

# St Anne's RC Primary School

Greenacres Road, Oldham, Lancashire, OL4 1HP

## Inspection dates

3–4 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not a good school because:

- Inconsistency in the quality of teaching means that not enough pupils make good progress or achieve well over time in reading and writing.
- Pupils have a limited vocabulary, which restricts their ability to understand increasingly complex reading material and to write using a wide range of language.
- Pupils do not use punctuation and spelling accurately when writing.
- Teachers do not always provide work that sufficiently challenges pupils to do their best.
- Marking is not used consistently to precisely show pupils how to improve.
- Introductions to lessons sometimes lack pace and do not enable pupils to learn quickly enough.
- The group reading sessions led by adults do not place enough emphasis on improving specific reading skills.
- Leaders have not yet fully addressed inconsistencies in the quality of teaching.
- The role of middle leaders in checking the quality of teaching and learning through the school is underdeveloped.
- The governing body does not have well-developed skills in analysing and interpreting information about pupils' attainment and progress.

### The school has the following strengths

- Children have a good start in the Early Years Foundation Stage, making good progress and achieving well.
- Pupils' behaviour is outstanding and they have an excellent understanding of how to keep themselves and others safe.
- The curriculum is enhanced by a wide range of enrichment activities.
- The care and welfare of pupils are at the heart of the school's work.
- There has been significant improvement in pupils' attendance in recent years.
- The work of leaders and governors has been leading to an improvement in pupils' achievement and the quality of teaching, particularly over the last year.

## Information about this inspection

- The inspectors observed 13 lessons or parts of lessons taught by seven teachers. One of these was jointly observed with the headteacher.
- Discussions were held with the Chair of the Governing Body and other governors, parents, staff, pupils and a representative of the local authority.
- The 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. The inspectors listened to groups of pupils read.
- Account was taken of the 11 responses to the online questionnaire (Parent View) in carrying out the inspection. Account was also taken of the responses to a recent school questionnaire sent to parents to gain their views about its performance.

## Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Bimla Kumari

Additional Inspector

## Full report

### Information about this school

- St Anne's is smaller than the average-sized primary school.
- Children attend the nursery from Monday to Wednesday.
- The proportion of pupils supported at school action is above average, as is that at school action plus or with a statement of special educational needs.
- There is a well above average proportion of pupils eligible for the pupil premium. The pupil premium provides additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- There is an above average proportion of pupils from minority ethnic groups.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has gained a number of national awards, including Activemark, and holds Healthy School status.

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

- Improve the quality of teaching so that it is good or better by:
  - ensuring that teachers always provide work that challenges pupils' ability
  - accelerating the pace of learning during the introduction to lessons
  - improving the consistency of marking so it always provides pupils with their precise next steps in learning.
- Raise attainment and accelerate progress in reading and writing by:
  - extending and enriching pupils' vocabulary
  - improving the group reading sessions so they effectively focus on developing specific reading skills
  - improving pupils' ability to use punctuation and spelling accurately.
- Improve leadership and management, including governance, by:
  - effectively addressing inconsistency in the quality of teaching
  - developing the role of middle leaders so they are fully involved in checking the quality of teaching and learning through the school
  - improving the skills of governors in analysing and interpreting information about the school's performance.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- From their different starting points, the proportion of pupils making expected progress in reading, writing and mathematics is close to the national figure. The proportion exceeding expected progress is close to the national figure in mathematics but is below in reading and writing. This indicates that not enough pupils are making good progress in reading and writing over time and that achievement requires improvement.
- Pupils enjoy reading but their limited vocabulary restricts their understanding of increasingly complex reading material. Attainment in reading is broadly average by the end of Key Stage 1 and by the time pupils leave school.
- Attainment in writing and mathematics is broadly average at the end of Key Stages 1 and 2. Pupils can write in a variety of styles, including poetry, to express their ideas. However, their limited vocabulary restricts the choice of words they can use to enliven their writing. Pupils use grammar correctly but are not accurate in their use of punctuation and spelling.
- In mathematics, pupils have secure calculation skills and can use them confidently to solve problems in real-life situations.
- From their skill levels on entry, which are below those expected, children make good progress and achieve well in the Early Years Foundation Stage.
- Disabled pupils and those who have special educational needs make the same progress as other pupils because of the extra support provided to meet their specific needs.
- The most able pupils are not always given work that stretches them to do their best and this limits their progress at times. However, there was a significant increase in the proportion of these pupils reaching the higher level in reading, writing and mathematics in 2013. This stemmed from action taken by leaders and the high quality teaching evident in Year 6.
- There is no significant difference in the progress made by pupils from minority ethnic groups and other pupils.
- The funding for pupils eligible for the pupil premium has been used successfully to provide small-group and individual support to improve their literacy and numeracy skills. Consequently, the attainment of pupils known to be eligible for free school meals, in English and mathematics, matches that of other groups not supported by the pupil premium. This shows the school's successful commitment to promoting equality of opportunity.

