

St Anne's CofE (VC) Primary School

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

Inspection dates

28–29 June 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils make inconsistent progress in the school. In 2016, pupils' outcomes in the end of key stage assessments were in line with other pupils nationally but progress in other year groups is weaker.
- Information provided to governors about outcomes for pupils across the school is not sufficiently detailed to allow them to hold leaders to account.
- Leaders do not regularly monitor the accuracy of assessment information. Teachers do not use the information that is available to them to consistently plan learning to help pupils make good progress.
- Teaching is not consistently strong across the school. When learning is not planned to meet the needs of pupils of different abilities, the most-able pupils are not sufficiently challenged to make rapid progress.
- In some lessons, misconceptions are not identified quickly enough to ensure that no learning time is lost.
- When learning does not meet the pupils' needs, they become disengaged in lessons.
- Not all pupils demonstrate a pride in their work. The presentation of work and pupils' handwriting in some year groups is poor.
- At times, pupils do not understand how to improve their work, as the school's marking policy is not followed consistently.
- Incidents of poor behaviour are logged by individual class teachers, but are not followed up by leaders consistently or in a timely manner.

The school has the following strengths

- Leaders have ensured that clear procedures are in place to ensure that pupils are safe.
- Pupils' behaviour is good. They are polite to each other and adults.
- Early years is well led and, as a result, children make good progress throughout their time in the Reception class.
- Pupils enjoy being in school and benefit from the welcoming and caring environment.
- Attendance is good and is above the national average.
- Children are well cared for and have access to a variety of good-quality activities in the before- and after-school provision.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - ensuring that learning closely matches the needs of pupils and provides challenge for the most able to ensure that pupils' attention is maintained
 - further developing the consistent use of teacher assessment to inform pupils' next steps and improve the rates of progress over time.
- Improve the effectiveness of leadership and management by:
 - developing a clear understanding of pupils' current attainment and progress throughout the year, for individual pupils and groups of pupils, linked to the national curriculum end-of-year expectations
 - regularly monitoring the quality and accuracy of assessments
 - analysing data and teacher assessments to identify individual pupils and groups of pupils who are falling behind or who need more challenge
- Improve the quality of governance by:
 - presenting assessment information to governors so that they can support the strategic direction of the school and hold leaders to account
 - ensuring that the school's website meets all statutory requirements.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The headteacher, supported by the deputy, has ensured that St Anne's is a place where pupils and staff are cared for and nurtured. Staff agree that they are proud to be a member of the team and feel supported by leaders.
- Leaders show that they monitor the quality of teaching and learning through learning walks, lesson observations and by looking at pupils' work. The quality of this work does not sufficiently focus on the different groups of pupils, for example most-able pupils or pupils who have special educational needs and/or disabilities. This means that teachers are not focused enough on pupils' or groups of pupils' needs and progress.
- Inspectors looked at pupils' work during the inspection. In some year groups, and particularly in writing, the school's marking policy has not been followed. Target sheets in some writing books are incomplete and pupils told the inspectors that they were unsure what they needed to do to improve their work. As a result, in some year groups, pupils' progress is limited and the assessment of what pupils can do is inaccurate.
- Some middle leaders have recently taken on new roles. The leader responsible for pupils who have special educational needs and/or disabilities has clear plans in place to develop this aspect of the school's work further and has attended appropriate training to support their new role. As a result of the middle leaders being new in post, they have not yet had the opportunity to be involved in whole-school monitoring activities. They welcome the opportunity to do so in the future so that they can develop a better understanding of strengths and weaknesses in the subjects that they are responsible for.
- Leaders could talk knowledgeably about the end-of-year statutory assessment outcomes for the current academic year, including phonics, key stage 1 and teacher assessments for key stage 2. However, leaders place much less emphasis on the progress and attainment of other year groups. Pupils across the school are assessed throughout the year using commercially produced assessment programmes. At the time of the inspection, leaders were unable to provide assessment information for all pupils and groups of pupils. Data shared with inspectors included pupils' current attainment information linked to the programmes. However, leaders had not analysed pupils' progress information or the proportion of pupils reaching the expected standard for each year group compared to national curriculum expectations.
- The school promotes fundamental British values appropriately. Pupils can talk knowledgeably about the values that are important to be a good citizen, including being respectful and following the rule of law. Displays promoting British values are evident around school, and the pupils made reference to them during discussions with the inspectors. Pupils' social and moral development is promoted well around school, with pupils having the opportunity to raise money for a variety of different charities, including a charity supporting diabetes and a local children's hospice. However, pupils who spoke to inspectors during the inspection had a more limited knowledge of different cultures.
- Leaders ensure that pupils have access to a wide range of extra-curricular

