

# St Anne's CofE (VC) Primary School

St Anne's Vale, Brown Edge, Stoke-on-Trent, ST6 8TA

## Inspection dates

4–5 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children achieve well in the Early Years Foundation Stage. Their good progress continues in reading, writing and mathematics in Years 1 to 6. All groups achieve well, including disabled pupils and those who have special educational needs.
- Teaching is good. Teachers provide pupils with a wide range of interesting and engaging experiences that they enjoy. Relationships in lessons are positive and pupils work hard.
- Pupils' behaviour is good and they make a strong contribution to the well-ordered school and the smooth flow of lessons. Pupils' attitudes to learning are positive. They feel extremely safe in school and have a good understanding of how to keep themselves safe and secure.
- The headteacher's drive to improve the school is enthusiastically shared by staff. Leaders, including the governing body, successfully use training to improve the quality of teaching.
- Since the last inspection leaders have improved the standard of pupils' writing and the progress pupils make in lessons. This means that the school has a good capacity to improve further.

### It is not yet an outstanding school because

- A rapid pace of learning is not sustained in all lessons and teaching does not always offer enough challenge for individual pupils.
- Pupils are not always given work that develops their skills as independent learners sufficiently.

## Information about this inspection

- The inspectors observed the teaching in all classes. They visited 15 lessons.
- Inspectors held discussions with pupils, teachers, the headteacher, a representative of the governing body and a local authority officer.
- The inspectors looked at records of pupils' progress and heard them read. They evaluated safeguarding documentation, records of exclusions and the results of the school's checks on the quality of teaching. They also examined the work in pupils' books.
- The views of 22 parents were analysed through the Parent View website. Other parents' views were sought at the start of the school day. The views of one parent, who wrote to inspectors, were also considered.

## Inspection team

Gerald Griffin, Lead inspector	Additional Inspector
Susan Wood	Additional Inspector

## Full report

### Information about this school

- St Anne's Church of England school is smaller than the average primary school.
- A below average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils who are supported at school action is average.
- The proportion of pupils who are supported at school action plus or who are disabled or who have a statement of special educational needs is average.
- There are fewer pupils from minority ethnic groups than in most schools of this size.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- St Anne's Kids' Club is managed by the school's governing body and was visited as part of the inspection.

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

- By July 2013, encourage the majority of teaching and progress to become outstanding by:
  - making sure that teachers consistently secure a rapid pace of learning throughout all lessons
  - ensuring that tasks set fully challenge each member of the class appropriately.
- By July 2013, ensure that all teachers regularly provide opportunities for pupils to choose topics to research and develop for themselves so that more of them become outstanding and independent learners.

## Inspection judgements

### The achievement of pupils

**is good**

- In most years, children start school with knowledge, skills and understanding that match the expectations for their age. However, last year, attainment on entry was below expectations. Subsequently, children make good progress in all areas of learning and this summer reached attainment that was average at the end of their Reception Year.
- In the Reception class, children are keen to investigate and experiment. As a result, they gain a good level of independence in managing their own learning. For example, in a good Reception lesson, children were making rapid progress in recognising numbers and adding numbers together.
- Children's good start is built upon in later years, and pupils' progress is good in Years 1 to 6 in reading, writing and mathematics. Attainment in reading is currently above average at the end of Year 2. Pupils are keen to read and do so regularly. Attainment was also above average in reading, writing and mathematics at the end of Year 6 in 2012. This was an improvement on the previous year, when attainment was average.
- When writing, pupils use vocabulary and punctuation skilfully to express their ideas clearly in a wide variety of contexts, such as factual accounts, scripts and stories. In a Year 5 English lesson, for example, pupils made good progress in understanding how to write a persuasive argument. They worked productively in groups to clarify their ideas and plan their style of writing. Spelling and the use of the correct verb tense in written work are mostly accurate.
- In mathematics, pupils' ability to apply their calculation skills to solve mathematical problems is well developed. For example, pupils use their mathematics skills competently to measure and record the results of science experiments accurately.
- Progress in reading has accelerated recently because pupils have developed good skills in linking letters to the sounds they make (phonics). Older pupils are avid readers because the school provides them with a broad range of interesting reading matter.
- Older pupils are not always as independent in their learning as they should be because they do not have enough opportunities to choose work to research and develop themselves. Older pupils told inspectors that they would like more choice in their work so that they could investigate topics they found especially interesting.
- Disabled pupils and those who have special educational needs concentrate well in lessons. Their good progress is secured by effective teaching, which enables them to achieve small but challenging next steps in learning.
- The school's provides effective support for those who receive the pupil premium and ensures they, too, make good progress. For example, the school has trained adults to support the needs of those of them who have emotional difficulties so that these pupils are able to concentrate in lessons and make similar progress to their peers.

