

# INSPECTION REPORT

**St. Anne's CE (A) Primary School**

Worksop

LEA area: Nottinghamshire

Unique reference number: 122794

Headteacher: Mr A Petrie

Reporting inspector: Mrs M Fitzpatrick  
24326

Dates of inspection: 12<sup>th</sup>-13<sup>th</sup> June 2000

Inspection number: 193917

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Harrington Street  
Worksop  
Nottinghamshire

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Telephone number: 01909 473 223

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Appropriate authority: The Governing Body

Name of chair of governors: Rev. F T Beech

Date of previous inspection: 29<sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Anne's Primary is a Church of England aided school. It is about average size for a primary school, having 212 pupils, with a balance of numbers between boys and girls. The school population is predominantly white, with four per cent of pupils from either black African or Indian ethnic background. There are no pupils in the school who have English as an additional language. The percentage of pupils identified as having special educational needs is well below the national average. The percentage of pupils with a statement of special educational need is below the national average. The percentage of pupils eligible for free school meals is below the national average. Pupils enter the school in the term in which they are five. Overall the intake has above average attainment.

### **HOW GOOD THE SCHOOL IS**

St Anne's Primary School is outstanding for the very high standards it promotes in all areas of the pupils' experience. The quality of teaching is unusually high and makes a major contribution to pupils' enthusiasm and success. Results are well above the national average at both key stages. In comparison with schools in similar contexts, pupils' performance is also well above the average. Though leadership in the school has changed since the last inspection, the interim leadership of the deputy headteacher, from January 1999 to January 2000, has been very successful in maintaining the school's vision for high achievement and in providing high quality support for the very successful implementation of the national literacy and numeracy initiatives. Given the very good standards achieved, the high quality of provision and the expenditure per pupil, the school gives very good value for money.

#### **What the school does well**

- The pupils achieve high standards in all subjects.
- There is very good leadership which sets a clear direction for the school in raising standards.
- The school promotes a genuine love of learning and high ambition in all of its pupils.
- The very good teaching produces enthusiastic, independent learners who progress at a rapid rate.
- The school promotes excellent relationships between all members of its community.
- The behaviour and attitudes of pupils are excellent.
- The school makes very good provision for the spiritual, moral, social and cultural development of pupils.

#### **What could be improved**

- Although assessment procedures are good, they could be developed even further to be consistent across year groups, and planned to give teachers detailed information on which to base targets for individuals and classes.
- The role of all subject co-ordinators could be developed to include more detailed monitoring of standards and the quality of teaching in their subject.
- The curriculum for children who are in the reception class could be extended.
- The school could formalise responsibilities for non-teaching staff at lunchtime so that they have a planned response to pupils' behaviour which reflects the school's policies and practices.

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*The areas for improvement will form the basis of the governors' action plan.*

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## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in May 1996. All areas for improvement have been successfully tackled. The quality of teaching has improved, with the majority of teaching now very good and the rest predominantly good. Assessment procedures have improved and are now used to assist teachers in planning what they teach in the core subjects. Pupils now have frequent opportunities for independent learning, especially in information technology, science and history. Standards at Key Stage 1 have improved, especially in writing. The standards found at the last inspection have been improved upon and the school's targets for test results have been met and often exceeded at both key stages. Curriculum provision for information technology has improved with the installation of a suite of computers and standards in the subject are now well above the national expectation at both key stages. There is now planned provision for investigative work in both science and design and technology and standards have been raised in both of these subjects. The recently appointed headteacher, deputy headteacher and governors have a shared view of what the school needs to do in order to raise standards further and this places the school in a good position to bring about further improvements.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A	A
Mathematics	A*	A	A	A
Science	A	A	A	A

