

# St Anne's CofE VC Primary School

Wyre Hill, Bewdley DY12 2UQ

## Inspection dates

8–9 March 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- Following the previous inspection a year ago, the headteacher lost no time in establishing his vision for improvement, communicating high expectations and securing individual responsibilities.
- The headteacher and senior leaders are knowledgeable, skilled, determined and committed to providing the best possible education and care for every pupil. They have improved the quality of teaching and quickly raised standards but remain clear about future priorities and how they will be achieved.
- Teachers effectively plan for pupils' successful achievement, regardless of pupils' abilities or backgrounds. They adapt swiftly to pupils' needs and ensure the right balance of support and challenge.
- Pupils' impeccable behaviour and joyful attitudes to learning make them excellent ambassadors for the school. They appreciate all that is done for them and are very proud to be pupils at St Anne's.
- Governors hold school leaders accountable for on-going improvement. They independently seek evidence for themselves of the work that leaders do. Pupils' safety, well-being and achievement remain at the core of their expectations.
- Children in the Reception classes are taught in a caring, stimulating, purposeful environment. As a result, they are happy and make good progress.

### It is not yet an outstanding school because

- The progress of disabled pupils and those who have special educational needs is not yet recorded and tracked with sufficient precision. As a result, leaders are unable check and analyse the reasons for the rates of progress pupils make.
- The ability of governors to fulfil their strategic role has strengthened but remains at an early stage of development.
- The consistency of high-quality teaching and the readiness of staff to take on leadership roles have been hampered by recent staff turnover and long-term absence.

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Further develop current systems for tracking pupils' progress from their different starting points so that accurate judgements can be made about the achievement of those who have special educational needs or disability.
- Further develop recent improvements in governance in order to strengthen governors' confidence and skill in fulfilling their strategic role.
- Leaders should provide secure induction and training in order to:
  - support new or returning staff to ensure that teaching is of a consistently high standard
  - develop and equip staff to take on future leadership roles.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher leads with an impressive balance of conviction and compassion. School leaders, teachers, pupils and governors speak excitedly about how the school has changed for the better in a very short time. The headteacher is clear about the priorities ahead. His expectations are clearly communicated and understood.
- The headteacher, deputy headteacher and assistant headteacher are knowledgeable, confident, ambitious and creative. They are clear about what needs to be done to secure the school's continued success.
- The deputy headteacher is instrumental in driving forward well-researched initiatives to improve the quality of teaching and its impact on pupils' progress. Her steer on marking pupils' work and providing feedback for improvement is now well established. She has also successfully prepared and supported teaching assistants to contribute fully to lessons and support groups of pupils where necessary.
- The leadership team bravely developed a new, creative approach to teaching the full range of subjects. They linked subjects under themes or topics for each year-group setting. Lessons link subjects so that pupils' knowledge is broadened, their understanding is deepened and their developing skills are applied. Learning is consistently purposeful and enjoyable. Learning is further enhanced by imaginative events, for example when pupils and staff returned to school one evening in their pyjamas to hear bedtime stories and be given hot chocolate and cookies.
- The leadership team considers different and imaginative approaches to keep pupils' progress and achievement at the forefront of their decision making. They are equally determined to ensure that pupils develop a love of learning. They are acutely aware of the potential dangers to pupils' progress that recent staffing disruption may have.
- The coordinator for pupils who have special educational needs or disability ensures that all teachers are able to plan appropriate lessons and provide pupils with the necessary support when it is needed. The coordinator, teachers and teaching assistants plan a range of approaches so that pupils successfully work alongside their classmates whenever possible. For example, teaching assistants remind pupils of previously learned skills so they are able to contribute fully and confidently to the next lesson. The coordinator liaises closely with external agencies whenever specialist knowledge is required and closely monitors the effectiveness of additional support. The systems to accurately track pupils' progress from their individual starting points are at an early stage of development.
- Pupil premium funding (additional government funding) is spent effectively to provide additional support for individuals or groups of pupils. Teachers quickly identify those pupils with learning difficulties or those exhibiting high levels of ability. They lose no time in providing appropriate support which is readily adapted in response to the pupils' changing needs and progress. The gap of achievement between disadvantaged pupils and other pupils nationally has closed. Leaders are now working hard to further close the gap between disadvantaged pupils and other pupils in school.
- The physical education (PE) and sport premium funding is used effectively to employ a specialist sports teaching assistant who supports PE lessons, lunchtime games and additional out-of-hours sports activities. The school also subscribes to a local sports partnership to provide ongoing training and inter-school competitions including rounders and netball. Pupils are increasingly involved in sporting activities and competitions as their physical skills develop and their self-confidence grows.
- Pupils' knowledge of life in modern Britain and their awareness of British values are underpinned by the school's own ethics and principles. Pupils of all ages experience democracy through their choices, elections and involvement in school committees and deepen their understanding through topics such as Ancient Greece. Pupils appreciate the need for school rules and know how to maintain their safety. Pupils have a keen sense of equality and understand the need to respect differences and avoid discrimination. Year 6 pupils proudly explained the similarities between faiths following their visit to the Islamic Education Centre in Birmingham. All year groups learn about different cultures, traditions and celebrations.
- Leaders manage teachers' performance effectively. They closely monitor the quality of teaching and produce a good range of evidence to support their judgements. Strengths are identified and targets are set against three key areas: leadership, learning and teaching, and pupil performance. Recent policies for performance management and salary progression are suitably linked and have highlighted the necessity for staff on upper pay scales to fulfil a suitable level of responsibility commensurate with their salary. The

