

INSPECTION REPORT

St Anne's Catholic Primary School

Chertsey

LEA area: Surrey

Unique reference number: 125240

Headteacher: Ann Coleman

Reporting inspector: Michael Chisnall
Rgl's OIN: 17746

Dates of inspection: 2 – 3 October 2001

Inspection number: 197084

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Roman Catholic Aided
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Free Prae Road
Chertsey
Surrey
Postcode: KT16 8ET
Telephone number: 01932 562251
Fax number: 01932 562366

Appropriate authority: The Governing Body
Name of chair of governors: Mr R Trevitt
Date of previous inspection: July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17746	Michael Chisnall	Registered inspector
13849	Elizabeth Bowes	Lay inspector
3578	Michael Aylen	Team inspector
13228	Marcia Foley	Team inspector

The inspection contractor was:

Kent Curriculum Services Agency
Kroner House
Eurogate Business Park
Ashford
Kent
TN24 8XU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's Catholic Primary is a larger than average, and oversubscribed, school with 399 pupils on roll at the time of the inspection. Of these, 52 pupils are in the reception year with 31 of them currently part-time, attending in the mornings. There are broadly equal numbers of boys and girls. On entry to the school, pupils represent the full range of ability but taken together, attainment on entry is typical of that found nationally. Pupils are drawn from a wider area than that in which the school is situated and represent the full range of social backgrounds. The number of pupils eligible for free school meals is broadly in line with the national average. There are 135 pupils who have special educational needs which is above average although the number with statements of special educational need is in line with the national average. Few pupils come from minority ethnic backgrounds, but seven per cent of pupils have English as an additional language. This is above average, but none is at an early stage in learning English. These features are consistent with those found at the last inspection in 1997 with the exception of its size, which has grown since then. The school has Beacon status, which means that it has national recognition for the quality of education provided to pupils.

HOW GOOD THE SCHOOL IS

St Anne's is a very good school and one that is very effective in providing its pupils with high quality education. Its pupils attain high standards in English, mathematics, science and information and communications technology (ICT). Outstanding leadership and management have made a major contribution to its effectiveness as has the very good quality of teaching evident throughout the school. It continues to offer very good value for money.

What the school does well

- Pupils attain high standards in the core subjects of English, mathematics, science and ICT.
- Provides outstanding leadership from the headteacher and other key staff.
- Provides very good teaching and learning.
- Pupils' attitudes to school are excellent.
- Provision for pupils' personal development is outstanding.
- Very good provision for pupils with special educational needs.
- Maintains high quality relationships with, and support from, parents.

What could be improved

- There are no areas of significant weakness.

St Anne's is a school with many major strengths. It rightly deserves its Beacon status.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in the summer term of 1997. Since then, standards in core subjects have continued to rise and are now above or well above average. Teaching, then described as good, has improved and is now very good and more consistent across the school. The last inspection found design and technology and ICT to be weak and below national expectations. Major investment in terms of resources, staff training, subject leadership roles and curriculum planning has brought about considerable improvement. Design and technology is now at least in line with expectations and pupils' attainment in ICT exceeds national expectations. Overall, the school has made very good improvement since the last inspection and is exceedingly well placed to improve still further.

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
	1998	1999	2000	2000
English	B	C	B	B
mathematics	C	A	B	A
science	A	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows that standards in Key Stage 2 English and mathematics were above the national average in 2000, the latest year for which published comparative figures are available. In science they were well above average. When compared to similar schools, standards in English were above average while those for mathematics and science were well above average. In the same year, standards in Key Stage 1 reading and mathematics were well above average while those for writing were above average. Against similar schools, standards in all three areas were well above average. In 2001, standards in Key Stage 1 have risen still further across reading, writing and mathematics. In Key Stage 2, standards rose in English and science, but fell slightly in mathematics. Findings from this inspection show that standards in English and mathematics in both key stages continue to be above national expectations and that pupils achieve well across the school. This is because they receive very good teaching and well-focused support for those who encounter some difficulties in learning. In 2000, the school's targets for achievements in English and mathematics were exceeded and in 2001 they were met in mathematics and exceeded in English. Being a short inspection, not all subject areas are subject to scrutiny. However, standards in design and technology are now at least in line with expectations, an improvement since the last inspection. In ICT standards at both key stages exceed the national expectation, representing significant improvement since 1997.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent; pupils respond very well indeed to their lessons and to the wider curriculum experiences they receive.
Behaviour, in and out of classrooms	Very good; pupils are responsible and work and play well together.
Personal development and relationships	Excellent; first class relationships are maintained and pupils show themselves to be well-rounded individuals.
Attendance	Satisfactory and in line with national averages; pupils are punctual for school.