**Key**

very high                    A\*

well above average        A

above average              B

average                        C

below average                D

well below average        E

The performance of pupils in the 1999 National Curriculum tests was well above the national average and well above the average for similar schools in each subject. The percentage of pupils reaching the higher level 5, was also well above the national average in all three subjects. Trends in attainment in these subjects are rising in line with the national trend. The performance of pupils in Key Stage 1, in national tests, was well above the national average. During inspection, standards were judged to be very high in English, mathematics, science, information technology, art and music. In all other subjects of the curriculum, pupils reach higher than expected standards and achieve above the national expectation. Children in the reception class make rapid progress in literacy and numeracy and achieve much higher than expected standards. The governors have set realistic targets for pupils achieving level 4 or above which reflect the attainment of Year 6 pupils, of 80 per cent for English and 84 per cent for mathematics in the national tests in 2000 and pupils in Year 6 are on target to achieve these.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' excitement in learning and their enthusiasm to take part in all activities are outstanding. There have been no exclusions since the last inspection.
Behaviour, in and out of classrooms	Behaviour is excellent. In class, pupils' response makes a very strong contribution to the rate of learning, as not a minute is wasted.
Personal development and relationships	Pupils from an early age take responsibility for their own learning; they look after their own resources and clear up well. Relationships in the school at all levels are excellent.
Attendance	Attendance is above the national average. Unauthorised absence is below the national average and punctuality is very good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

In 96 per cent of the lessons seen teaching was judged to be good or better. In over fifty per cent of the lessons seen teaching was very good with one example of excellent teaching seen. No unsatisfactory teaching was seen. Teachers' very high expectations and thorough planning ensure that they provide all pupils with stimulating and challenging lessons. In English lessons, where teaching is very good, teachers have good subject knowledge and use demanding texts to extend the vocabulary and comprehension skills of pupils. In mathematics lessons teaching is very good. Teachers' brisk questioning provides a good stimulus for pupils to develop their mental agility, giving them confidence in their accuracy with numbers. Pupils with special educational needs are supported to make good progress by teachers' planning suitable learning tasks, which allow them to follow the work of the class successfully. Teaching for the under-fives is well planned and rigorous. Children make good progress, especially in literacy and numeracy. In the majority of classes pupils of high ability are presented with specific tasks to extend their learning and allow them to continue to make very good progress throughout the lesson.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils have a broad and balanced education. They benefit from well planned activities, including visits and visitors to the school and from a good range of extra-curricular activities.
Provision for pupils with special educational needs	Planning for pupils with special educational needs is good and the quality of teaching is predominantly very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for this. Pupils are taught to reflect on their experiences and they are taught right from wrong. The curriculum is planned to extend pupils' knowledge of other cultures. Pupils have very good opportunities to develop social skills.
How well the school cares for its pupils	Teachers have very good knowledge of the pupils in their classes and exercise high levels of care. They use good procedures for monitoring progress, but these do not provide a consistent understanding of pupils' attainment throughout the school.





## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher lead the school very well. The role of subject co-ordinators does not give them clear accountability for monitoring standards and teaching in their subjects. Amongst all staff in the school there is a well-expressed commitment to high standards and a determination to raise them further.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and discharge their statutory responsibilities well; they take an active part in setting the direction for development in the school and have begun monitoring lessons.
The school's evaluation of its performance	The headteacher and deputy headteacher have identified appropriate priorities for the school's development. The headteacher analyses the pupils' performance in tests to make comparison with similar schools making good use of best value principles to guide this work.
The strategic use of resources	The school has sufficient qualified teachers to meet the needs of the curriculum. The learning resources are of good quality and plentiful and accommodation is good and well used. All spending decisions are based on raising standards further.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children are well taught.</li> <li>• That their children are expected to work hard.</li> <li>• That behaviour in the school is good.</li> <li>• That their children like school.</li> <li>• That the school is helping their children to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework set.</li> <li>• The amount of information they get about their children's progress.</li> <li>• Links with parents.</li> <li>• The range of activities provided by the school.</li> </ul>

The vast majority of parents are highly supportive of the school and value the quality of education it provides for their children. Inspectors' judgements support parents' favourable views of the school. A few parents expressed concerns about too little homework set for Year 6 pupils. While this about the same as is found in most schools, there is scope for more demands on pupils who have such a high level of enthusiasm for learning. The school has recognised this and has planned to review homework provision in the autumn term. A small number of parents would like more information about their children's progress and to work more closely with the school in supporting their children's learning. While the amount of information sent to parents is judged to be good, again, the school has recognised these points for improvement and has plans in hand to increase these contacts with parents. A fairly high proportion of parents felt that the school did not provide an interesting range of activities for pupils. Inspectors found that the school has more than the average number of activities for a school of this size, that the activities cover the usual range and that the quality of provision is very good.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The school achieves high standards in all subjects.**