### The quality of teaching

**is good**

- Teachers convey high expectations about what pupils must achieve. Teachers' questions are probing and make pupils think deeply. They use resources such as computers and educational

games effectively to develop understanding.

- Teaching is at its best when teachers ensure that pupils are actively engaged in interesting practical tasks, such as discussing ideas and planning work in pairs. However, overall, there are too few opportunities for pupils to develop their own ideas independently.
- In the large majority of lessons, teachers use test and other data well to plan challenging tasks that stretch all members of the class. Occasionally, work set for some pupils is either too hard or too easy and their pace of learning slows.
- In the Early Years Foundation Stage classes, teachers plan an appropriate balance of adult-led and child-chosen activities in the well-resourced setting. Learning takes place inside and outdoors, and provision develops children's understanding of the world at large and promotes their physical and creative development effectively. Leaders check carefully that their assessments of children's levels and progress are accurate.
- Teachers plan many opportunities to promote pupils' spiritual, moral, social and cultural development. For example, pupils are encouraged to reflect maturely on the moral issues raised in stories.
- Teaching assistants provide valuable support, especially for disabled pupils and those who have special educational needs and those receiving the pupil premium. For example, they keep notes on each individual's progress which are shared with the teacher to help with future planning.
- Marking and feedback provide pupils with a clear understanding of how they can improve their work. Older pupils have a clear understanding of their targets, which enables them to take a good measure of responsibility for their own progress.

### **The behaviour and safety of pupils** are good

- School records and discussions with pupils confirm that good behaviour is the norm.
- Pupils are polite, enthusiastic and have positive attitudes towards school and learning. They cooperate and collaborate well in groups.
- Pupils have a good understanding of what constitutes bullying. For example, they understand cyber-bullying, how to avoid it and what to do if they encounter it. They say that bullying is unheard of, and this is supported by school records. Pupils are highly confident that any bullying would be quickly resolved by the school.
- Pupils feel very safe and know precisely how to keep themselves safe, for example on the internet or when moving along the school's narrow corridors.
- Last year, attendance was average. This is not typical and, in all other recent years, attendance has been above average and is so currently. The drop last year was caused by a severe bout of influenza. Pupils are punctual to school.

**The leadership and management are good**

- School leaders, including the governing body, set challenging targets for school improvement. Their drive has improved marking, progress and the teaching of writing, which were areas for improvement at the time of the previous inspection. This demonstrates the school's capacity to improve further.
- Leaders make robust checks on teaching and the quality of learning, and plan purposefully and effectively to address weaknesses and to develop teachers' skills. For example, they have successfully sharpened teachers' skills of teaching pupils to read.
- Leaders' very regular checks on the progress of each pupil are effective. The resulting interventions make sure that individual pupils quickly improve any areas of their knowledge and understanding which are weak.
- Teachers have a good understanding of the needs of disabled pupils and those who have special educational needs and use their assessments purposefully to provide them with appropriate learning programmes. The targeted support for pupils whose circumstances may make them vulnerable is very effective.
- The local authority has made a strong contribution to the training of subject leaders, and to improving the teaching of English.
- Nearly all parents and carers expressed positive views about their children's progress, teaching, behaviour and leadership of the school. The school provides popular courses for parents and carers, for example in phonics, that help them support their child's learning outside school. However, there are few opportunities for parents and carers to join their child in the classroom to give them an insight into how children learn in lessons so that they can extend and reinforce this at home.
- Teaching programmes strongly promote pupils' spiritual, moral, social and cultural development. For example, the school provides many opportunities for pupils to reflect on their feelings and those of others. Pupils talk very enthusiastically about the many clubs and visits that are organised for them.
- The school has an effective safeguarding policy that is implemented robustly. It ensures that the government's safeguarding requirements are met.
- Leaders have a clear commitment to combating discrimination and to promote equal opportunities, as shown in the good progress made by all groups of pupils, from all backgrounds.
- The St Anne's Kids' Club provides a safe and happy environment for pupils before and after school. It provides healthy snacks and a wide range of interesting learning activities, which pupils enjoy.
- **The governance of the school:**
  - systematically challenges senior leaders and, as a result, the quality of teaching and pupils' achievement has improved
  - ensures that the management of financial resources is effective.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	124238
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	406223

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Richard Grigson
<b>Headteacher</b>	Val Hall
<b>Date of previous school inspection</b>	17 November 2010
<b>Telephone number</b>	01782 503102
<b>Fax number</b>	01782 504074
<b>Email address</b>	headteacher@st-annes-browndedge.staffs.sch.uk



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