The way pupils respond to school is impressive and has a major impact on learning. They show commitment to their work and want to do their best. They are keen to help each other and go out of their way to be polite and helpful to visitors. Attendance for the latest year is below average, but this is due to the unusual circumstances during the winter months when the school grounds were flooded for several weeks, almost surrounding the buildings. It is a tribute to the pupils' positive attitudes to school and the commitment of staff that these difficulties did not affect learning to any significant degree.

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.

Teaching has improved since the last inspection and is now very good across the school. Teachers have very good knowledge and understanding of the curriculum and teach the basic skills of literacy and numeracy very well. Staff have high expectations for pupils, make these known to them and they rise to meet them. A variety of teaching methods is used to challenge and inspire pupils, including very good use of probing questions. Particularly good use is made of learning support staff who make very important contributions to pupils' learning, both in class and in groups withdrawn for focused support. Pupils understand what they are learning and the relevance of it. Consequently, they are motivated to work hard and to learn at a very good rate. A very impressive feature is the way in which staff provide learning tasks which enable all pupils to learn and make progress. This is an educationally inclusive school and one where staff make every effort to enable pupils to achieve well, including those with special educational needs (SEN). In a few lessons, teachers did not capitalise enough on opportunities to involve pupils in evaluating their work or that of others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; the curriculum is well balanced with excellent equality of access and opportunity; there is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good; early identification, targeted support and close monitoring of progress ensures that needs are met well.
Provision for pupils with English as an additional language	Pupils are not at an early stage in learning English so support is no longer required; nevertheless, they benefit from the same support as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent; the school is highly successful in developing pupils as well-rounded individuals. There are varied opportunities for them to take responsibility both in class and around the school. The school listens and responds to pupils' needs and interests.
How well the school cares for its pupils	Very good; the school tracks pupils' progress very carefully and makes good use of the information in making the right learning opportunities available. It provides a safe and caring environment for pupils to flourish.

The curriculum meets statutory requirements in full. The school has improved its provision for pupils' cultural development since the last inspection and this is now good. Very good links are made across the curriculum so that basic skills of literacy, numeracy and ICT are promoted very well. Homework is used to enhance provision in a way that is relevant and helpful to pupils. Partnership with parents is a major strength of the school and this really helps pupils to learn and make progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding; the headteacher provides excellent educational and pastoral direction, effectively supported by other key staff who make a major contribution to the quality of provision, including the first class leadership and management of special educational needs provision.
How well the governors fulfil their responsibilities	Very well; they have good understanding of the school's development needs, but need to formalise some of their monitoring strategies.
The school's evaluation of its performance	Excellent; the school undertakes regular and systematic evaluations of its performance that contribute to an effective school improvement plan.
The strategic use of resources	Excellent; resources are used most effectively to promote learning and achievement. Financial planning is closely linked to educational priorities.

The headteacher is a major driving force in the school and her vision and direction have had a major impact on the quality of education provided and the standards achieved. Key staff undertake leadership roles very well. There is a very strong culture of analysing strengths and areas for further development and, as a result, there is an effective school improvement plan that is targeted at raising attainment still further. The principles of best value are understood and applied very well indeed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching. • Effective leadership and management. • High expectations of pupils. • The school's links with parents. • How the school helps children with their personal development. • Provision for SEN. • Provision for ICT. 	<ul style="list-style-type: none"> • The consistency of homework provision. • Aspects of accommodation.

Parents and carers show very strong support for the school and are very proud of what it achieves with their children. Inspectors agreed with the very positive views expressed and found that these were particular strengths of the school. Homework was found to be set and marked consistently and that it supported work carried out in school. Homework diaries were clear. Inspectors acknowledge that the inspection took place early in the school year and that consistency over time was difficult to assess. The temporary accommodation on site is poor, but is due to be replaced this academic year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in the core subjects of English, mathematics, science and information and communications technology.