1. Pupils' performance in national tests is well above the national average and very high when compared with pupils in similar schools. In the national tests for seven year olds in 1999, all pupils achieved the expected level 2 or above in English and mathematics. The proportion of pupils achieving the higher level 3 was above the national average in reading, and well above the national average for writing and mathematics. In science, all pupils were assessed by teachers as attaining the expected level 2 or above. The results in these tests place the pupils' performance in the top five per cent of schools nationally. In the national tests for eleven year olds in 1999, results in English and mathematics were above the national average at the expected level 4, and well above the national average at the higher level 5. In science, results at the expected level were in line with the national average and well above the national average at the higher level. Results for seven year olds show no differences in the attainment of boys and girls. However, tests results for eleven year olds show that girls performed better than boys in English in 1999, but in mathematics and science there were no significant differences in the attainment of boys and girls.
2. Standards of pupils' work seen during inspection reflect the high standards of these results. In English, pupils are taught to read independently from an early age and quickly move on to demanding texts that challenge their thinking and extend their vocabulary. They are taught to reason and explain their thinking through discussion and pupils of all ages achieve very high standards in these activities. Writing skills are very well developed and are used for a wide range of purpose across the curriculum. Pupils write up experiments with clarity and good explanations in science; they write fluent accounts of life in other countries showing very good control of structure when making comparison between their own and others' life-styles in geography lessons. Teachers have been thorough in planning to build on the skills taught in the literacy lessons with the result that pupils achieve high standards of writing in all of the their subjects, making very good use of note taking skills for independent research. Year 6 pupils demonstrated this very well in a history lesson, where they were required to read a number of texts for a short time and then make detailed notes on what they had learned about the Rosetta stone. The quality and detail of information produced after fifteen minutes of intense reading and writing was very impressive and showed the pupils to be learning at a very fast rate and reaching standards much higher than expected for eleven years olds.

3. In mathematics lessons pupils are challenged to quickly think and respond to the brisk questioning of teachers. They develop confidence in their accuracy with numbers and enjoy both explaining their own methods of computation as well as listening to the reasoning of others. They quickly acquire mathematical vocabulary in lessons and enjoy using this in their explanations to the teacher and the class. In science pupils have a very good understanding of investigative methods; they work very well with peers to establish conditions for investigations to ensure they are fairly testing their hypotheses. Year 4 pupils quickly established the conditions and constraints they would use to assess the changes light would have on plant growth, as a result of their well developed skills of negotiation through discussion. Throughout the school, pupils show a broad knowledge and good understanding of scientific facts and principles and are able to apply these in both investigations and written work.
4. While standards in all subjects are high, in art the level of skill in observational drawing and colour matching is outstanding. The paintings of Year 4 pupils, based on the style of J S Lowry, are outstanding for their composition and form. Colour match paintings by Year 6 pupils show exceedingly good control of mixing and applying paint. Pupils are proud of their skills in art and take pleasure in the high quality displays of this around the school, pointing out certain aspects to visitors and explaining techniques they used.
5. Standards in information technology are well above the expectation for pupils at all stages in the school. From the earliest age, pupils make rapid progress in acquiring keyboard and control skills. The very good lesson planning ensures that pupils learn to apply these skills to a specific subject. For example, children from the reception class reach much higher than expected standards when they use the Colour Magic program to draw and label a goldfish as part of their science work. They all showed very good control when drawing and marking detail on the fish and the highest attainers drew arrows to indicate the precise location of fins, scales, mouth and tail. Year 3 pupils achieved very high standards with their 'Postcards from around the World', for work in geography. They design layout for their work, import text and pictures they have researched in a number of programs and produce very high quality work in a short space of time. Similar standards and enthusiasm for the subject and its applications are found throughout the school.
6. In music, the pupils reach much higher than expected standards throughout the school. They are given very good opportunities to learn about music through listening, singing and performing on tuned and untuned instruments. The expertise of the teacher has a very positive impact on pupils' developing skills and confidence. They are expected to learn and use the correct vocabulary when discussing music, which ensures that they communicate precisely when they engage in group composition. In lessons, pupils concentrate hard to master new skills, listen closely to rhythm and melody in order to combine their efforts in ensemble performance within the space of a lesson. Their pleasure in playing their own compositions either as solo pieces or as part of a group is evident and this enthusiasm undoubtedly improves the standards they achieve.

