

St Anne's CofE Primary School

Inspection report

Unique Reference Number	106343
Local authority	Trafford
Inspection number	377390
Inspection dates	26–27 June 2012
Lead inspector	Melvyn Hemmings

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	241
Appropriate authority	The governing body
Chair	Paul Edwards
Headteacher	Jane Brahney
Date of previous school inspection	8 March 2007
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Age group	3–11
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Introduction

Inspection team

Melvyn Hemmings
Lynne Read

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 18 lessons or parts of lessons taught by nine teachers. Discussions were held with members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 41 parents and carers were scrutinised.

Information about the school

St. Anne's is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. 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 average. Most pupils are of White British heritage. The school meets the current government floor standards, which set minimum expectations for attainment and progress. It provides care before and after school and during the holidays. Parents and carers whose children attend the morning Nursery have the option to pay for afternoon childcare on the premises. The governing body manages these extended services. The school has gained a number of national awards, including the Arts Mark, and holds 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

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

Key Findings

- St. Anne's is a good school. Its main strengths are pupils' achievements, the quality of teaching, behaviour and the way leaders and the governing body works effectively together to drive improvement. It is not yet outstanding, because there is not enough outstanding teaching. Also, there are insufficient opportunities for pupils to practise their writing in a variety of styles in subjects other than English.
- Pupils' achievement is good. They make good progress throughout the school, developing skills well and acquiring knowledge quickly. Attainment in English and mathematics is above average by the end of Year 6, being particularly strong in reading.
- Teaching is mainly good, with examples of outstanding practice. Teachers have high expectations of pupils and manage classrooms well to maximise time for learning. As a result, pupils show high levels of engagement and work well. Marking is used effectively to guide pupils to improve their writing, but is not used as successfully to promote improvement in other subjects. There are times when the deployment of teaching assistants means they are not fully involved in promoting learning.
- Pupils behave well and enjoy coming to school, as is reflected in their high attendance. They have a comprehensive understanding of how to stay safe and say they feel secure in school.
- Leaders and the governing body work well together to secure improvement. There is a common vision to take the school forward and morale is high. The leadership of teaching and management of performance are good. This is reflected in a sustained trend of improvement in progress and attainment in recent years. Leaders observe teaching regularly and have identified outstanding practice. This is not formally shared among staff in order to develop their own expertise.

What does the school need to do to improve further?

- Raise attainment in writing further by providing sufficient opportunities for pupils to practise and refine their skills by writing in a variety of styles across the curriculum.
- Increase the proportion of outstanding teaching by:
 - making sure that teachers use marking effectively in all subjects to guide pupils to improve
 - sharing the outstanding practice of some teachers with others across the school to help them do even better
 - ensuring that teaching assistants are always fully involved in promoting pupils' learning.

Main Report

Achievement of pupils

Pupils achieve well from their skill levels on starting school, which are broadly as expected for their age. In the Early Years Foundation Stage, children show interest and enjoyment in their activities. They co-operate well with others, taking turns and sharing fairly. Children confidently make choices for themselves and show good levels of independence. In Years 1 to 6, pupils have positive attitudes to learning and are keen to do well. They concentrate well and persevere when faced with difficulty. They are particularly enthusiastic when engaged in practical problem-solving. This was evident in a lesson for pupils in Year 6 in which they were challenged to solve a real-life problem with limited time and resources.

Attainment in English and mathematics is above average by the end of Year 6. In English lessons, pupils are effectively developing their skills in writing in a variety of styles, including poetry and narrative writing, to express their feeling and ideas. There are insufficient opportunities for them to refine these skills further by doing the same in other subjects. Attainment in reading is above average at the end of Key Stage 1 and by the time pupils leave school. Pupils talk enthusiastically about their favourite books and read fluently and with expression. Pupils have well-developed mathematical skills and can apply them adeptly to solve problems in real-life situations. They are proficient in using information and communication technology (ICT) to support their learning in other subjects. This was observed when pupils in Year 3 were using computers to create Roman mosaics as part of their work in history.

Disabled pupils and those who have special educational needs make the same progress as others. This is a result of their individual needs being identified early and well-targeted extra support provided to ensure that they are met. There is no significant difference between the achievements of different groups. Almost all parents and carers who returned their questionnaires agreed that their children were making good progress at school.

Quality of teaching

In the Early Years Foundation Stage, adults work together effectively to meet individual needs. They provide activities that are practical and stimulating. The excellent outdoor area is used effectively to promote children's development across the areas of learning. This was

evident when they were engaged in a 'mini-beast hunt' to develop their knowledge and understanding of the world around them.

Throughout the school, teachers have good subject knowledge and are able to explain new ideas clearly and confidently. They plan carefully to provide activities that build on prior learning, so that skills are developed in a progressive manner. Work is matched well to the ability of different groups, so that all make good progress. Disabled pupils, and those who have special educational needs, benefit from a variety of intervention programmes that ensure that they make the same good progress as other pupils. Teachers use marking effectively in English to develop pupils' writing skills. It is not used as well to guide pupils to improve their work in other subjects. Teaching assistants usually make a valuable contribution to pupils' development. However, there are times in the introductions to lessons when they have a watching brief and are not actively involved in promoting learning. Improvement to the teaching of letters and the sounds they make in recent years, particularly for younger pupils, has accelerated their progress in linking letters and sounds. This has impacted positively on their skills in reading and writing.

