

INSPECTION REPORT

ST. ANNE'S ROMAN CATHOLIC SCHOOL

Streetly, Sutton Coldfield

LEA area: Walsall

Unique reference number: 104241

Headteacher: Mrs Maureen Robinson

Reporting inspector: Mrs Stephanie Lacey
003764

Dates of inspection: 28 February - 1 March 2000

Inspection number: 197815

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: 3 - 11 years

Gender of pupils: Mixed

School address: Blackwood Road
Streetly
Sutton Coldfield
West Midlands

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Rosaleen Gallagher

Date of previous inspection: 29 September - 2 October 1997

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|-----------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's Roman Catholic Primary School is an average-sized school with 217 boys and girls on roll. Twenty-six of these children attend the nursery on a part-time basis. When they start school most pupils are more advanced than other children of their age. Most pupils have their cultural roots in the British Isles, although six per cent come from other cultural backgrounds. Four pupils speak English as an additional language and three of these have extra support. Eleven per cent of the pupils are on the school's register of special educational need, which is below average, and two of these pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

St Anne's is a good school. Pupils achieve high standards because they are taught well. The headteacher, very well supported by staff and governors, gives a strong lead. The school provides good value for money.

What the school does well

- Standards are high in English, mathematics and science.
- There is a strong Christian ethos underpinning pupils' very good behaviour and relationships.
- The quality of teaching is good overall, with a high proportion being of a very good standard.
- The headteacher leads and manages the school very well, supported by a reflective staff team committed to improving standards and provision.
- The contribution of the governors is excellent.
- The school has very good support from parents.

What could be improved

- The analysis of pupil assessments and the setting of individual targets for improvement.
- Strategic planning for the school's future.
- Development of pupils' awareness of other cultures.
- Arrangements for dropping off and collecting pupils at the beginning and end of the day.

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

The school's many strengths far outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected, just over two years ago, St Anne's was found to have serious weaknesses in curriculum planning, leadership and management. This is no longer the case. The headteacher, staff and governors have successfully addressed all the points noted for development and have made good improvement in these and other areas. Standards remain high and the quality of the teaching has improved considerably since the time of the last inspection. The headteacher has been released from classroom responsibility, which gives her more time to undertake her management role, and several new and enthusiastic people have been recruited to both the teaching staff and governing body. This has helped the school to move forward quickly. It is in a good position to improve 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 | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | A | A | A | B | very high A well above average * above average A B |
| mathematics | A | A* | A | B | average C below average D |
| science | C | A | A | C | well below average E very low E * |

Similar schools are those with less than 8% per cent of pupils eligible for free school meals

Standards in national tests at the end of Key Stage 2 are high year on year in English, mathematics and science. Pupils at St Anne's do better than their peers in similar schools, except in science where their performance is broadly similar. The school has set realistic targets for the current year, which it is likely to meet. Pupils also do well in Key Stage 1 tests. In 1999, seven year olds' achievements were in the top five per cent of all schools in reading. They were also well above average in mathematics and average in writing. Pupils did much better than pupils in similar schools in reading and mathematics, but not so well in writing.

The inspection found that pupils achieve well throughout the school. Children make very good progress in the nursery and reception class and are well above average by age five. Standards are high at the end of Key Stage 1, except in writing where most pupils reach the expected level. Standards are also well above average at the end of Key Stage 2 in English, mathematics and science. Pupils are making good progress this year in developing their skills in information technology, with the introduction of the new suite. Standards are broadly average in this subject rather than high because pupils made slower progress in previous years.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good; pupils enjoy school and work hard. Pupils' very good attitudes towards work together with their very good behaviour are a strength of the school. |
| Behaviour, in and out of classrooms | Pupils behave very well both in lessons and at lunchtimes and playtimes. |
| Personal development and relationships | Very good; pupils are responsible and sensible. They get on well with each other and the staff. |
| Attendance | Very good and above the national average. Pupils are punctual and lessons begin on time. |

TEACHING AND LEARNING

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

The quality of teaching has improved since the last inspection. It is now good overall and has a significant positive impact on pupils' achievements. Seventy-five per cent of the teaching seen in lessons was good or better, including forty per cent which was very good or excellent. Teaching in the remaining lessons was almost always satisfactory, with just one unsatisfactory lesson seen. The strongest teaching was in the nursery and reception classes and in Year 5, where all the teaching was good or better.