**There is very good leadership which sets a clear direction for the school in raising standards.**

7. One of the main reasons for the success of St Anne's School is the high quality leadership which has served the school well since the last inspection. The leadership of the deputy headteacher has succeeded in maintaining the high standards that the school sets itself, during a prolonged period, from January 1999 to January 2000, when the school was without an appointed headteacher. Under her leadership the school has been very successful in implementing the national literacy and numeracy strategies and ensuring high quality teaching for these subjects. Her very well informed and accurate view of the strengths of the teaching staff and the learning needs of the children enabled her to build on existing strengths to sustain very good standards in a time of considerable change and uncertainty for the school. Since the appointment of the new headteacher, she has managed to resume the role of deputy headteacher, while giving a lead by example in her promotion of very high standards in the classroom. She has also given very good support to the headteacher which has enabled him to gain a detailed picture of the school's strengths and weaknesses since his appointment in January of this year.
8. Since taking up his appointment in January 2000, the headteacher has made a very good start in identifying areas for development in the school. His appraisal of the school's position and the external conditions which are likely to influence its future development provide a very good basis for the further raising of standards. He has convinced the staff and the governors of the need for a more detailed analysis of test results so that the school is well informed of its position relative to similar schools and is well prepared for challenge. He has also succeeded in alerting teachers to the possibility of underachievement in some pupils, so that they recognise the value of investigating differences in attainment in different subjects. He has informed himself of the quality of teaching through monitoring teachers and has plans for the development of teachers' skills and expertise.
9. The governing body is very effective in supporting the work of the school. They have welcomed the expansion of their role as envisaged by the headteacher and are beginning to involve themselves more directly in monitoring standards in the school. It is proposed that in the very near future each governor has a link with subject co-ordinators and some governors have visited lessons to observe teachers and pupils at work. The governors' concern to maintain high quality leadership for the school is evident in the time and care they took to select a successor to the previous headteacher. They are careful to balance cost with effectiveness in their spending decisions and monitor the school's performance in national tests rigorously each year.

**The school promotes a genuine love of learning and high ambition in all of its pupils.**

10. Children start school in the term in which they are five. When pupils arrive in the reception class they are keen learners and eager to catch up with the older pupils in the class. This love of learning is nurtured by teachers of all classes who provide children with learning opportunities that excite and interest them. Throughout the school pupils are focused on the teacher's instruction and follow directions immediately and efficiently. Often, they are so well attuned to their teachers that they anticipate changes in activity, ensuring that the best possible use is made of time. This is particularly evident in literacy lessons where pupils have learned the format of the lesson and pace themselves to make the optimum use of time spent working alone, so they are ready to take a full and active part in the recap of what has been learned in the lesson. All pupils are keen to do well; they readily share ideas and learn from others where they can. In all subjects the high level of pride that they take in their work is evident in the quality of their efforts and of the finished product.