Outstanding teaching is characterised by extremely motivating activities that are very challenging for all groups and promote high levels of engagement and enthusiasm. As a result, pupils make rapid progress in developing their knowledge, skills and understanding. This was exemplified when children in the Early Years Foundation Stage made excellent progress in identifying, naming and recording 2-D shapes during a 'shape hunt' in the outdoor area. Another example was in an English lesson for pupils in Year 5 on developing their skills in writing poetry to describe a roller coaster ride. Teaching was inspirational, being very closely linked to pupils' own experiences and a visit to a 'Theme Park' later in the week. Teachers effectively promote pupils' social development by providing many opportunities to work collaboratively. Their high expectation of behaviour contributes positively to pupils' moral development. Pupils' cultural development is effectively fostered through the specialist teaching of Italian in Key Stages 1 and 2. In their questionnaires, all parents and carers agreed that their children were taught well.

Behaviour and safety of pupils

Parents, carers, staff and pupils say that behaviour has improved over time and is good. Inspection findings support these views. Pupils act responsibly in and around school. They are polite, courteous and considerate towards others. One pupil commented, 'school is a very friendly place and we get on well together.' Pupils know about the different kinds of bullying, such as cyber-, physical and racist bullying. They say bullying is not an issue and are confident staff would deal with any such occurrence promptly. In their questionnaires, all parents and carers agreed that their children felt safe in school. They are pleased with the way pupils are cared for. Typical comments include, 'our daughter is extremely happy. Staff are committed, friendly and very caring.' Pupils have a good understanding of how to assess and respond to risk, such as those associated with water, fire, roads and railways. They know how to use the Internet safely. Pupils say they feel safe and secure in school at all times.

In lessons, pupils have positive attitudes and good levels of engagement. Behaviour is good and ensures there is no disruption to learning. Pupils with behavioural difficulties respond well to the strategies for dealing with them. Behaviour management is consistent through the school. Attendance is high and pupils are punctual in arriving at school. They are eager to take on responsibilities, such as being a member of the school council, and be involved in

decision-making. Older pupils take pride in looking after younger ones. In so doing, pupils make a strong contribution to the friendly atmosphere that permeates all aspects of school life.

Leadership and management

Leaders, including the governing body, consistently communicate high expectations and ambition. The leadership of teaching and management of performance are good. All staff have access to good-quality professional development, which has improved their expertise, especially in promoting pupils' mathematical skills. The introduction of pupil progress meetings has increased the accountability of teachers for the progress pupils make. Self-evaluation is accurate in identifying strengths and weaknesses. Leaders use the information provided effectively to prioritise areas for development and to drive improvement. As a result, pupils' progress and attainment have improved in recent years. Teaching is evaluated rigorously, but identified outstanding practice is not yet formally shared with other staff. The governing body is supportive of the school and proactive in helping it to move forward. The school's track record since the previous inspection shows there is good capacity for further improvement.

Safeguarding arrangements meet statutory requirements. The school integrates issues about safety and safeguarding into the curriculum so that pupils have a good understanding of how to keep themselves safe. The promotion of equality of opportunity and tackling of discrimination is good. The school carefully checks the performance of different groups and quickly responds if extra support is required to maintain good progress. There are good partnerships with others, including the local cluster of schools, which effectively enhance provision and staff expertise. Relationships with parents and carers are positive and ensure that they are involved in decision-making and kept regularly informed about the progress their children are making.

The curriculum provides well-organised, imaginative and effective opportunities for learning. It is effectively enhanced by a wide range of well-attended extra curricular activities and visits, such as to the Manchester Museum of Science and Industry. Social development is effectively fostered through the school's extended services, opportunities for collaborative working and the residential stay at an outdoor adventure centre for pupils in Year 6. The specialist teaching of Italian and the opportunity to learn about the traditions and beliefs of cultures different from their own, successfully promote pupils' cultural development. Moral and spiritual development is effectively promoted through opportunities for pupils to reflect upon their experiences and the effect of their actions on others.

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).

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 up 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.



28 June 2012

Dear Pupils

Inspection of St. Anne's C of E Primary School, Sale, M33 3ES

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a good school and that:

- you make good progress and attain above average standards by the end of Year 6 in English and mathematics
- teaching is good and you feel safe in school, as indicated in your questionnaires
- you behave well and are keen to learn
- the curriculum is enriched by extra-curricular activities and educational visits, such as to the Manchester Museum of Science and Industry
- you enjoy school, as shown by your high attendance and punctuality
- staff and governors are working hard to help you do even better.

What we have asked your school to do is:

- improve your writing skills by providing more opportunities to write in a variety of styles across the curriculum
- ensure that all adults in classrooms are fully involved in helping you learn throughout lessons and extend the good-quality marking in English to all subjects
- share the outstanding practice of some teachers to help others across the school do even better.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely,

Melvyn Hemmings
Lead Inspector

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