Literacy and numeracy are both taught well and pupils achieve a good deal in lessons. Particular strengths underpin teachers' work in all subjects. They have very good relationships with pupils and set high expectations for both work and behaviour. Planning is good and takes proper account of the needs of pupils with differing attainment levels.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good overall and very good for children under five. It is much improved since the last inspection, with more thorough planning for all subjects. Work planned is interesting and imaginative and now based on detailed long-term plans. The curriculum is broad and reasonably balanced. |
| Provision for pupils with special educational needs | Good. This area is now well managed by the headteacher. Pupils receive appropriate support and parents are involved well. |
| Provision for pupils with English as an additional language | Good. Pupils at the early stages of learning English receive appropriate extra help. Teachers are sensitive to these children's needs. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. There is very good provision to help pupils to develop as well-rounded people. A strong Christian Catholic ethos underpins the work of the school and there is very good emphasis given to care and respect for others. Provision for pupils' cultural development is satisfactory. They are taught about Western culture but are given less opportunity to learn about other cultures. |
| How well the school cares for its pupils | There is very good support and guidance for all pupils. The school looks after pupils well. Assessment is satisfactory. The school is developing its assessment procedures so that pupils' progress can be tracked effectively. It is beginning to use assessment information to set targets for pupils. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--------|---------|
|--------|---------|

| | |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. This area has improved a good deal in the last two years. The headteacher has a clear educational vision and has successfully built up an effective staff team who are committed to improving both provision and standards. Staff morale has improved considerably since the last inspection. The school's planning for future improvement is sound. |
| How well the governors fulfil their responsibilities | Excellent. The governors are very committed to the school and use their many talents extremely effectively to support improvement. |
| The school's evaluation of its performance | Good. Staff and governors have a clear picture of the strengths and weaknesses in the school and use these evaluations well to plan for the future. |
| The strategic use of resources | Very good financial planning in recent years has steered the school successfully through a difficult period. The school uses its resources wisely and is conscious of the importance of seeking best value for money. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Children like school. • Behaviour is good. • The school expects pupils to work hard. • The school is helping children to become more mature. • Children make good progress. • The school has made good improvement since the last inspection. | <ul style="list-style-type: none"> • A small number of parents do not feel well informed about their children's progress. • A few parents are not happy with the amount of homework given. • A few parents feel that the school is not well led and managed. • A few parents do not think that there are enough activities outside lessons. • A few parents are unhappy about the parking outside school at the beginning and end of the day. |

The inspection team unreservedly supports parents' positive views. The inspection found that written reports to parents about their children's progress are satisfactory, although they do not set targets for improvement. It also found that teachers are always happy to talk to parents about their children's progress. The amount of homework given is appropriate for the age of the pupils. The school is now led and managed very well because the headteacher has time away from the classroom to undertake her responsibilities. There are a wide range of clubs for pupils after school and very good care for pupils before and after school in 'The Club', which is held daily. Inspectors agree with parents about the potentially dangerous situation caused by parked cars at the beginning and end of the school day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English, mathematics and science

1 Standards have remained high at St Anne's since the last inspection. National tests show high achievement year on year. In the 1999 national tests, for example, standards were well above average at the end of Key Stage 2 in English, mathematics and science. At St Anne's, more pupils than average reached both the expected and higher levels. Pupils' achievements matched those in similar schools in science and were better in English and mathematics. Results in these national tests have improved consistently since 1996 and at a faster rate than in most other schools. Pupils also did well in reading and mathematics in the Key Stage 1 1999 national tests and assessments. In reading, pupils' achievements were in the top five per cent of all schools. In mathematics they were well above average, both in relation to all schools and to those similar to St Anne's. In writing, their attainment was average. Standards have risen in reading and mathematics since 1996.

2 The focus of the inspection was on teaching and learning in writing and science lessons. Pupils' work in mathematics was also looked at and pupils' reading skills were noted within the literacy hour. It is evident that standards remain high at the end of Key Stage 2 in English, mathematics and science. Pupils achieve well in these areas because they are taught well. In one excellent lesson, for example, pupils in Year 5 studied 'The Fire of London' by John Dryden. There was an excellent discussion on metaphor, personification and figurative language, which enabled pupils to identify these features in this quite difficult text. Standards also remain high in reading, mathematics and science at the end of Key Stage 1, with writing being a relative weakness. Improved curriculum planning has also had a positive impact upon standards. The school has adopted both the numeracy and literacy strategies. This has helped to address the previous over-dependence on published schemes and worksheets. The work planned for pupils is more interesting and relevant. This has contributed to improved writing skills in Key Stage 2. It is evident that pupils write for a range of purposes. In Key Stage 2, this includes letters written by pupils to writers about their work, interesting accounts of visits to the Black Country Museum, onomatopoeic poems and stories about fear. The writing of the oldest pupils is well above average. Standards have improved since the last inspection.