**The very good teaching produces enthusiastic, independent learners who progress at a rapid rate.**

11. Pupils are enthusiastic learners because their teachers are enthusiastic, highly skilled and hard-working. Teachers ensure that pupils' literacy skills are of a high order by planning lessons which challenge their thinking and expect them to sustain high effort throughout. Year 6 pupils discussed with obvious pleasure, two poems on the theme of spring. Comparing and contrasting texts separated by a century presents no problems to the pupils whose understanding of poetic form and technique are well above the expected level. The teacher's very good subject knowledge had prepared the pupils well for this demanding work and gave these high attaining pupils the opportunity to develop even further their skills of literary analysis. In this lesson pupils learned at a rapid rate because of the teacher's very good planning and their ability to listen actively to and develop the ideas of others.
12. Teachers make very good use of time in lessons. They conduct lessons at a brisk pace and when there is a change of activity not a moment is wasted, as pupils are well drilled in routines for change over. Teachers make very good use of timed tasks to ensure that learning progressively builds up and pupils are given regular feedback about how they are progressing. This is particularly notable in numeracy lessons where pupils are required to explain and justify their answers to problems. Year 3 pupils thrive on the very fast pace set by the teacher when they work on the addition of numbers. In numeracy lessons teachers' highly developed questioning skills provide just the correct level of challenge for individual pupils as teachers adapt their questioning to suit each pupil.
13. The very good resources that teachers prepare for lessons make a significant contribution to pupils' learning. In music lessons the provision of individual manuscripts prepared by the teacher, allow pupils to master skills on percussion and tuned instruments, developing confidence and a love of the subject as a consequence of the success they find. In geography in Year 5 the high quality film about life in Kenya forms the basis for a lively discussion comparing life styles and expectations of other cultures. The pupils are interested, informed and eager to explore similarities in schooling and home life presented by the well made film.

14. Teachers' high expectations of pupils make a major contribution to their rate of learning. Pupils are in no doubt that they are expected to work hard, persevere and complete tasks on time. In the reception class, those pupils who have joined the class this term are keen to please their teacher when writing about the Billy Goats Gruff. Despite showing signs of tiredness at the end of a demanding morning's work they are determined to finish their work, led by the example of the older pupils in the class. Their mastery of writing and spelling at this early age shows they have been learning at a rapid rate. In Year 6, pupils enjoy the early morning challenge of word and number puzzles; they work in silence from the moment they arrive in class to meet the tough challenges set by the teacher and exceed their personal best. In a Year 2 lesson on alliteration in poetry, pupils strive hard to read a series of tongue twisters. They read with pace and energy and are pleased to keep up with their teacher during this activity. Their thinking is then developed further in a discussion about unfamiliar words and they are eager to suggest possible meanings. They show a very high level of understanding about language when suggestions such as "zeppelin might be a lady zebra" are offered. In all of this activity pupils are making progress at a very fast rate and show very good retention of what they have learned. In all lessons teachers make very good use of discussion to develop pupils' reasoning skills and as a result pupils are articulate, confident speakers who are well able to express opinions and justify their point of view.

#### **The school promotes excellent relationships between all members of its community**

15. The excellent relationships that underpin the learning process make a very good contribution to the standards that pupils achieve. In all areas of the school's activities, supportive relationships provide the basis for high standards. Teachers know the children very well and plan interesting activities to challenge and inform them. Collaboration between teachers is high and the very good quality of planning which follows from this ensures that pupils are provided with a very well planned curriculum which gives a very good balance of knowledge, skills and understanding and is enhanced by visits and visitors to the school.
16. Pupils are encouraged to develop strong supportive relationships with each other through the well-planned opportunities for collaboration. In all subjects they are expected to work together, sharing ideas and expertise. Pupils' highly developed oral skills are in part a product of their working together in a variety of situations. The school also makes provision for pupils in Years 4, 5 and 6 to develop relationships with pupils in reception and Years 1 and 2, through the Book Buddies programme. This programme makes a very good contribution to the personal and social development of pupils, as older pupils share reading with younger pupils and discuss favourite stories and authors.

### **The behaviour and attitudes of the pupils are excellent**

17. The high quality of relationships supports the excellent behaviour found everywhere in the school. Pupils show the highest respect for learning through their impeccable use of time, their respect for right of others to learn, their ability to sustain concentration and their determination to succeed. From the youngest age they display very good listening skills. Their swift response to questions is testimony to the concentration they bring to listening. Around the school pupils are orderly, act sensibly and are very keen to take responsibility for themselves and others. They volunteer for preparation and clearing duties in the classroom and take very good care of resources. Pupils are very welcoming to visitors. They are polite and helpful and very eager to explain and discuss the work of the school that is displayed in corridors and classrooms.
18. Pupils' excellent attitudes to work mean that they learn at a very good rate. They are well motivated by natural curiosity, take immense pleasure in acquiring new skills and knowledge and enjoy responding to the demanding challenges set by teachers. They are very good at taking turns and sharing equipment. This pattern of very good response has a significant impact on the pace at which lessons are conducted as teachers and pupils alike are determined to make the best possible use of time.

