

St Anne's CofE (Aided) Primary School

Harrington Street, Worksop, S80 1NQ

Inspection dates

11–12 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

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

- Pupils' progress in writing and mathematics is not good enough in Years 3 to 6. Too few pupils make better than expected progress.
- In Key Stage 2 not enough teaching is good or outstanding and has not helped pupils to learn well over time.
- There are inconsistencies in teachers' marking of pupils' work in mathematics and writing. Pupils are not always given clear information about how well they are doing and what they need to do to improve.
- The most able pupils are not always challenged enough to do their best and find some of their work too easy. In contrast, the work given to the least-able pupils is sometimes too hard.
- The quality of pupils' presentation of their work varies greatly, often because their handwriting is not of a good standard.
- There is some low-level disruption in lessons where pupils are not managed well enough by adults.

The school has the following strengths

- The headteacher and governors have acted swiftly to improve pupils' learning in Years 3 to 6.
- The leadership team has made sure that staff know what needs to be improved at the school, and are supporting them well to achieve the goals that have been set.
- Children get off to a good start in the Early Years Foundation Stage. They continue to make good progress in Years 1 and 2.
- Pupils' attendance is good.
- Phonics (the sounds that letters make) is taught well. Pupils use their phonic knowledge well and this helps them to make good progress in reading.
- The school promotes pupils' spiritual, moral, social and cultural development very well.
- Pupils feel safe at school and treat each other and adults with a good deal of care and respect.
- By Year 6, pupils' attainment in grammar, punctuation and spelling is high.

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons or group activities. Two of these were jointly observed with the headteacher.
- Discussions were held with pupils who have specific responsibilities at school, as well as pupils during lessons and at break-times.
- The views of the 51 parents who responded to the online questionnaire, Parent View, were considered and additional information from the school's own survey was reviewed.
- Inspectors took account of the 13 questionnaires received from staff.
- Inspectors met with the Chair and other representatives of the Governing Body, school staff and a telephone discussion was conducted with a representative of the local authority.
- The school's test and assessment results were considered carefully as well as the school's own information about pupils' current progress and attainment. Inspectors also looked at pupils' work in their books.
- Inspectors looked at a number of school documents including those related to improvement planning, checks made on the work of the school, and records relating to attendance, behaviour and safeguarding.

Inspection team

Alison Cogher, Lead inspector

Additional Inspector

Rachel Beckett

Additional Inspector

Full report

Information about this school

- St Anne's CofE (Aided) Primary School is smaller than the average-sized primary school.
- Only a very few pupils in each year group are supported by the pupil premium. This is additional government funding for pupils known to be eligible for free school meals and those from service families.
- The vast majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school operates a breakfast and after-school club during term time.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better to increase pupils' progress in writing and mathematics, particularly in Years 3 to 6, by making sure that:
 - teachers' marking of pupils' work gives them clear information about what they have done well and what they need to do to improve
 - teachers' management of pupils' behaviour minimises any risk of disruption in lessons
 - the work planned for pupils challenges them to improve but is not too difficult
 - expectations for pupils' presentation and the quality of their handwriting are consistently high.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement requires improvement because in Years 3 to 6 pupils do not make enough progress in writing and mathematics. Pupils' attainment in these subjects is average.
- In 2013 the proportions of pupils making the expected or better than expected progress in writing and mathematics were lower than that found nationally.
- Actions taken this year to improve pupils' progress in mathematics and writing in Years 3 to 6 are beginning to have an impact. Pupils are clear that mathematics lessons are more enjoyable and they are confident that their learning has improved. Similarly, activities to support their writing, some of which are linked to other subjects, are helping them to do better.
- The most-able pupils in all year groups are not always challenged to do their best. Too often they find tasks relatively easy and so they make little progress in some lessons. In contrast some less-able pupils find their work too difficult and are unable to complete tasks without adult support.
- Pupils' performance in reading is strong with similar proportions of pupils making expected or better than expected progress to that found nationally. Pupils' attainment in reading is higher than for writing and mathematics. Pupils throughout the school enjoy reading for pleasure, and to support their learning in other subjects.
- Pupils' attainment in the grammar, punctuation and spelling test in Year 6 was high in 2013. This was because pupils had been supported systematically to develop their skills in these areas year-on-year.
- Children start in the Reception class with skills and knowledge that vary from year to year. They are often at the level typically seen except in the areas of personal, social and emotional development, communication and language, reading and writing. In these aspects they are sometimes below that typically found. Children make good progress in their learning because they are well supported by adults and experience a wide variety of activities that capture their imagination. They are well prepared for their work in Year 1.
- Pupils' in Years 1 and 2 build successfully on the skills and knowledge they secured in the Reception class to reach broadly average standards in reading, writing and mathematics by the end of Year 2.
- For the past two years the proportion of pupils who met the required standard in the national screening check in phonics in Year 1 has been above average. The school's success in this area is a direct result of improved teaching.
- The pupil-premium funding is used well to support individual pupils. Across the school the progress and attainment of these pupils varies and is similar to that of other pupils.
- Disabled pupils and those with special educational needs receive good support from teachers and teaching assistants so they are able to be fully involved in class activities. They receive specific help with their learning to ensure they achieve as well as other pupils.