English

1. In the 2000 Key Stage 1 national assessments, pupils attained standards in reading that were well above average and above average standards in writing. When compared to similar schools both areas were well above average. Standards have been rising steadily since 1998. The proportions of pupils who reached the higher levels of attainment were also above or well above average. The 2001 assessments, for which there are no national comparisons yet available, show that attainment has risen further in both reading and writing.
2. In the 2000 Key Stage 2 national assessments, English was above average against all schools and similar ones. However, the overall picture on standards in English was less strong than in other core subjects. The improvement trend since the last inspection had not kept pace with the national picture until 2000 when standards rose faster than the national picture. The most recent results have again shown significant improvement. In some years, boys have attained higher results than girls, but this has varied since 1997.
3. As a result of this historic relative weakness in English, the inspection team focused on literacy provision across the school. Findings confirm the most recent test information – that standards in English are firmly above national expectations across the school. Currently, girls are achieving slightly higher standards than boys, similar to the national picture. The school has embraced the National Literacy Strategy well and teaching of literacy is very good. Teachers plan literacy lessons very effectively and ensure that pupils know clearly what it is they are to learn. In one Key Stage 1 lesson, the teacher had briefed the learning support assistants and a parent helper very well so that they were able to help the pupils focus on the use of adjectives in their writing. A broad range of material is used to interest and motivate pupils and this really helps them to make progress in reading and writing skills. For instance, in an excellent upper Key Stage 2 lesson, the teacher had chosen an historical text from the Second World War about the experiences of evacuees to let pupils undertake reading and then writing in a diary style. This was a good example of how cross-curricular links allow pupils to understand the relevance of learning activities.
4. One of the more significant aspects of literacy development in the school is the way that pupils who experience some difficulty in language are supported and challenged. Highly focused withdrawal sessions with very specific targets for reading and writing make a big difference to pupils' skills and confidence. In one Key Stage 2 group for boys, they knew exactly what was expected of them, concentrated very well indeed and were delighted with their progress. One was heard to exclaim, "Yes! That's my target!" Such provision helps the less able pupils to achieve very well and most of them attain the expected level of attainment by the end of Year 6.
5. St Anne's offers a language rich environment to all its pupils. In the Foundation Stage (in the reception classes) pupils are encouraged to speak confidently, for instance, by greeting one another on arrival at school. Constant reinforcement of

language, both spoken and written, is a feature of pupils' experiences. For example, in a language session based on Little Red Hen, pupils listened to the story, wrote shopping lists, sequenced pictures of the story and explained their reasoning. This is systematically built upon as pupils move through the school and literacy skills are reinforced through the wider curriculum. In one lower Key Stage 2 art lesson on mosaics, pupils were taught correct technical vocabulary and asked to evaluate their finished products, contributing to both speaking and writing skills.

6. Overall, pupils' achievements are very good in English. They arrive in school with broadly typical language skills and leave with above average attainment. This is because of the good teaching they receive in their literacy lessons.

Mathematics

7. In the Key Stage 1 2000 national assessments, attainment in mathematics was well above average against all schools and similar ones. Attainment at the higher levels was also above average. Standards have been rising quickly since 1998. The most recent results show continued improvement. In Key Stage 2 the 2000 results showed attainment to be above average and well above average for similar schools. These results were less strong than for 1999 when they were well above average for all schools. The most recent results show another fall, albeit slight, for those pupils achieving the expected level, but maintained the proportion reaching the higher levels. As a result of this picture, the inspection team also focused upon numeracy provision.
8. The findings from this inspection show that standards in mathematics are above the national expectation. The most recent small decline was related to the previous year's cohort having a greater than usual number of pupils with special educational needs. The school has implemented the National Numeracy Strategy very well indeed and provides all year groups with a daily numeracy session.
9. Teachers' planning for numeracy lessons is very good with clear structure and focused objectives for pupils' learning. Pupils are very clear about what they are to learn and teachers return to this at the end of sessions to check that learning has taken place and to identify what pupils need to learn next. This was seen to good effect in an upper Key Stage 2 lesson on fractions where pupils summarised for the teacher how to convert mixed numbers to improper fractions and vice-versa. Resources are in good supply and used very effectively to promote learning. For instance, a Key Stage 1 lesson on multiples of 10 utilised number squares and number lines to help pupils understand different ways of calculating answers.
10. An important feature of good numeracy provision is the very good use of questioning strategies by all staff engaged with pupils. Staff ensure that questions seek to probe thinking and to extend it by making pupils explain answers rather than simply giving them. Explaining why an answer is incorrect helps pupils reinforce skills and understanding. A good example of such strategies was seen in a Key Stage 2 session on multiplication of three digits. The teacher's questions helped pupils to focus on decimal place value and as a result achieved success in solving challenging problems.
11. Overall, pupils achieve very well in mathematics because they are well taught.