opportunities to further develop pupils' learning and skills. As part of the curriculum, they have the opportunity to go on visits to support their learning. For example, all key stage 2 pupils have the opportunity to see a theatre production and Reception pupils are to visit Reaseheath College to hunt for mini-beasts. Year 3 pupils are all learning to play a brass instrument and have tuition as a class every week. Pupils value this tuition, and have recently had the opportunity to play with the Halle Orchestra at the Victoria Hall. Leaders are currently reviewing how the curriculum is taught across the school. Key stage 1 follows a topic-based curriculum, while in key stage 2 subjects are taught discretely.

- The school has a small number of disadvantaged pupils. They achieve well at the school and the funding is used effectively. For example, targeted one-to-one support has been given to individual pupils to ensure that they meet the expected standard before moving to the next stage of their education.
- Sport premium funding is used well to increase the participation of pupils and to improve the skills of staff when teaching physical education. The leader responsible for this funding has clear plans for its future use, including increasing the participation of girls in sport.
- The school is not receiving support from the local authority.

Governance of the school

- Governors are proactive and have completed an audit of their skills in order to access appropriate training to further enhance their role in supporting and challenging leaders. They take their roles seriously and have been fully involved in devising a rigorous recruitment process for a replacement headteacher.
- Governors have a good understanding of how pupils perform in the national tests at the end of each academic year. However, they do not have an overview of the progress and attainment of all pupils and groups of pupils throughout the year in reading, writing and mathematics. As a result, governors do not have a strong enough understanding of the current strengths and areas for improvement in relation to pupil performance. They do not have knowledge of what leaders are doing to tackle underperformance or the impact of these actions.
- Governors have a good understanding of finance and will always seek to ensure that they look for best value when making purchases. However, additional funding is not always evaluated in a timely manner to ensure that it continues to have a good impact on the outcomes for individual pupils in all year groups.
- Governors were unaware that statutory information had not been published on the school's website. This aspect of the school's work is not regularly checked by leaders or governors. During the inspection, the school published information on the website regarding the curriculum. This information gives insufficient detail for parents wanting to understand how their child will be taught across the curriculum. Parents receive termly newsletters outlining what their child will be learning. However, these are not available for all year groups.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have a good understanding of their roles and responsibilities in keeping pupils safe. Designated safeguarding leads have ensured that safeguarding procedures are robust and are understood by the whole school community.
- Effective systems accurately record and note any concerns. Where appropriate, issues are referred to external agencies, resulting in swift and appropriate action to support vulnerable pupils.
- Procedures for vetting new employees and volunteers are thorough. Rigorous checks are carried out by the school before a member of staff is employed.
- All staff and governors take part in regular training and so are kept fully up to date with safeguarding priorities. They have all read 'Keeping children safe in education 2016' and are knowledgeable about the safeguarding risks within the context of the school.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is not sufficiently strong across the school. Lessons are not always planned and delivered to meet the needs of all pupils. This is particularly the case in mathematics, where all pupils are expected to complete the same activity. During the inspection, no lesson was changed even when, during the introduction, pupils showed that they could already do what was being taught. For example, in a key stage 1 mathematics lesson, pupils were using their knowledge of number to give change from a 10 pence or 20 pence coin. Some pupils could do this easily and in their heads, but were still expected to complete the same activity as all other pupils.
- Pupils read accurately and fluently. They enjoy reading and are able to explain what is happening in a story, and are supported well to develop their comprehension skills and their understanding of vocabulary. For example, in Year 2, pupils were asked to give the meaning of the word 'repair'. Following effective questioning by the teaching assistant and other pupils, a child said, 'Oh that means fixing it!'
- Due to strong teaching in phonics, pupils are developing a good knowledge of letters and sounds to help with their reading and writing. Pupils are encouraged well to apply their phonic knowledge to help them to spell and write. Leaders recognise that pupils' ability to spell words accurately is an area for improvement. Pupils now use 'Have a go' sheets to help them to try out different spellings for words that they are unsure of. This has given pupils the confidence to try out different spellings without being over reliant on adults.
- Leaders have implemented an approach to develop pupils' writing skills across the school. At the beginning of a new topic, they have a go at writing in a particular style as a 'cold write', and the pupils' areas to improve are identified. Pupils are then taught the necessary skills to improve their writing. At the end of the topic, they have another go at writing in the same style, using the skills that they have learned. This is most effective when pupils receive feedback on what they need to do to improve.
- Relationships between pupils and adults are strong. Teaching assistants are most

effective when they are providing interventions for small groups of pupils outside of the classroom and include pupils who have special educational needs and/or disabilities. This is enabling pupils to make progress and allows them to catch up with others in their class.