The quality of teaching requires improvement

- The quality of teaching is not consistently good, especially in Key Stage 2. This means that pupils do not always make the progress they are capable of each year.
- Teachers do not always manage pupils well enough to make sure they stay on task and do not disturb others. This happens most often when the activities pupils are given to complete do not fully engage them.
- The accuracy and use made of assessment information to guide the planning of lessons has improved, but inconsistencies remain. At times not enough consideration is given to making sure that tasks are set at the right level of difficulty for all pupils, including the most and least able.
- The marking of pupils' work helps their learning most when it gives them clear guidance about what they have done well and what they need to do next to improve. However, this is not yet consistent between subjects and year groups.
- Teachers' expectations of pupils' handwriting and the overall presentation of their work is not high enough. Handwriting is taught systematically and is often good when it is the focus activity. However, pupils do not consistently transfer these skills into their day-to-day work and so the presentation of their work does not always reflect what they are capable of.
- Action taken to improve the teaching of phonics has been successful and is good across the school. Pupils confidently use their knowledge of letter sounds to tackle unfamiliar words when they read, and to spell words for themselves. For example, pupils in Year 1 wrote 'stem', 'will', 'grow' and 'seed' without adult support when writing about plants.
- Teachers often make good use of questioning to check pupils' understanding and to encourage them to think for themselves. Pupils' responses are valued so they benefit from sharing their ideas. Older pupils who spoke to inspectors think their learning has improved this year, but that they could still do better.
- Where teachers' knowledge of pupils' skills and understanding is used well to guide planning, pupils of all abilities are able to access and engage confidently with the tasks they are set. For example, having watched a clip from the film 'The Lion, the Witch and the Wardrobe' which focused on a dilemma faced by the character Lucy, Year 4 pupils were able to identify how they might portray a character's difficulties in their writing.
- Good teaching in the Reception class helps children to make good progress in all aspects of their learning. Planning that is tailored to children's interests helps to make sure they engage with enthusiasm in the activities provided. For example, in response to a letter received from the author of 'Dear Zoo' children were keen to think of movements they could make so the story could be retold with actions to dramatise the performance.
- Teaching assistants and volunteers work closely with teachers and generally provide good support for pupils as individuals or in small groups. Careful planning makes sure that the specific needs of disabled pupils and those with special educational needs are met.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. A few pupils are not managed well enough and they disrupt the flow of lessons and their own and other pupils' learning. In addition, pupils do

not always take enough care over the presentation of their work.

