



St Anne's Catholic Primary School

Inspection Report

Unique Reference Number 111347
LEA Cheshire
Inspection number 278666
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Mr Jeffery Plumb CfBT Lead Inspector

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

Type of school	Primary	School address	Wellington Road
School category	Voluntary aided		Nantwich
Age range of pupils	4 to 11		Cheshire CW5 7DA
Gender of pupils	Mixed	Telephone number	01270 625100
Number on roll	164	Fax number	01270 620651
Appropriate authority	The governing body	Chair of governors	Mr E Smith
Date of previous inspection	13 November 2000	Headteacher	Mrs S Fau-Goodwin

Age group 4 to 11	Inspection dates 20 March 2006 - 21 March 2006	Inspection number 278666
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

St Anne's Catholic Primary School provides education for children living in the parish of St Anne's in Nantwich and rural villages beyond. This is a smaller than average size primary school, but numbers are rising. A significant number of children in the current Year 6 did not start their education in the school. The number of children eligible for free school meals is below the national average. On entering Year 1, most children have the skills expected for children of their age. The number of children with learning difficulties and/or disabilities (LDD) is below the national average. The proportion of minority ethnic children is above average, but none are at an early stage of learning to speak English. The school has achieved the 'Healthy Schools Award'.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection agrees with the school that it is good, although it also has a number of outstanding features. Children in Reception make good progress, but the lack of a suitable outdoor play area limits the opportunities for them to learn through physical activities. All pupils make good progress throughout the school and by Year 6 reach standards above the national average in English, mathematics and science. Progress in art and design and physical education is very good and standards are very high in these subjects. Since the last inspection there has been a significant improvement in the provision for information and communication technology (ICT); pupils make good progress in this subject. Pupils greatly enjoy school; they find their lessons to be fun and challenging. Teaching is consistently good throughout the school. Attitudes to learning and behaviour are outstanding, as is pupils' personal development. The curriculum is rich and promotes enjoyment and excellence in learning. The quality of care is excellent. Pupils' progress is tracked rigorously and pupils are crystal clear about what they need to do to improve their work. The school is effectively led and managed; it provides good value for money. Subject leaders are effective overall, but they do not yet consistently monitor the quality of teaching and learning in their subjects. The leadership of the headteacher is outstanding and successfully promotes the distinctive Catholic character of the school. She knows how well the school is doing and how to improve it further. The capacity for improvement is good.

What the school should do to improve further

- Improve the outdoor play area for the under fives to more effectively promote their learning through physical and creative play activities.
- Develop the role of subject leaders to include the monitoring of teaching and learning.

Achievement and standards

Grade: 2

Achievement and standards are good, a judgement better than the school's evaluation. This is because the school was too hard on itself. Almost all children in Reception reach the expectations for their age and the highest attaining children exceed these; this demonstrates good progress. Throughout Years 1 and 2 pupils make good progress with their reading, writing, mathematics and science and, by the end of the key stage, reach above average standards in 2005. Pupils continue to make good progress throughout Key Stage 2. National test results for 11 year olds in 2005 were above the national average in English, mathematics and science; these results were better than those in 2004.

Meticulous tracking of progress by the school shows that the current Year 6 pupils are on target to reach even higher standards. Standards are rising year on year. Progress is good in ICT throughout the school and Year 6 pupils meet national expectations. In

art and design and physical education pupils make very good progress and standards are very high in these subjects.

Because of targeted one to one support, pupils with learning difficulties and/or disabilities make good progress in reading and the development of important life skills, such as telling the time. Minority ethnic pupils achieve well. Gifted and talented pupils reach high standards because their thinking is stretched in lessons. Furthermore, specialist teaching in subjects such as ICT, provided by teachers from the neighbouring high school, enables them to 'fly', as evidenced in their high quality PowerPoint presentations. Their thinking and problem solving skills are particularly well developed.

Personal development and well-being

Grade: 1

The school's evaluation of this area as good is modest. The inspection team judge it as

outstanding. Pupils enjoy school and this is reflected in their well above average attendance. Their attitude to learning is overwhelmingly positive and their behaviour is

exemplary. Teachers quickly sort out extremely rare instances of bullying. Pupils said, 'There are never any fights and we rarely squabble'.

Social development is outstanding. Pupils' views are heard and acted upon through a vibrant school council. They speak with excitement about their involvement in the planning to improve the playground. A group of older children care for younger children during break times, ensuring they have friends to play with. Their economic awareness is

raised through fundraising activities for charity. Spiritual, moral and cultural development

is excellent. There is a strong emphasis on raising pupils' awareness of cultural diversity.

The school has successfully encouraged pupils to embrace a healthy and safe lifestyle.