- In most lessons, adults monitor activities well to support pupils' learning and, through their use of questioning, encourage pupils to explain their thinking. In some lessons, questioning is not always used to deepen pupils' understanding.
- Less-effective learning take place when adults do not quickly identify misconceptions as pupils work independently or with a partner. This means that pupils often complete lessons without having a sound understanding of the task that they have completed or the expectations. For example, in a key stage 2 mathematics lesson, pupils were multiplying three-digit numbers by a one-digit number without having a secure understanding of place value.
- In some year groups, pupils' work is well presented and handwriting correctly formed. Some pupils in Year 2 have earned the right to use a pen. They are extremely proud of this and can demonstrate that they are beginning to join letters. However, the presentation in some books is of a poor standard and is not in line with the school's presentation policy. For example, in mathematics, not all pupils use a ruler to draw lines and handwriting is not always joined, even when pupils have shown that they can do this well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe in school and can talk knowledgeably about how to keep themselves safe. Pupils particularly enjoyed learning about sun safety in the Year 2 class assembly. Older pupils explained how the song, 'Slip, slap, slop' had helped them to remember how to keep safe in the sun. Parents agree that children are safe when at school.
- Leaders are currently reviewing the school's behaviour policy, together with the rewards and sanctions. The school is trialling the 'Dojo' reward system in upper key stage 2. Pupils are enjoying collecting Dojo points as a reward for their achievements in class.
- Bullying is rare. Pupils have a good understanding of the different types of bullying and know what to do if they were ever bullied. They spoke with confidence that they would tell a member of staff in school and that the issue would be dealt with immediately.
- Representatives from each class are democratically elected as school councillors. They undertake their duties with pride and actively seek to improve the school. Recently, they have been responsible for making positive changes to the activities available during break times. Pupils now have more activities to do, and say that behaviour has improved.

Behaviour

- The behaviour of pupils is good.
- Around the school, pupils are polite and courteous towards each other and adults. Pupils have positive attitudes to learning and enjoy coming to school. They are eager to learn, settle quickly to work without any fuss and cooperate well. However, when learning is not differentiated to meet the varying abilities, some pupils become distracted if activities are not sufficiently challenging or are too difficult.
- Pupils take pride in their school. They keep the school environment free from litter and readily help to tidy up. They wear their uniforms smartly and correctly.
- Due to the effective work of the senior leadership team, pupils' overall attendance rates continue to be in line with the national average. Leaders place a high emphasis on the importance of good attendance and punctuality.
- The school's 'Kids' Club' operates before and after the school day. It offers a calm and relaxing atmosphere for pupils who attend. Pupils are extremely well behaved and cooperate well with others while accessing the wide range of activities on offer. They are able to take turns and share equipment. They are respectful to one another and to adults.
- 'Golden rules' are displayed throughout the school and on the playground, supporting good behaviour for all pupils effectively. Pupils understand the importance of good behaviour and that the school's 'golden rules' help to keep them safe. Behaviour incidents are logged by individual class teachers. Behaviour logs are not always routinely checked by leaders to identify specific patterns of unacceptable behaviour, which means that patterns of poor behaviour are not identified and dealt with swiftly.

Outcomes for pupils

Requires improvement

- In the 2016 national test results, Year 6 pupils made above-average progress in reading and writing, and secure progress in mathematics. The proportion of pupils achieving the expected and higher standard at the end of key stage 2 was above that achieved by pupils nationally in reading and writing, and was in line with the national average for mathematics.
- Leaders use commercial assessments for pupils in Years 1 to 6 to establish a baseline and assess their attainment at points throughout the year. However, these tests are not completed by all pupils, so leaders cannot be sure that pupils' progress is appropriate.
- Most-able pupils do not make sufficient progress due to a lack of challenge in lessons. This is due to teaching across the school not being sufficiently strong. During the inspection, progress was not always evident in the pupils' books.
- The proportion of Year 1 pupils who achieved the expected standard in the phonics screening check has been above the national figures for the past two years. Pupils read with confidence and fluency, and are able to have a go at quite challenging words with success.
- Pupils who have special educational needs and/or disabilities are supported well during targeted interventions. Leaders discuss the needs of individual pupils during pupil

progress meetings, which take place termly and identify appropriate interventions. During the inspection, pupils were withdrawn from classes for support. The support was effective and met the pupil's specific needs and, when necessary, matched advice from external agencies.