Science

12. Science was not a focus for this inspection. Nevertheless, the 2000 Key Stage 1 assessments showed that pupils were attaining standards that were above the national average, including those pupils that reached the higher level 3. For the Key Stage 2 assessments in the same year, pupils attained standards that were well above average against all schools, despite a slight drop in attainment from the previous year, and above average for similar schools. The most recent results show further improvement at both key stages. Indeed, at the end of Key Stage 2, all pupils reached the national expectation and over half of them exceeded it.

Information and communications technology

13. Although not nationally tested, information and communications technology (ICT) has shown significant improvement from the last inspection in 1997. Then it was judged to be below national expectations at both key stages. One of the factors surrounding that judgement was lack of coverage of the ICT curriculum. Because of this weakness, inspectors focused on ICT during the inspection. It is clear that major strides have been made in provision for this subject and as a result, pupils are now attaining standards that exceed the national expectation at both key stages. Major investment has been made in ICT resources, including the provision of an ICT suite, staff training, curriculum planning and improved subject leadership.
14. In the Foundation Stage, pupils are given grounding in early ICT skills and knowledge. They use story tapes with confidence and can operate the equipment safely. They are given opportunities to explore computer equipment, learning how to use a mouse, for instance, to drag and drop objects onto a picture to build faces showing different emotions. They know how to delete objects and are confident in locating new ones. In Key Stage 1, these skills are built on and, for example, pupils can use the *shift* and *enter* keys with confidence. They explore how different electrical objects are controlled, such as a toothbrush or remote controlled car. Most are able to gain independent access to networked computers through the use of a password. In Key Stage 2, pupils are able to work with simple spreadsheets and can enter data to cells and expand columns. They are also learning about and using PowerPoint presentations.
15. An important feature making a major contribution to standards is the use of ICT across the curriculum. Pupils are able to support their literacy and numeracy sessions with the use of the ICT suite, classroom based computers and an interactive whiteboard. This enables them to see the wider use of ICT and how it aids learning. This has not been possible without the excellent knowledge and confidence of staff in this area of learning. The investments of time and resources to ICT development is paying off in terms of pupils' learning and represents good value for money. Consequently, pupils achieve very well in ICT.
16. Although the inspection focused on a small range of subjects, it is clear that the reasons for pupils achieving well in the core subjects are closely linked to the very good teaching they receive, good planning and assessment of the curriculum and pupils' learning, and the very strong leadership evident in the school which is promoting high expectations from all staff.

The school provides outstanding leadership from the headteacher and other key staff