process is transparent and well communicated. All staff now understand what is expected of them.

- The local authority gradually withdrew its support as the school grew in confidence and developed skills from within. The local authority representatives know the school well and offered valued support when it was needed most.
- **The governance of the school**
  - Governance has strengthened since the inspection a year ago. Nevertheless, governors are realistic about their ongoing training needs in order to contribute fully to the school's strategic functions.
  - Governors are determined to do what is best for the pupils.
  - Governors seek their own evidence and ask searching questions. They are increasingly involved in school visits and seeing practice at first hand.
  - A group of governors has been proactive in seeking appropriate academy partnerships in preparation for the school's future conversion to an academy.
  - Governors are looking forward to self-determination and contributing fully to the school's strategic direction.
- The arrangements for safeguarding are effective. Leaders, including governors, and staff at all levels demonstrate secure knowledge and procedures in child protection, safe recruitment, behaviour management, freedom from discrimination and rigorous practice to ensure health and safety. All staff and appropriate governors have up-to-date training. All those returning from long absence or who are new to the school receive one-to-one training. Adults know the pupils well and are aware of the indications of neglect or abuse in a range of forms. They know and follow the school's procedures for reporting concerns.

## **Quality of teaching, learning and assessment is good**

- Teachers plan exciting and creative lessons based on themes which capture pupils' interest and imagination. The themes such as the Titanic, inventions, wings and wheels and space imaginatively link subjects so that the skills learned in one transfer seamlessly to another.
- Teachers' secure subject knowledge ensures that they anticipate and avoid pupils' potential misconceptions and difficulties. Teachers explain clearly and guide thought-provoking discussions. Their questioning tests out pupils' understanding and helps them to adapt to pupils' responses. Daily lessons build on prior learning and tasks demand that pupils think carefully. Pupils try hard, help each other and persevere.
- The most-able pupils regularly investigate particular topics and formally present their findings. These tasks require a high level of commitment and a willingness to explore, investigate and research.
- Pupils value the written feedback provided by adults. They are increasingly able to evaluate for themselves how well they have completed tasks and they are beginning to offer each other pertinent advice and support.
- Teachers break down long-term learning goals in reading, writing and mathematics into small steps so that pupils' progress can be accurately tracked. Teachers use these frequent checks to inform day-to-day planning so that lessons constantly adapt in response to pupils' achievement or difficulties.
- Adults teach phonics (letters and the sounds they make) systematically and accurately. Pupils recall, recognise and pronounce sounds with precision and use their knowledge to attempt new or unfamiliar words. Pupils are taught in small groups if particular work needs to be reinforced or practised. In a Year 1 lesson, the teacher acknowledged the difficulty of the task ahead: choosing correctly 'cious' or 'tious' to spell a given word. The pupils were visibly challenged by the task but not insecure. The well-timed tasks enabled pupils to learn, practise and check the accuracy of their spelling choices. They worked confidently and accurately applied their knowledge to correctly spell 'suspicious'.
- Every pupil in Key Stage 1 reads to an adult in school every day. In Key Stage 2, pupils read to an adult every week. The older, most-able pupils prepare an analysis of the text rather than reading aloud if they are accomplished readers. The school's approach to reading has enabled a rapid improvement in pupils' knowledge of different types of books and a deeper understanding of the authors' choice of written style.
- Leaders have developed close links between the knowledge gained in studying authors' works and the skills required in pupils' writing. Pupils of all ages consistently learn from published books or extracts to write for different purposes. For example, older pupils examined authors' use of short sentences to create a sense of tension. They then went on to successfully apply what they had learned to their own writing. Pupils know how to check their own work and are diligent in polishing and refining their own written

attempts.