- Pupils' attendance is good. They enjoy the variety of activities they are involved in during lessons, and the additional opportunities they have during lunch-times and after school. Pupils are very keen to take on responsibilities around the school such as school councillors and sports leaders. All Year 6 pupils have a responsibility which they carry out in a mature manner.
- Around the school and at break-times pupils behave well. They talk of the school as being 'friendly' and this is shown by how well they care of each other. For example, during break-time, without prompting from an adult pupils in Key Stage 2 were quick to go to the assistance of another pupil who had fallen over.
- In class most pupils work well together. They listen carefully to each other and value each other's ideas. When working collaboratively they are able to agree quickly who is to complete aspects of the task in hand. They support each other well to achieve the task they have been set.
- The school's work to keep pupils safe and secure is good. Pupils understand how to keep themselves safe in a range of situations, including when using the internet.
- Pupils spoken to were not aware of any bullying at the school, and were confident that if it did happen it would be dealt with very quickly. The 'playground peacemakers' are valued by pupils and help them to sort out any incidents that do occur for themselves.
- Pupils attending the breakfast or after-school club are well cared for and able to start or end their day at school in a calm and productive manner.

The leadership and management

requires improvement

- Leadership and management require improvement because although action has been taken and some improvement has been secured to the quality of teaching, it has not had enough impact on pupils' achievement in writing and mathematics, particularly in Years 3 to 6.
- The headteacher, assistant headteachers and other leaders, including those responsible for subjects, share a clear vision for school improvement. They have an accurate picture of the school's strengths and what needs to be improved. They know where whole-school practices are not being adhered to well enough and are tackling these to improve consistency.
- Training has brought about improvements to the teaching of phonics and mathematics. Checks on the quality of teaching and the progress pupils are making have been made more often over the last year. This is helping leaders to respond more quickly so the pace of improvement is increasing.
- Appraisal procedures for managing the performance of teachers are effective. Teachers at different stages of their careers have access to training that is relevant to their stage in their career, as well as training to support whole-school improvement.
- The school provides a rich and diverse curriculum that helps pupils to develop a wide variety of skills. The use of visits and visitors extend pupils' opportunities for learning. Pupils benefit from specialist teaching for example in music, and for many this enables them to gain much pleasure from playing together in the school band.

- The school promotes pupils' spiritual, moral, social and cultural development very well. Relationships are very supportive and are based on trust, respect and care for each other. Equality of opportunity is promoted well and ensures that there is no discrimination in school. Pupils' personal development benefits significantly from the promotion of these values by adults on a daily basis.
- The new primary sport funding has been allocated in part to help teachers improve their teaching of physical education and to broaden the range of sports activities available for pupils. Although in the early stages of being carried out it has already been noted that teachers are more confident in their teaching of physical education and more pupils are regularly engaged in after-school sports activities.
- The school's arrangements for safeguarding meet statutory requirements. Working partnerships with a range of outside agencies ensure pupils' personal and learning needs are met.
- The local authority has previously provided light-touch support for the school, but has agreed with the school to undertake an additional check this year in response to concerns about pupil progress through Key Stage 2.

■ **The governance of the school:**

- Governors work very closely with the headteacher and other school staff to ensure they have a clear and accurate picture of the school's strengths and areas for improvement. They have a good understanding of the quality of teaching and pupil performance information. Governors know how the pupil-premium funding is being allocated to help eligible pupils to improve, and they are clear about what they expect the allocation of the sports funding to achieve. Governors ensure that the school meets statutory requirements such as those linked to safeguarding. Procedures to hold the school to account are thorough with governors collecting much of the information they need for themselves. They are able to challenge school leaders and hold them to account for the performance of the school. Procedures for managing the performance of the headteacher are robust. Governors know what is being done to tackle underperformance in teaching and understand how salary progression is linked tightly to successful performance and additional responsibilities. Governors know that training is linked both to the stage teachers are at in their career and to whole-school improvement priorities.

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

Unique reference number	122794
Local authority	Nottinghamshire
Inspection number	431226

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Tracey Bladen
Headteacher	Clare Middleton
Date of previous school inspection	19 May 2009
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