17. The last inspection found that the headteacher provided outstanding leadership and management. This continues to be the case and much of the school's success can be linked to this leadership. The headteacher provides first class educational and pastoral direction. She has a very clear vision of what constitutes quality education and successfully shares this with staff, governors, parents and pupils. Her expectations of teaching and learning are high and staff and pupils rise to meet them. Monitoring of teaching and learning is systematic and regular, providing staff with specific feedback on their performance and identifying where consistency can be improved. She has a visible presence around the school and knows pupils well. She has the confidence of all sections of the school community.
18. Other staff with leadership roles have responsibility clearly delegated to them which they discharge well. The headteacher works in close partnership with the deputy headteacher and other members of the leadership team. Together, they analyse how well the school is doing and plan for further improvement. Their analysis of the school's strengths and areas for development is impressive; it is clear and honest and demonstrates how well the school evaluates itself. For instance, the deputy headteacher is leading on the process of gaining the Investors in People award and ensures that staff have access to regular and systematic professional development. The co-ordinator for special needs (SENCo), already leading this area very well indeed, has identified where further improvements can be made in support for pupils.
19. From this robust self-analysis, comes an equally robust plan for school improvement. This is well ordered and closely focused upon pupil achievement. It has very specific objectives related to learning, for instance a priority is on boys' writing skills, and outlines clear action to be followed. All the priorities are carefully costed so that budget planning is linked to curriculum needs. Measures of success are also included so that the senior team and governing body are able to identify progress. What is less clear is how the plan will be formally monitored and evaluated. Such additions would enable the governing body to formalise its role in monitoring the work of the school.
20. The governing body knows the school well and supports it effectively. It fulfils all its statutory responsibilities and undertakes the appraisal of the headteacher, in line with requirements. There are formal links with classes and areas of the curriculum such as SEN and literacy, and through regular visits, the governors keep up-to-date with developments in these areas. Linking these visits to aspects of the school improvement plan would further enhance their monitoring roles. It is closely involved with improvements to the school's accommodation and has clear plans for raising the necessary resources to fund the governors' share of the building costs.
21. The budget is well planned and monitored so that it operates with modest surpluses. The efficient day-to-day management of this by the school's administrative officer enables the headteacher and other senior staff to focus on teaching and learning priorities. Principles of best value are clearly understood and applied very well indeed. As a result, the school provides very good value for money.

The school provides very good teaching and learning

22. The quality of teaching across the school is very good and as a direct result, pupils learn very well, make good progress and achieve very well. Almost all the teaching is of good quality or better with no unsatisfactory teaching evident. This is an even better picture than that found at the last inspection. The inconsistencies noted at the end of Key Stage 1 and in lower Key Stage 2 have been addressed and the lack of knowledge and confidence in ICT and design and technology have been tackled well.
23. Staff have a very good understanding of the curriculum and, as a consequence, are able to make good links across subject areas. They promote the basic skills of literacy, numeracy and ICT well. They have high expectations of their pupils that are made clear to them. As a result, pupils know what they are learning, the relevance of it and where it is leading so that they are motivated to work hard. This feature is evident among pupils of all abilities, including those with special educational needs and English as an additional language.
24. Staff make good use of assessment knowledge, both formal and informal, so that they are able to provide pupils with learning tasks which are pitched at the right levels to challenge them. For instance, in a Key Stage 2 SEN support group, the teacher recognised that the concept of fractional parts was not yet secure among the group so changed the lesson plan to allow for specific reinforcement through the use of a fraction board game. As a result, pupils gained that security of knowledge and were able to apply this understanding much more soundly.
25. A strong feature of the teaching is the use of questions to probe understanding and to promote learning. This is evident in both whole class sessions as well as in group or individual work. In a literacy session focusing on portraying emotions in writing, the teacher asked questions such as, "How do you think the writer felt when he was saying goodbye to his parents?" This enabled the pupils to think beyond the text and to draw out inferences, a higher order reading skill. In numeracy sessions, pupils are encouraged to explain their reasoning and, when appropriate, to explain why an answer is incorrect. Sensitive responses by staff to wrong answers encourage pupils to "have a go" and to reflect on what is said. Such thoughtful questioning enables pupils to develop their independent research skills well. For example, clear direction from staff enabled a group of pupils working in the ICT suite to research current affairs by logging in to the web-sites of national and international newspapers.
26. There is very good communication among staff so that learning support assistants are able to provide high quality support to groups and individuals. They, too, make a very significant contribution to pupils' learning and achievement and are a valued and vital part of the teaching provision of the school.
27. There are many examples of pupils being asked to work co-operatively or collaboratively which contributes to their social development as well as their learning. In one literacy lesson pupils worked together to identify words from a passage which indicated feelings. This led to some good quality discussion as to whether certain words were appropriate to identify. However, there are missed opportunities throughout the school for staff to challenge pupils still further in evaluating their own work or that of others. This is a higher order skill that would help pupils to improve their work still further. Teachers make clear the learning outcomes to pupils who understand what these are. Pupils are now ready to use these as criteria for assessing their work. For instance, in one lesson about partitioning words into syllables where pupils worked individually, asking them to check another's work and

explain to them why they have succeeded or not would have secured the learning outcome more convincingly.

28. Underpinning the very good quality of teaching is the consistency with which staff respond to pupils. They manage them very well indeed and show care and concern for their educational and personal well-being. This is something which parents value highly. Staff are set high standards by the headteacher and in turn set them for their pupils.