3 Planning has also improved in science and the school now uses the Qualifications and Curriculum Authority scheme as a basis for the work. In one very good lesson, pupils in Year 4 reached high standards because of the interesting work planned. They worked on an investigation related to measuring heat. They made very good progress in predicting, making comparisons, seeing patterns and drawing conclusions because of the well-structured tasks and good teacher questioning. There is a good concentration on the development of pupils' scientific understanding through the use of precise language. In one good lesson in Year 1, for example, pupils grappled to describe the properties of materials, such as wood and plastic. They managed this well with the help of sensitive teacher questioning.

There is a strong Christian ethos underpinning pupils' very good behaviour and relationships

4 The mission statement for the school is clear and simple. The school aims to provide a loving, caring atmosphere that enables each child to develop intellectually, socially and spiritually. It bases all its work on Christ and His gospel values of love, peace and justice and tries to ensure that all members of the school's community are happy and fulfilled in their lives at St Anne's. The school manages this very successfully. There is a calm and purposeful atmosphere in the school during lesson time. Prayers at the start of the day help pupils to appreciate that their work in school is for some purpose and this helps all to join together as members of a community. Teachers have high

expectations of pupils' good behaviour and these expectations are met very well. Pupils are attentive and polite to their teachers and work hard. They respond very quickly to teachers' instructions and requests and no time is wasted in lessons in dealing with behaviour problems. Behaviour is also very good at playtimes and lunchtimes and there is rarely any need for staff to talk to pupils about their behaviour.

5 Pupils of all ages get on very well together because of the school's friendly and encouraging atmosphere. They also relate very well to staff and visitors and are both polite and friendly. This is true both in lessons and at other times of the day. Pupils are often expected to work together and do this sensibly and with the minimum of fuss. In one Year 2 literacy session, for example, a small group worked on a word building game very harmoniously. On another occasion, a group of Year 5 pupils worked together, away from the direct supervision of the teacher, in order to record information onto a tape recorder. Again pupils managed this very calmly. The same very good relationships are evident at playtimes and lunchtimes. Even in potentially trying situations, when a pupil dropped her lunch on the floor, for example, staff remain calm and positive. Pupils are valued by staff and as a result they care well for each other. They talk kindly to each other and are interested in what their friends are doing.

The quality of teaching is good overall, with a high proportion being of a very good standard.

6 The quality of teaching has improved since the last inspection. It is now good overall and ensures that pupils achieve well. In the lessons seen, three out of four were good or better. Two out of every five lessons were very good or excellent. The remainder of the teaching was largely satisfactory, although one unsatisfactory session was also seen.

7 The teaching of the children under five is particularly strong and all lessons seen in the nursery and reception classes were good or better. In these classes the rooms are very well organised, so that children can find materials and equipment easily. The children are encouraged to be independent and so become confident in their relatively new surroundings. The staff explain work clearly to the children and involve them well in discussions. They capture the children's imaginations well by their interesting approach. In one session, for example, the teacher used a little bear to tell the children if they were doing well.

8 In Key Stages 1 and 2, the teaching in lessons seen was predominantly good, with two out of five lessons very good or excellent. The strong teaching is spread through both key stages. It is evident from both the lessons seen and pupils' work that teaching is good in both literacy and numeracy. Teachers have worked hard to implement both the literacy and numeracy strategies and planning for lessons is good. A particular strength in the planning for the literacy hour is the choice of good quality literature as a basis for the work. In the lessons seen, teachers explained work clearly and much was achieved.

9 Teaching is also good overall in science, with an appropriate emphasis on investigative and experimental work. In information technology, the teaching in all the lessons seen was good or better and this has a significant impact on the amount that pupils achieve. There are common strengths that run through all lessons, including literacy and numeracy. One of these is the very good relationships between pupils and teachers. Teachers respect and like the pupils and the high expectations set for both behaviour and hard work are met well. Planning is another strong area. Teachers are clear about what they want the pupils to achieve in lessons. They plan tasks well to meet the learning needs of different groups of pupils. Consequently pupils learn effectively because the tasks are appropriate for them. In the better lessons, teachers' very good subject knowledge is particularly evident. This is especially so in information technology, for example, where pupils move on quickly in lessons because teachers have good computer skills.

