

# St Annes on Sea St Thomas' Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119552
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	395720
<b>Inspection dates</b>	14–15 June 2012
<b>Lead inspector</b>	Peter Cox

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Law-Jones
<b>Headteacher</b>	Stephen Maughan
<b>Date of previous school inspection</b>	30 June 2009
<b>School address</b>	St Thomas' Road St Anne's Lytham St Annes FY8 1JN
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## Introduction

Inspection team

Peter Cox  
Sheila Loughlin

Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. Fourteen teachers were seen and 28 part lessons observed. In addition, inspectors visited two assemblies and observed the behaviour of pupils arriving to school, at breaks and during lunchtimes. Meetings were held with groups of pupils, members of the governing body, including the Chair, and members of staff. A meeting was also held with a representative from the local authority. Inspectors observed the school's work and looked at a number of documents including: the school development plan, monitoring records regarding the quality of teaching, and information on pupils' current achievement. Inspectors also considered an analysis of 92 parent and carer questionnaire responses and others completed by pupils and staff.

## Information about the school

St Thomas' is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is similar to that usually found. The proportion of pupils from minority ethnic groups is well below average as is the proportion of those pupils who speak English as an additional language. The proportion of disabled pupils and those who have special educational needs, including those supported by school action plus or with a statement of special educational needs, is in line with the national average. Early Years Foundation Stage provision comprises a Reception class.

The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. The school has achieved a number of awards including Healthy School 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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Overall, pupils achieve well and attain above-average standards by the end of Year 2 and Year 6. The school is not outstanding because a three-year trend of rising achievement cannot be evidenced. Achievement in 2011 was a disappointment to the school. Strengthened procedures are now in place. Accurate performance data and first-hand inspection evidence shows that progress has been restored to that of previous years.
- Teaching is good and there are examples of outstanding practice particularly in the Early Years Foundation Stage. However, there remains a proportion of satisfactory teaching, which stifles some pupils' achievement. Marking across the school is inconsistent and the assessment of pupils' progress, while excellent in some areas, for example in English, is not consistently effective across the school.
- Behaviour is outstanding. Pupils are polite, well-meaning and inquisitive towards visitors and genuinely concerned for their well-being and their view of their school. Pupils are happy and content. They enjoy coming to school and have a high regard for their teachers and fellow pupils. Huge respect is paid to those that help present in assemblies and in class. Christian values pervade throughout, the pupils are excellent examples of the school's ideals of individuals being valued and respected.
- Leadership and management are good. The governing body challenges and supports the school well. The management of the school's performance is good. Recent initiatives to share stronger practice are beginning to have impact but the school recognise there is more to be done. Middle leaders are strong and are well positioned to secure further improvements across their areas of responsibility. The school has an honest view of itself and understands what needs to be done further to secure even better outcomes for its pupils.

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

- Increase the proportion of good and outstanding teaching by:
  - sharing more widely the best practice evident in the school so that all classes are characterised by good or better quality teaching.
- Ensure that pupils' work is more regularly and accurately assessed across the school by:
  - introducing a marking policy that is meaningful to pupils and informs them on the next steps to take to improve their work
  - sharing the existing best practice more widely so that all pupils benefit from a consistent approach to assessment.

## Main Report

### Achievement of pupils

Overall, pupils' progress well during their time at school and the vast majority of parents, carers and pupils who responded to their questionnaires agree. Inspectors confirm this; at least good progress was seen in the majority of lessons observed and outstanding progress seen in the Early Years Foundation Stage. Classrooms and corridors are vibrant, displaying most effectively pupils' creative and often three-dimensional work, which they show to visitors with great pride. The good curriculum provides wide cultural opportunities for pupils to engage in stimulating and relevant topics. For example, in a Year 3 class, pupils were sewing onto their games kit, Olympic gold medals and lanyards with great care and perseverance. Pupils behaved outstandingly well and had high regard for each other and the required safe working. The Olympic theme in this class was particularly strong; pupils had made high quality models of the Olympic torch in preparation of celebrations when the real torch journeys through the local community.

Children arrive into Reception with skills and attributes expected for their age. They make rapid progress in acquiring knowledge and understanding and enter Year 1 at an above-average standard. By the time pupils leave in Year 6 they have successfully built upon this good start although there has been some variability in rates of progress across year groups. The school was disappointed with achievement in 2011 and has since put in place robust procedures to ensure this dip in performance is not repeated. Inspectors confirm the overall good progress being made, particularly in the current Years 5 and 6. The accurate pupil progress data confirms a secure and improving picture and demonstrates better than nationally expected progress being made by pupils.

Attainment in English and mathematics in Year 6 is above average as is attainment in Year 2. Improved performance is being secured in reading, writing and mathematics due to better assessment procedures and more effective marking. However, this practice is not consistently applied across all classes. Pupils' attainment in reading at the end of Key Stage 1 and Key Stage 2 is above average.

Disabled pupils and those with special educational needs progress equally well because of the effective support from teachers and other adults during lessons and beyond, often on a one-to-one and/or small-group basis.

### **Quality of teaching**

The majority of teaching seen was good with examples of outstanding teaching in the Early Years Foundation Stage. Here, the teacher knows individual children and their needs extremely well and is constantly revising and refining the planning and teaching, even during lessons, in order to meet the children's needs.