Pupils are encouraged to eat healthy food and outstanding provision is made for physical exercise. Excellent work is done on promoting pupils' safety: it includes teaching about road safety and the harmful effects of drug misuse.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good throughout the school. Because of excellent relationships, pupils are confident to ask questions of their teachers and this

makes a valuable contribution to their learning. Teachers plan effectively to meet the needs of all pupils. Interesting activities are at the heart of all lessons and pupils are motivated to learn because of the focus on enjoyment and fun, as seen in the game played as part of a Year 1 literacy lesson. Pupils are keen to learn and so achieve well.

Teachers give clear instructions and check carefully that pupils are clear about what is expected of them. A punchy pace in the teaching keeps pupils motivated, and what they have learnt is skilfully checked at the end of lessons. Pupils are given plenty of opportunities to develop their thinking and problem solving skills. Teachers' good subject knowledge and use of questions are employed effectively to increase pupils' knowledge, as seen in a good Year 6 lesson on the moods expressed in war poems. Pupils are challenged in lessons; a view shared by parents. Effective deployment of teaching assistants ensures that pupils with learning difficulties and/or disabilities good progress. Although teaching of the under fives is good overall, children are not always given sufficient opportunities to initiate their own learning through play.

Pupils' work is marked meticulously and they are told clearly what they need to do to improve their work. In English and mathematics pupils are set clear targets to raise their achievement.

Curriculum and other activities

Grade: 2

The curriculum is good; some features are outstanding. Planned well, it meets the needs of all pupils and successfully promotes enjoyment in learning. Statutory requirements are met. Since the last inspection there has been a significant improvement in the provision for ICT; it is now good. Provision for personal, social and health education and citizenship is outstanding. The arts and sports provision are strong and contribute effectively to pupils' excitement in learning. Excellent links with the feeder high school enrich the curriculum: pupils and their parents particularly appreciate the provision made for French and design and technology.

The national literacy and numeracy strategies are implemented well. Personalised programmes for pupils with learning difficulties and/or disabilities contribute to their good progress in reading and mathematics. Although the curriculum for children under five is good overall, the lack of a suitable outdoor play space limits their opportunities to learn through physical activities.

Excellent use is made of visitors and visits to enrich the curriculum. The after school clubs are described by the pupils as, 'fantastic and brill!' These clubs make a valuable contribution to pupils learning new skills through drama, dance and sporting activities.

Care, guidance and support

Grade: 1

The quality of care is exceptionally good. The needs of every child are known and catered for. Parents are delighted with the care their children receive. Teachers track pupils' progress rigorously and use assessment data to set them challenging targets. As necessary, extra support is provided to ensure pupils meet the challenges set for

them. Pupils' pastoral needs are sensitively met; help and support for the most vulnerable pupils is outstanding. Children under five are supported well as they settle into school. Year 6 pupils are well prepared to move on to the high school.

Children say, quite emphatically, that they feel safe at school and they are confident to tell staff about any troubles they may have. All essential risk assessments are carried out thoroughly. The school ensures the suitability of all adults who work with children. Child protection procedures are robust.

Leadership and management

Grade: 2

Leadership and management are good. All staff share the headteacher's vision and commitment to provide the highest possible achievement and care for all pupils, within a Catholic context. She has managed the school effectively without a deputy throughout the last year by re-structuring the senior team, developing the skills of all staff, and deploying them effectively. The temporary arrangement of two assistant headteachers and the development of a teaching assistant to become a higher-level teaching assistant have had a positive effect on raising achievement. Subject leaders have quality time during the school day to develop their subjects and focus on raising pupils' achievement. However, they do not yet consistently monitor the quality of teaching and learning in their subjects. Teachers and teaching assistants work as an effective team, bouncing ideas off one another, and encouraging each other. This teamwork creates a positive working environment and promotes effective learning for all pupils.

The school has effective systems for checking how well it is doing and for taking action to improve its performance. Consultation with pupils and parents or carers is good, and their views are taken on board in planning for further improvement. The school improvement plan is focused on the priorities required to raise achievement and is successful in enabling the school to bring about improvement. Financial planning is good. Governors give good challenge and support. They know the school well, ask tough questions when necessary, and meet their statutory responsibilities including ensuring the distinctive Catholic character of the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your polite and friendly welcome to us as visitors to your school. We greatly appreciated the lovely welcome cards you made for us. You were so keen to tell us what you enjoy about school and how you are getting on with your work. We thoroughly enjoyed the time we spent in your school.

What we most like about your school:

- the good progress you make and the above average standards you reach in English, mathematics and science
- your positive attitude to learning and outstanding behaviour
- the consistently good teaching throughout your school
- the outstanding support and care you receive from your teachers and teaching assistants
- the excellent clubs which make learning fun and exciting
- the distinctive Catholic character of your school
- the outstanding leadership of your headteacher
- the school's staff work as a team to ensure that you keep healthy and fit.

What we have asked your school to do now:

- improve the outdoor play area for children under five
- ensure your teachers check consistently on the quality of your lessons in the subjects for which they are responsible.

Please keep up your hard work and support your good school to become even better.