### **The school makes very good provision for pupils' spiritual, moral, social and cultural development.**

19. The school curriculum is well planned to provide for pupils' spiritual, moral, social and cultural development. The pupils are given many opportunities to reflect upon their experiences and appreciate the natural and man made wonders they encounter in their learning. For example, in an information technology lesson, Year 3 pupils showed amazement at the power of a program to import and display information and pictures in response to their commands. Although able to explain what they had done to achieve this, they were astonished that a machine could work in such a refined way. Very good moral development is promoted through clear and sensible rules which guide pupils' behaviour. The pupils are treated with respect by their teachers and this is reflected in their own very considerate approach to people and property.
20. Pupils' social development is very well promoted through the collaborative learning in lessons and the many charitable activities in which they are involved. Extra-curricular activities provide many occasions for forming new relationships especially through music and sport. The annual residential visits for Year 5 and 6 pupils also provide an excellent vehicle for pupils to socialise and develop tolerance and independence. They are given good insight into the views and beliefs of others through the religious education curriculum. They learn to respect and value differences between people through the well planned curriculum which ensures they are given opportunities to find out about and reflect upon life in different communities. Both art and music have a high profile on the curriculum and pupils are introduced to the work of other eras and cultures in both of these subjects. High quality displays of art in the school further serve to raise pupils' awareness of the rich diversity of culture. Physical education makes a good contribution to pupils' cultural development through dance from different cultures. Year 4 pupils were asked to research information on India before the lesson so that significance of the steps and movements they learned had a fuller meaning. . The cultural development of pupils is extensive and makes a meaningful contribution to their understanding of the society in which they live.



## **WHAT COULD BE IMPROVED**

**Although assessment procedures are good, they could be developed even further to be consistent across year groups, and planned to give teachers detailed information on which to base targets for individuals and classes.**

21. The school has good assessment procedures for English and mathematics and makes effective use of these to plan the next stage of learning for pupils. Particularly good use is made of assessment to set targets for performance in tests at the end of both key stages. The school also assesses pupils in Years 4 and 5 using standardised tests. However, planned assessments in all subjects are not carried out regularly, nor is the analysis of test results sufficiently well developed to indicate to teachers where pupils' performance might be improved. Except in English, mathematics and science, teachers do not assess pupils' work against National Curriculum criteria and so do not have a precise picture of the levels pupils are attaining in the other subjects of the curriculum. With a clearer picture of the strengths of individual pupils, the school should find it possible to identify those pupils who are capable of reaching even higher levels in the national tests and which pupils would benefit from even more demanding work in specific subjects. Closer analysis of test and assessment data would also allow teachers to identify potential underachievement in certain subjects by some pupils.

**The role of subject co-ordinators could be developed to include responsibility for monitoring standards of attainment and the quality of teaching in their subject.**

22. At present only the co-ordinators of English and mathematics have responsibility for monitoring standards in their subject. There is no monitoring of teaching in subjects other than these so that the very good practice found in many classes is not always shared for the benefit of all teachers and pupils. Similarly, because co-ordinators other than in mathematics and English do not monitor the standards of pupils work in each year group the school has no way of knowing whether or not pupils are making expected progress in these subjects against National Curriculum expected standards. With an expanded role for co-ordinators, which went beyond the current responsibilities of ensuring that the scheme of work is followed and that teachers have sufficient resources for the subject, the school could ensure that all pupils make the best progress in all subjects and that teachers benefit from knowledge of the best practice in the different subjects.

**The curriculum for children who are in the reception class could be extended.**

23. Children enter the reception class in the term that they are five. The quality of teaching they receive is very good and while the majority are able to sustain concentration on taught, formal activities such as reading, writing and mathematics, they do not benefit from a balance of teacher and child initiated activity and structured play. In order to achieve this the school needs to alter the existing accommodation to give space for a range of planned play activities from which children could learn to organise their own learning, learn to work alone and with others and take part in teacher led learning. The school is aware of the need to develop provision for this, the foundation stage and has included this in its development plans for the current year. The school should also consider the provision of a separate play area which would allow for the required physical development of reception children through the use of large apparatus such as climbing frames and wheeled vehicles.