- The school has experienced a considerable period of staff turnover for a variety of reasons. Leaders remain alert to any disruption to pupils' welfare and progress. Nevertheless, they are aware that new and returning staff will need support to continue and further develop consistently high standards of teaching and learning. Furthermore, a programme of training for permanent staff is needed to help them develop as future leaders.

## Personal development, behaviour and welfare

**is outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' well-being is at the heart of the leaders' vision and adults' practice. Parents value the level of care provided by all adults in school. In a discussion with Year 6 pupils they explained, 'Adults look after us and keep us safe.'
- The headteacher, staff and governors have successfully established a welcoming school which nurtures its pupils and provides excellent care for the most vulnerable. This view is confirmed by agencies seeking to place pupils who have additional needs at the school.
- The spiritual, moral, social and cultural development of pupils is very well promoted so that they thrive both personally and academically. Pupils are encouraged to reflect on their own beliefs, religious or otherwise, and develop respect for others' faiths, feelings and values.
- Pupils are proud of their school. They report, 'Teachers are fun but teach us as well. They are enthusiastic and inspire our interest. They have games to get our brains working.' Pupils enjoy learning but expect to work hard. They appreciate the variety of after-school clubs, sport activities, instrumental lessons and the opportunity to perform annually to parents at the Kidderminster Town Hall.
- Some Year 6 pupils are play leaders for pupils in Reception and Key Stage 1. They make sure pupils are involved in games, activities or discussions so that no one is left out or isolated. Other Key Stage 2 pupils organise games and weekly challenges for other year groups.
- Pupils have a sound understanding of the different types of bullying. They are able to distinguish between occasional misdemeanours or over-excited behaviour and persistent oppressiveness. They could not recall a recent incident. Behaviour logs confirmed that adults are quick to notice minor incidents and intervene to successfully prevent any escalation.
- Pupils explained confidently how to maintain their safety when using the internet and mobile phones. They appreciate the focus days when they are reminded of safety precautions, signs of danger and actions to take.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils at St Anne's are fun, self-assured, articulate and sensitive. They enjoy learning, relish the challenges set for them and are sufficiently confident to take the lead or initiative.
- In lessons, pupils remain alert, interested and self-motivated. They are able to work individually, in pairs, groups or as a whole class. They rightly take pride in their work, celebrate successes and always look out for each other.
- Pupils of all ages listen attentively, they readily reflect on their work, consider what was done well and where improvements can be made. They have very grown-up attitudes to learning and appreciate the need to practise skills, develop and improve. Pupils know what is expected of them and willingly share, discuss and explain to help others.
- Pupils understand that sometimes pupils are competitive and occasionally boisterous but agreed that arguments were rare. Pupils have high expectations of themselves and others.
- Playground behaviour is excellent and pupils of all ages require little intervention to maintain good relationships with each other.
- Some of the Year 6 pupils were very proud to show off their green school ties which were awarded to them as an earned privilege having met set targets or sustained exceptionally high standards of behaviour.

- Attendance is above the national average and continuing to improve. Vigilant checks are made on the reasons for absence and patterns of absence are identified and remedied quickly. The headteacher takes suitable and timely actions when concerns arise.

## Outcomes for pupils

## are good

- All pupils make good progress from their different starting points. Leaders and teachers are adept at identifying discrepancies between the performance of different groups or individuals in any area of learning. Additional support or different approaches are highly effective in bringing about speedy improvement.
- Standards have improved significantly since the last inspection. In 2015, pupils at the end of Years 2 and 6 achieved above average standards in all subjects. Disadvantaged pupils in Year 2 attained standards above other pupils nationally. The number of disadvantaged pupils in Year 6 was too small to form a valid national comparison but almost all achieved at least expected outcomes for their age.
- The most-able pupils in both key stages, including disadvantaged pupils, consistently achieve the higher levels expected for their age. These pupils have been increasingly successful over the last three years in all subjects. Teachers quickly identify pupils' potential and place no ceiling on their possible achievement.
- Almost all pupils in Year 6, including disadvantaged pupils and those who have special educational needs or disability, made at least expected progress from their different starting points. The school's own evidence indicates continued, strong rates of progress in most year groups.
- Almost three quarters of the Reception children achieved a good level of development. The achievement of disadvantaged children in the early years exceeded that of other children nationally. Boys achieved less well than girls in a range of skills but remained in line with or above other boys nationally.
- The proportion of pupils achieving the expected standard in the Year 1 phonics check rose to 86% last year, well above the national average, compared with 48% in 2014. All Year 2 pupils retaking the check were successful.
- Pupils' books show a competent use of descriptive writing using imaginative language. They write factually and creatively for a range of purposes, plan and redraft work and write in paragraphs with accurate spelling, punctuation and grammar. They frequently consider the work of authors to inform their own writing styles and research historical contexts to add flavour and accuracy to their own writing.
- Reading is given a high priority in school. Pupils are taught skills as a whole class or in small groups. Pupils compare features such as fiction and non-fiction texts. They understand and adopt subject-related vocabulary to explain their understanding and knowledgeably consider how the choice of particular words makes the reader feel.
- In mathematics, pupils systematically build on their knowledge and understanding. They confidently consider the most effective ways to work out simple or complex calculations or a range of solutions to problems. Pupils of all ages cover a lot of work appropriate for their age with accuracy and confidence. They assuredly express their reasoning using appropriate mathematical vocabulary.
- Teachers are quick to identify any discrepancies in rates of progress, for example between boys and girls, and provide additional support if required. However, information to track the progress of current pupils who have special educational needs or disability is less precise. As a consequence, it is not always clear how well they are progressing and how to amend support accordingly.
- Pupils of all ages are well prepared for the next stage in their education.