Pupils' attitudes to school are excellent

29. In all lessons observed, the response of pupils is almost exclusively very positive. They show genuine enthusiasm for learning and are keen to work hard. They behave very well. Around the school, a similar picture is evident. Playground behaviour is good, supported by good levels of supervision and a variety of activities to undertake, such as skipping challenges. In the dining hall, pupils are orderly and conduct themselves with good manners. Movement around the school is good with many instances of pupils thinking of others, such as holding doors open or standing aside to let adults past.
30. There are several reasons for this very positive picture. Firstly, expectations of behaviour are high. Pupils know what is expected of them. The school promotes positive images of good behaviour, such as notices on doors thanking them for holding them open. All staff consistently promote this. Secondly, there is very strong support from parents and carers for the ethos of the school that heightens the value of it in the eyes of pupils. They know that their families share the same values as those the school promotes. Thirdly, staff provide varied and interesting lessons which give pupils intellectual challenges. Pupils respond very well to these and want to do well.
31. Overall, the pupils' attitudes to school are a major factor in contributing to their achievements. They enjoy school and like being there. No pupils were excluded in the last academic year.

Provision for pupils' personal development is outstanding

32. There are a number of high quality strategies that are used by the school to ensure that pupils' personal development is very well promoted. Provision for spiritual, moral and social development is excellent, while that for cultural development is good. Pupils are given daily opportunities to share in prayer, both in assemblies and in class. This is a central part of the ethos of the school and reflects very well its mission statement which puts "Christ at the heart of the community". Pupils are encouraged to reflect on aspects of their lives and many of the displays and notices around school promote this very well. Moral values are taught and promoted very well indeed and parents value this feature strongly. Pupils know well what is right and wrong and staff positively encourage behaviour and attitudes that reflect this. For instance, a pupil who found money in the school and handed it into the office was praised in assembly, thereby encouraging pupils to value honesty as an important personal quality.
33. Older pupils are given opportunities to take responsibility around the school as monitors. They enjoy this role and discharge their responsibilities very well indeed. Younger pupils respect these duties and aspire to them as they grow older. During a

lunchtime informal discussion with an inspector, two monitors cut short the discussion saying, "You must excuse us as we have to look after the younger children." Such commitment is impressive. Cultural development was satisfactory at the last inspection, but is now good. The school has increased its range of multi-cultural resources and makes good use of cultural diversity in the community by holding events such as an India Day. There is a very good range of extra-curricular activities that provide pupils with opportunities to explore interests and skills in a less formal setting. These make a very positive contribution to pupils' cultural development.

34. There is a school council that provides pupils with a forum for sharing their ideas and/or concerns with the headteacher. This helps to see that they are a valued part of the school community and is a positive reflection of the school's aims. The personal, social and health education programme complements the National Curriculum and provides opportunities for pupils to explore elements of life that affect them. In one Key Stage 2 small group session, pupils were able to explore themes of happiness and sadness and discussed the effects of their actions on other's feelings. The whole ethos of the school is one that values individuals, both pupils and adults. It celebrates diversity and ensures that all groups of pupils are able to take full advantage of the opportunities on offer.

Very good provision for pupils with special educational needs

35. Pupils with SEN are very well provided for. This is because of the priority that is given to this provision by governors and senior staff and because of the first class leadership and management of the co-ordinators. Support staff are well deployed following a careful analysis of need at the start of each year. This analysis is aimed at early identification of pupils who might need extra help and the consequent provision of targeted support. Individual educational plans (IEPs) are exemplary and contain very specific learning targets for pupils with regular reviews of progress. Communication with parents is excellent and their views and help are sought from the word go. Parents consider the special needs provision to be very strong and are fulsome in their praise of it.
36. Pupils' progress is well monitored and regular meetings are held between support staff and the co-ordinator. As a result, the progress made by pupils with special needs is very good and they achieve very well for their abilities. By the end of each key stage very few pupils do not reach the expected levels of attainment in English which is where most of the pupils have experienced some difficulty.
37. Support for pupils is mixed between withdrawal sessions and in-class provision. Both are aimed at providing pupils with the necessary skills to participate in the full range of the curriculum, based on IEP targets. A particular focus this year is on boys' literacy skills and groups have been set up to target this area. Good, very good and excellent teaching helps pupils make real progress. In one Key Stage 2 withdrawal session, the teacher gave pupils excellent strategies for spelling complex words containing "tch" letter combinations. As a result, pupils left the session confident in being able to spell such words correctly.
38. The co-ordinators for special needs are exceedingly well organised and manage provision in a way that meets pupils' needs very well. As part of the school's Beacon status, it is providing local schools with support for SEN management. In return, the co-ordinators are able to see practice elsewhere which enhances provision within the