### **The school could formalise responsibilities for non-teaching staff.**

24. While provision for lunchtime supervision is adequate, there is room to improve this with training for supervisors in their role and responsibilities towards the children. At present not all lunchtime assistants are clear about their duties and responsibilities in all areas of lunchtime supervision. For instance, they are not all clear about what the expected response should be to incidents of hurtful or boisterous behaviour. Although some supervisors have been trained in the past they are not all clear about the school's rules on behaviour. With training in how to manage pupils' behaviour and evaluate their problems, in keeping with the school's practices, supervisors could become more effective in maintaining the high standards that are found within the school and more secure in their management of lunchtime supervision.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

25. In order to continue to raise standards, the headteacher, governors and staff of St. Anne's School should:
- (1) Continue to develop assessment procedures and the use of assessment information to give teachers the necessary information for challenging target setting at school and pupil levels. (paragraph 22)
  - (2) Expand the existing role of subject co-ordinators by delegating responsibility for monitoring the standards of pupils' work and the quality of teaching in their subject. (paragraph 23)
  - (3) Extend provision for reception children by planning a curriculum based on the early learning goals and by modifying the existing accommodation to provide an appropriate environment for all aspects of their learning. (paragraph 24)
  - (4) Provide training for lunchtime supervisors so that they are fully aware of the school's expectations and can support them in providing a consistent approach to pupil management. (paragraph 25)

The school has recognised the need to develop the areas identified in items 1,2 and 3 above, and has included them in the current year's development plan.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	56	36	4	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	212
Number of full-time pupils eligible for free school meals	N/a	17

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/a	2
Number of pupils on the school's special educational needs register	N/a	15

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17 (15)	17 (15)	17 (15)
	Girls	15 (14)	15 (15)	15 (15)
	Total	32(29)	32(30)	32 (30)
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17(15)	17(15)	17(15)
	Girls	15(15)	15(15)	15(15)
	Total	32(30)	32(30)	32(30)
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	9	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17(13)	17(15)	17(14)
	Girls	8(14)	7(13)	8 (14)
	Total	25(27)	24(28)	25(28)
Percentage of pupils at NC level 4 or above	School	83 (84)	80 (88)	83 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16(14)	17(15)	17(16)
	Girls	6(15)	6(12)	6(15)
	Total	22(29)	23(27)	23(31)
Percentage of pupils at NC level 4 or above	School	73 (91)	77 (84)	77 (97)
	National	68 (65)	69 (65)	75 (76)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	4
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	199
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22.3
Average class size	28.7

#### **Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	25

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998-99
	£
Total income	342977
Total expenditure	359795
Expenditure per pupil	1773
Balance brought forward from previous year	21213
Balance carried forward to next year	4395

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	129

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	5	2	0
My child is making good progress in school.	55	38	5	1	2
Behaviour in the school is good.	53	44	1	0	2
My child gets the right amount of work to do at home.	30	53	11	2	4
The teaching is good.	55	43	1	1	0
I am kept well informed about how my child is getting on.	37	46	15	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	33	4	1	0
The school expects my child to work hard and achieve his or her best.	64	35	0	0	1
The school works closely with parents.	32	54	13	1	0
The school is well led and managed.	41	43	7	0	9
The school is helping my child become mature and responsible.	49	45	4	2	1
The school provides an interesting range of activities outside lessons.	33	36	16	3	12

### Other issues raised by parents

A few parents expressed a concern about lunchtime supervision and the incidence of bullying during this time. Inspectors found that while the amount of supervision at lunchtime is adequate, there is scope for improvement by clarifying of responsibilities for lunchtime supervisory staff and ensuring that they are trained to support the school's high expectations of good behaviour with appropriate strategies. They found no evidence of bullying during their visit, but pupils acknowledged that it did occur from time to time. Those pupils asked expressed confidence in the teachers' ability to deal with bullying effectively.