## Early years provision

## is outstanding

- The assistant headteacher leads the early years with ambitious, well-informed direction. She has high expectations for what young children can achieve and how best to secure their success. As a result, outcomes for the youngest children in school have continued to improve.
- The leader has established good relationships with local nurseries and childcare facilities so that children's abilities and learning needs are known at the point of transition to the Reception classes. She meets with parents so that staff have a full picture of each child's needs, preferences and accomplishments on entry to school. In addition, she consults with any external agency providing support, such as speech and language, to ensure continuity of support. This preparation ensures that teachers are quick to identify what the children can and cannot do and plan suitable learning experiences to build on their knowledge, skills and well-being.
- A higher than usual proportion of children entering Reception last year demonstrated significant weaknesses in their language development and were unable to manage their feelings and behaviour. Those with significant learning difficulties were identified quickly and appropriate support provided following close consultations with parents. Teachers and teaching assistants have been trained to help provide well-informed support for children with education, health and care plans.
- Children settle quickly into the school routines. They listen, discuss, share and participate fully in the range of activities prepared for them. Children are making good progress, as their learning journals confirm. Many children read and write simple sentences and apply their knowledge of phonics to spell words. Some know to write a capital letter at the beginning of a sentence. Children know and can count numbers from one to 20 and place them in the correct order. They add and subtract simple numbers, complete patterns and sequence events. An average proportion of children are on track to achieve a good level of development by the end of the summer term.
- Teachers are ably supported by skilled and knowledgeable teaching assistants. All adults work together to plan the children's learning experiences. Lessons and activities clearly build upon previous learning.
- The Reception classes and outdoor area are well organised. Equipment and necessary resources for activities are well planned and prepared so that no learning time is lost. Activities are directly linked to clear learning expectations and reinforce specific skills over time.
- Adults model writing and spoken vocabulary with clarity and precision and children do their best to copy. Letters and sounds taught in phonics are written accurately and the planned tasks effectively reinforce the link between reading, writing and spelling.
- Teachers and assistants have high expectations of children's behaviour and simple routines are well known. The early years team has worked hard to manage a period of staffing uncertainties with the least disruption to children. Adults establish excellent relationships with the children and a high degree of trust is evident. As a consequence, children work in a safe atmosphere of care, respect and shared pleasure in learning.

## School details

<b>Unique reference number</b>	135036
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10005260

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diana Sutherland
<b>Headteacher/Principal/Teacher in charge</b>	Simon Tapp
<b>Telephone number</b>	01299 402013
<b>Website</b>	<a href="http://www.stannesprimary.worcs.sch.uk">www.stannesprimary.worcs.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@stannesprimary.worcs.sch.uk">office@stannesprimary.worcs.sch.uk</a>
<b>Date of previous inspection</b>	12–13 March 2015

## Information about this school

- The school is larger than the average-sized primary school.
- Children in the Reception classes attend full time.
- The proportion of children who have special educational needs or disability is below average.
- The proportion of pupils who are supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or in care) is below average.
- The majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

## Information about this inspection

- The inspector observed learning in 15 lessons and visited an assembly. All of the observations were conducted jointly with the headteacher. In addition, the inspector looked at pupils' books across a range of subjects.
- The inspector met with the headteacher, deputy headteacher and assistant headteacher, subject leaders, the coordinator for special educational needs, members of the governing body and a representative of the local authority.
- The inspector met with pupils and observed them during break times.
- The inspector looked at a range of documentation including information relating to pupils' progress and attendance, minutes of governing body meetings, school policies and records relating to behaviour, attendance and safeguarding.
- The inspector considered responses to the Ofsted online questionnaire, Parent View.

## Inspection team

Deana Holdaway

Her Majesty's Inspector

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