school. They have a good understanding of strengths and areas for further development at St Anne's and have plans to improve the monitoring of provision across the school. This will enable them to share the best practice, already evident, still further. Overall, the school is serving its pupils with SEN very well indeed.

Maintains high quality relationships with, and support from, parents

39. Parents' views of the school are very positive indeed and they are justifiably proud of their school. The reason for this is that the school sees its partnership with parents as a priority and values their support and views.
40. From the start of parents' contact with the school, their views are heeded. For instance, entry to the reception classes is arranged in consultation with parents so that if parents would prefer their child to remain in pre-school provision for a little longer, admission is arranged for January rather than the preceding September. There are regular, formal opportunities for parents and staff to meet to discuss a child's progress and an annual written report to summarise progress and achievements. Parents value these opportunities and note that staff are well prepared for them. They also value the informal opportunities that are available at any time. The headteacher is present in or around the playground at the start and end of most days so that parents have instant access to her for informal communication.
41. There are regular newsletters that provide parents with information about events in or about school as well as informing them about areas of study for pupils. The prospectus is informative and easy to read, giving all the necessary information that parents need on entry to the school. The school has set up a web-site with key documents such as the prospectus available for parents to access. In addition, the site includes details of areas of learning for each year group. This is a very accessible way for parents and other interested parties to learn about the life and work of the school. The web-site, local radio and parental networks were used most effectively during the period of flooding in the school to inform parents of school closures or other specific information. There are many parents who are able to help in and around the school and the school values their support. For instance, pupils are able to read with a range of adults in the school, including parent helpers, and this builds their reading confidence as well as contributing to their social development. Most parents support homework and they help their children in its completion.
42. Overall, the strong relationships with parents makes a significant impact on pupils' learning as pupils know that the school and parents work together to support them.

WHAT COULD BE IMPROVED

43. There are no significant weaknesses evident in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. Since there are no significant weaknesses there are no key issues for action.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	24	62	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)		399
Number of full-time pupils known to be eligible for free school meals		34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		135

English as an additional language	No of pupils
Number of pupils with English as an additional language	29

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.2

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
	2000	31	28	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	30
	Girls	26	26	26
	Total	56	56	56
Percentage of pupils at NC level 2 or above	School	95 (90)	95 (92)	95 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	30	30
	Girls	26	26	26
	Total	56	56	56
Percentage of pupils at NC level 2 or above	School	95 (90)	95 (89)	95 (84)
	National	84 (82)	88 (86)	88 (87)

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
	2000	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	15
	Girls	15	15	15
	Total	24	26	30
Percentage of pupils at NC level 4 or above	School	75 (70)	81 (82)	94 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	16
	Girls	16	16	16
	Total	26	28	32
Percentage of pupils at NC level 4 or above	School	81 (70)	88 (83)	100 (93)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	4
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	378
Any other minority ethnic group	3

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)	19.4
Number of pupils per qualified teacher	22.3
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	316

Financial information

Financial year	2000/01
	£
Total income	779,282
Total expenditure	789,740
Expenditure per pupil	1,941
Balance brought forward from previous year	26,591
Balance carried forward to next year	16,133

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	399
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	3	0	0
My child is making good progress in school.	53	44	2	0	2
Behaviour in the school is good.	65	32	2	0	2
My child gets the right amount of work to do at home.	36	53	7	0	5
The teaching is good.	71	24	0	0	2
I am kept well informed about how my child is getting on.	51	39	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	77	17	3	0	0
The school expects my child to work hard and achieve his or her best.	76	22	2	0	0
The school works closely with parents.	69	29	2	0	0
The school is well led and managed.	95	3	2	0	0
The school is helping my child become mature and responsible.	73	25	2	0	0
The school provides an interesting range of activities outside lessons.	52	43	3	0	2