### The quality of teaching

### requires improvement

- Although teaching is improving, it is still judged to require improvement because of inconsistency in its quality.
- The work given to pupils does not always stretch them sufficiently and this slows the progress they make. The introductions to lessons tend to be overlong and lacking in pace, which means that pupils do not learn quickly enough.
- Marking is not used consistently to guide pupils to their precise next steps in learning in order to improve. Teachers do not place sufficient emphasis on developing specific reading skills in the group reading sessions.
- Leaders have provided training to develop these aspects of teaching and improvements have been made. However, inconsistencies remain and are the main reason why pupils' progress requires improvement, rather than being good or better.
- In the Early Years Foundation Stage, adults provide practical, first-hand experiences that capture and maintain children's interest. The outdoor area is used well to build upon learning that has taken place indoors, such as when children were furthering their understanding of the different kinds of animals that went onto Noah's Ark.
- In Key Stages 1 and 2, when teaching is good or better, teachers use questioning successfully to

find out what pupils know and to deepen their understanding in different subjects. They effectively use information about how well pupils have learnt to help them plan future lessons. This was evident in a mathematics lesson for pupils in Year 6, in which they made outstanding progress in being able to find fractions and percentages of numbers.

- Teaching assistants are generally deployed well to support all pupils, particularly disabled pupils, those who have special educational needs, pupils eligible for the pupil premium and those whose first language is not English.
- Teachers develop pupils' spiritual and moral development well by encouraging them to think about the wonder of the world around them and by their high expectation of behaviour. Social and cultural development is fostered effectively by the many opportunities for pupils to work together and to learn about cultures different to their own.

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

- Whether working independently, as part of a group or in whole-class lessons, pupils consistently show a love of learning. Even when the pace of a lesson slows or the work lacks sufficient challenge, pupils are very keen to learn, showing a great deal of interest and enthusiasm in all they do. Pupils' attitudes are equally positive in all classes and across subjects.
- Behaviour in and around school is exemplary and creates an extremely welcoming and friendly atmosphere in which to learn. Pupils show high levels of self-discipline and encourage one another to behave as well as they can. Parents, staff and pupils are extremely positive about behaviour.
- Pupils have an extremely well-developed understanding of the different forms of bullying, such as name calling and internet bullying. They say bullying just does not happen and are confident that staff would deal with any incidents quickly if they occurred.
- The curriculum very effectively develops pupils' understanding of the dangers related with roads, railways, water and the use of the internet. As a result, pupils are highly conscious of how to keep themselves and others safe. Pupils know what to do if approached by a stranger.
- Pupils say they feel very safe in school at all times. Their enjoyment of school is shown by the significant improvement in attendance since the previous inspection, which is now above average, and the way they arrive at school on time. Pupils commented, 'We really enjoy school because everyone gets on with each other and adults treat us as family.'
- Pupils are very willing to take on responsibilities, such as being a member of the school council. They take pride in their roles and carry them out conscientiously. In so doing, they enhance the life of the school and give all pupils a voice in how the school develops.

### **The leadership and management** require improvement

- The school's leadership is securing improvements in pupils' achievement and in teaching. However, leadership and management still require improvement because there remain inconsistencies in the quality of teaching and not enough pupils are making good progress in reading and writing. The role of middle leaders is underdeveloped and governors do not have a clear understanding of data related to pupils' achievement.
- Lesson observations are carried out by senior leaders and this has identified inconsistencies in the quality of teaching, which have yet to be fully addressed. The role of middle leaders in checking the quality of teaching and learning throughout the school is underdeveloped.
- The headteacher is ambitious for the school and has a clear view of how successful the school can be. Plans for development correctly identify the priority areas for improvement.
- The management of staff performance and training of teachers and other adults meets whole-school and individual staff needs. There is a clear link between the performance of teachers and their salary progression.
- The school has used the new Primary School Sport funding effectively to extend the breadth of

physical education and sport provision and improve its quality. There has been increased participation in sporting activities.

- The promotion of equality of opportunity and tackling of discrimination is secure and ensures there is no significant difference between the achievement of different groups.
- Leaders ensure that all pupils are safe and looked after well. They work successfully with different agencies to support pupils whose circumstances might put them at risk.
- The local authority has provided light support since the previous inspection and now rightly acknowledges that this requires strengthening.
- The curriculum successfully promotes pupils' spiritual, moral, social and cultural development. It is enriched by a variety of extra-curricular activities and visits, including to the Lowry Art Gallery in Manchester.
- Improvements made by leaders and governors, particularly in the last year, show they have sufficient ability to take the school forward.
- **The governance of the school:**
  - Governance requires improvement. Governors do not show a clear understanding of data relating to pupils' achievement and this limits their ability to hold leaders to account for the school's performance. They know how the management of performance is used to improve staff expertise and reward good teaching. The governing body ensures that safeguarding requirements are met. Governors have a sound understanding of how the funding for pupils eligible for the pupil premium is used to raise their achievement. They manage the budget effectively.

## 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>	105725
<b>Local authority</b>	Oldham
<b>Inspection number</b>	426295

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Scrivens
<b>Headteacher</b>	Anne Ostmeier
<b>Date of previous school inspection</b>	29 September 2010
<b>Telephone number</b>	0161 770 5401
<b>Fax number</b>	0161 624 3757
<b>Email address</b>	info@stannesrc.oldham.sch.uk



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