- Disadvantaged pupils make good progress, despite governors not having an oversight of the spending of additional funding. Pupils benefit from additional support and targeted teaching. This helps them to keep up with their peers and achieve in line with all pupils nationally at the different assessments points during their time at St Anne's.
- In almost all year groups, girls perform better than boys in reading, writing and mathematics, both at the expected and higher standards. The school is aware of the attainment gap between boys and girls, and has made a start on diminishing the gender differences. For example, to encourage Year 2 boys to improve their writing skills, the school has introduced a set of writing skills linked to superheroes. This has encouraged the boys to write at length. They particularly liked writing a description of an alien that they had invented.

Early years provision

Good

- Children make good progress in the early years. Most children enter the school with skills which are typical for their age. In recent years, the proportion of pupils achieving the expected standard has steadily increased and exceeds the national figure. As a result, the vast majority of children are well prepared for their learning in Year 1.
- Early years is well led. The early years leader has a good understanding of assessment as a means of identifying and addressing gaps in children's understanding and skills. Assessment information is used effectively to plan for children's next steps in their learning. Learning journeys are used well to record children's progress across the different aspects of the curriculum.
- The effective teaching of phonics has ensured that most pupils can use their knowledge of letters and sounds to read and write words accurately. The activities which they can access independently have instructions for completion which children are expected to read and follow.
- Adults model language well within a language-rich environment. Questioning is used effectively to encourage children to deepen their understanding and explain their thinking. This supports children's development across all areas of the curriculum.
- Good-quality activities are planned indoors and outdoors. Children have access to a wide range of resources which are clearly labelled to encourage independence. Children fully engage in their learning and remain on task for long periods of time.
- Children are well cared for and kept safe. Relationships between adults and children are strong and effectively support children's personal, social and emotional development. Routines are embedded and allow children to develop their confidence and have a clear understanding of expectations. An example was seen during a session when children were linking letters to sound (phonics). They took turns to point to the words while their partner read the words and then, without any prompting, swapped roles once they had got to the end of the page.
- Safeguarding is effective in the early years, and welfare requirements are met. Staff

are well trained and understand how to keep children safe.

School details

Unique reference number	124238
Local authority	Staffordshire
Inspection number	10032657

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	Governing body
Chair	Robert Baker
Headteacher	Valerie Hall
Telephone number	01782 503102
Website	www.st-annes-browndedge.staffs.sch.uk/
Email address	headteacher@st-annes-browndedge.staffs.sch.uk
Date of previous inspection	4–5 October 2012

Information about this school

- The school does not meet requirements on the publication of information about the curriculum on its website. The school has not published the content of the curriculum the school follows for each academic year and for every subject.
- This school is smaller than the average-sized primary school.
- The early years consists of a Reception class.
- The proportion of pupils from minority ethnic backgrounds is well below the national average.
- The proportion of disadvantaged pupils known to be eligible for pupil premium funding is lower than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average.

- The school meets the government's floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a before- and after-school care club.

Information about this inspection

- Inspectors visited classrooms to observe teaching and learning in all year groups. They looked at work in pupils' books and spoke to pupils about their work. On some of these visits, inspectors were accompanied by senior leaders. An inspector also heard pupils read.
- Inspectors met with the headteacher, deputy headteacher, other leaders and staff, and a member of the local authority. A telephone conversation was held with the chair of governors. Inspectors also considered the views of staff through 17 online questionnaire responses.
- Inspectors looked at pupils' behaviour in lessons and around school at social times. They discussed school records about behaviour and exclusions. Inspectors met informally with groups of pupils.
- Inspectors took account of the 26 recent responses to Ofsted's online questionnaire (Parent View) during the inspection, a letter handed to inspectors and comments made by parents.
- Inspectors looked at a wide range of documents, including the school's self-evaluation and plans for improvement, records of pupils' attainment and progress, and information about attendance. They also evaluated documents related to protecting pupils and keeping them safe.

Inspection team

Michelle Johnstone, lead inspector	Ofsted Inspector
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Robert Roalfe	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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