in competitions. Assemblies have a good impact on pupils' sense of community as they learn together about values such as friendship as well as appreciating different perspectives.

Leadership and management

The ethic of team work is apparent in all staff. All staff work hard for the benefit of the pupils. They are led well by an ambitious headteacher with a clear vision of how she wants to move the school further. Equality of opportunity is promoted effectively and discrimination is tackled well as staff ensure that all that the school has to offer is accessed by all pupils. In addition, staff are made accountable for the progress made by each and every pupil in their class. The school development plan identifies the correct priorities for improvement and is regularly monitored to ensure that the desired results are attained. There have been good improvements since the last inspection, particularly in teaching and learning and in pupils' achievement. This has raised attainment at the end of Year 6 to above average, particularly in mathematics. This demonstrates that capacity to improve further is good.

The leadership and management of teaching and learning are well-embedded. All aspects of the school's work are monitored, including teaching in English and mathematics. Specific targets are set for all teachers and are linked to managing their performance to ensure that all pupils make at least good progress. Subject leaders are now more skilled at leading their subjects through, for example, a strong programme of professional development. They have a good understanding about the areas they lead and know exactly what needs to be done to improve outcomes further. Subject leaders monitor teaching and learning within their areas as well as training colleagues, and they ensure that pupils' work is accurately assessed by all teachers.

The curriculum is broad and balanced, meeting the needs of most pupils. Partnerships with external providers, including secondary schools, are positive so that pupils are able to have access to opportunities they would otherwise not have, particularly in French and music. There is an acknowledgement that the curriculum should provide more opportunities for pupils to apply and practise their writing skills across a range of subjects. The governing body brings a good range of expertise to the school. Members listen to readers, attend assemblies and have worked with pupils to develop the playground. The governing body provides challenge to school leaders when appropriate. However, more could be done to ensure that all members of the governing body understand data about pupils' progress so that even greater challenge can be provided for school leaders. The governing body ensures that safeguarding arrangements are securely in place and meet requirements.

A small percentage of parents and carers disagreed with the statement that the school responds well to their concerns. However, inspection evidence suggests that there is a range of different ways for concerns to be raised, for example, via termly parents' and carers' meetings and parent information sessions at the beginning of the year, as well as electronically via termly progress meetings and coffee mornings.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 March 2012

Dear Pupils

Inspection of St Anne's C of E (Aided) Primary School, Oldham, OL2 5DH

I would like to say thank you so much to you all for being so helpful to my colleagues and me when we inspected your school. You were polite, courteous and have positive attitudes to your learning. You behave well and wear your 'golden promise' badge with pride. You told inspectors that you very much appreciate the support all the teachers give you. Those of you with specific needs receive good support too.

Inspectors found that you make good progress overall and reach average standards by the end of Year 2 and above average standards by the time you leave in Year 6, particularly in mathematics. You enjoy your lessons very much because your teachers try to make learning interesting for you by giving you practical activities and introducing mysterious characters who give you challenges to complete! You very much enjoy working in pairs and teams and talking about your learning. You are developing good skills in reading and most of you are confident readers. You enjoy the different opportunities that are provided for you such as singing in the school choir, participating and making decisions in the school council as well as entering competitions. You feel safe in school and would tell an adult in school if anything was worrying you.

School leaders, staff and governors work hard for you. There are some things that we have asked them to do to improve things in your school. Your attainment in English should improve further and we have asked your teachers to give you greater opportunities to use your writing skills in different subjects. Those of you who find learning easier than most should receive more challenging work in lessons and the introductions in your lessons should be shorter, so that you can start your independent activities quickly and make even better progress. You can help your teachers by continuing to work hard in your lessons and always trying your very best! I give you and all your teachers my best wishes.

Yours sincerely,

Pritiben Patel
Lead Inspector

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