Almost all of the parents or carers who responded to the questionnaire agreed that their child is taught well. In the high quality lessons teaching is inspirational and exciting, it stimulates pupils' curiosity and creativity and they demonstrate a real desire to learn. Often pupils are involved in planning their own learning. For example, in a Year 5 lesson when introducing a new topic about 'woodlands', pupils were given the opportunity to think about what they wanted to learn. Teachers then planned activities accordingly. Teachers possess good subject knowledge and know the abilities of their pupils. They provide good resources including the effective use of assistants and other adults, who help with pupils' progress in reading by small group work and daily phonics teaching. Teachers' questioning often stimulates pupils' imagination helping develop enquiry skills and independence of thought. Relationships are very positive contributing to outstanding behaviour and helping secure good teaching and achievement over time. When talking to Year 6 pupils about their experience of school one said, 'It's a school where I have grown up, teachers stand by you and help you realise your full potential.' – all others agreed with this. Disabled pupils and those with special educational needs are well-taught and cared for by teachers and other adults. Teaching skills are developed with pupils, for example in order to meet the needs of children who are hard of hearing a teaching assistant 'signs' when required. During an outstanding whole-school assembly, standing alongside this adult in front of her peers, was a pupil practising her 'signing' skills. At the same time, this was helping to communicate with those with hearing impairment.

In lessons that required further improvement, the pace of learning was slower, transition between activities was less well managed and opportunities for assessing pupils' understanding of their learning were missed. There are some excellent examples of marking which challenge pupils' thinking and make clear what they have to do next. However, this is not a consistent feature across all classes and subjects. Assessment methods are being used rigorously and effectively in English and mathematics but not elsewhere.

Teaching promotes well pupils social, moral, spiritual and cultural development due in part to the strong Christian values that underpin all that the school does. There is a tangible team ethos and spirit of respectful competitiveness where pupils' positive contributions in lessons are rewarded and valued. The development of pupils as independent learners is evident in most classes.

## **Behaviour and safety of pupils**

Pupils' behaviour seen during the inspection was outstanding as were their attitudes to learning. This allows pupils to make an excellent contribution to the safe, secure and highly creative learning environment. When the teaching is less engaging, pupils' attention begins to fade momentarily, but picks up once the learning activities gather pace. Pupils are keen to learn as shown by their high levels of attendance and punctuality. Behaviour over time, as evidenced in the schools records, show almost no incidents of poor behaviour. There have been very few fixed term exclusions and no permanent exclusions for some considerable time. Pupils confirm that they understand the behaviour sanctions but struggled to remember the last time they were needed in their class. Pupils show excellent moral and social conduct in lessons and around the school. In one of the two outstanding assemblies pupils were able to express their thoughts, religious beliefs and ideas without fear of ridicule. In the other, behaviour on entry, during and out from the assembly was outstanding. Pupils smile broadly, are happy and want to be at this school. They understand the different forms of bullying and have a zero tolerance towards any type of discrimination. Almost all parents and carers who responded to the questionnaire were highly positive and consider the behaviour of pupils to be good, as do the pupils.

## **Leadership and management**

The governing body provides a good degree of well-informed challenge and support. Leaders and managers, including governors, model good practice and are effective in managing the school's performance and maintaining the overall above-average attainment at the end of Key Stage 2. This helps demonstrate the school's good capacity to improve. Lessons have been learned from 2011. An analysis of data at the time signalled the relative underperformance; only with some swift intervention by governors and senior leaders was the outcome saved. The quality of teaching is monitored regularly and areas for development established. Professional development opportunities are available for teachers and other adults and their performance is well managed. There is a positive approach of teachers and particularly middle leaders who endeavour to share best practice. The school recognises the need to secure an increased proportion of outstanding teaching and greater consistency in more effective marking and assessment of pupils' work. Nevertheless, improvements since the last inspection have been secured.

The creative theme-based curriculum is very well constructed and delivered and much evidence of pupils' good learning over the year on display; it promotes basic skills well and there is evidence of sustained improvement in pupils' writing; there are good opportunities for the use of information and communication technology to strengthen literacy, numeracy and research skills. Good procedures to promote equality are evident and all pupils are allowed to thrive; the promotion of their spiritual, moral, social and cultural development is outstanding. The schools arrangements for safeguarding pupils meet requirements.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](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.

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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.**



18 June 2012

Dear Pupils

**Inspection of St Annes on Sea St Thomas' Church of England Primary School, Lytham St Annes, FY8 1JN**

Thank you for making us welcome when we came to inspect your school recently. We enjoyed our time with you and were very impressed by your outstanding behaviour and attitude to learning. We judge your school to be good. You can take much credit for this because you get involved enthusiastically in all that you do. We really enjoyed the two assemblies that you took part in too. Thanks to those of you who spoke to us and particularly those who read to us. You do well by the time you leave Year 6, this is because the teaching is good overall and those who lead and manage the school do a good job too. Your attendance is excellent and long may this continue.

There are two areas where we think your school needs to make further improvements. We have asked the governing body and the headteacher to make sure that the proportion of good and outstanding teaching is increased and your work is assessed and marked more regularly in every class, with instructions given to you so that you understand what you need to do to improve further.

You can help your school get even better by continuing to attend regularly and by challenging yourselves and your teachers to do the very best.

It was a pleasure to have visited you and we wish you every success for the future. Enjoy seeing the Olympic torch pass through your community!

Yours sincerely

Peter Cox  
Lead Inspector

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