The headteacher leads and manages the school very well, supported by a reflective staff team committed to improving standards and provision

10 The headteacher has resolutely faced the challenge laid down by the last inspection just over two years ago to improve the provision for the pupils. At that time the school was found to have serious weaknesses. This is no longer the case. With the support of the staff and governors, the headteacher has successfully led the work needed to address the key issues for improvement. These were largely to do with the leadership and management of the school. An action plan was drawn up to outline the necessary improvement needed and this has provided a sound framework for development. Staff and governor roles and responsibilities are now clearly defined and the headteacher has taken over the management of special educational needs. Curriculum planning has improved and better assessment procedures have been put in place. Communications between all members of the school community have been improved. Staff morale is now high and teachers are very enthusiastic about their work.

11 Several factors have contributed to this good progress, but the courage and determination of the headteacher lie at the heart of the improvements. For the last eighteen months she has not had a class responsibility and this has enabled her to undertake her leadership and management role more effectively. She has had the opportunity to work in classes across the school and to monitor and support teachers and pupils. She has had the time to ensure that new curriculum initiatives such as the literacy and numeracy strategies are being implemented effectively, for example.

12 The headteacher has developed a reflective staff team who are committed to improving their own practice and raising standards further. There has been quite a high staff turnover in recent years and several young and enthusiastic teachers have been appointed to join the strong team. A new deputy headteacher is due to take up her post in a few weeks time. This new appointment will effectively complete the senior management team and then the school will be in a position to clarify the management roles of these particular staff. Curriculum co-ordinators make a good contribution. They have a firm grip on standards and provision in their different subject areas and give a good lead for developments.

13 A good example of the school's response to improving provision is the recent work to improve teaching and learning in information technology. A relatively new initiative, which clearly shows a commitment to raising standards and good team work, is the work undertaken in the new computer suite. This very successful project stemmed from the school's awareness that provision was unsatisfactory and standards low. The suite was set up about a year ago, following a successful joint bid with a local private school for government funding. The suite is used by all pupils, including the nursery children. The very knowledgeable co-ordinator is giving good support to colleagues, who are gaining in confidence. All staff are enthusiastic about developing their own skills so that they can teach more effectively. One member of staff, for example, is undertaking a City and Guilds course in her own time. The school's own training programme is also concentrating on this area in the current year. A part-time teacher who works with groups of pupils to develop their skills has enhanced provision further. Consequently, pupils now have much more opportunity to work on computers and have made good progress in developing their skills, knowledge and understanding this year. Pupils in Year 1, for example, used a designing program in one session to make patterns with circles and squares. They showed good mouse control and understood how to use the tool bar to change the format of their work. Pupils in Year 5 now know how to send and receive e-mails and pupils in Year 6 access the Internet for information. The school has identified further improvements for the coming year. These include developing the planning to include more work related to control, monitoring and modelling. Staff have planned to introduce a systematic assessment programme and improve the computer facilities in classrooms.

The contribution of the governors is excellent

14 The school is very fortunate in having committed and enthusiastic governors with a wide range of talents and skills. They fulfil their roles very successfully and the positive way in which they have supported the school since the last inspection has been impressive. They have acted as excellent 'critical friends'. Several governors have had substantial experience in the management of other schools and have given very informed support to the school in a sensitive and beneficial way. This has been particularly helpful for the headteacher, who has benefited particularly from the encouragement of the newly-appointed chair. Other governors have financial expertise and have used this very well to help the school in its financial planning in order to underpin the educational direction for the school. The school decided to maintain single year groups, in the face of a drop in pupil numbers, in order to challenge all pupils successfully at an appropriate level. The governors took a brave decision to release the headteacher from her class commitment by employing inexperienced teachers in order to lower staffing costs. This has proved to be a successful strategy because the new staff are effective and have brought new enthusiasm into the school. At the same time the headteacher has time to undertake her role more effectively. Pupil numbers are rising and the school is no longer in the difficult financial situation it was a few years ago.

15 As well as supporting the school in practical ways, governors also stand back and consider the standards and quality of education that is provided in order to build on the strengths and address the weaknesses. The way in which they work in this area is particularly effective. They undertake this part of their role more formally in the regular governor meetings. In these, governors are presented with the relevant information about standards and developments since the last meeting and discuss the implications of what they are told. Frequently a member of staff presents information to the governing body about the work in a specific curriculum area, which helps to keep them up to date about new developments. At the same time individual governors ensure that they are well informed about the work in the school by regular visits during the working day. Some governors are linked to a specific curriculum area and make focused visits to the school in order to see what is happening in classrooms and talk to the co-ordinator. The relationship between the staff and governors is very good and based on honest dialogue. This has a very positive impact on the school community's aim to improve standards and provision further.

The school has very good support from parents

16 The school's partnership with parents has improved since the last inspection and is now very good. This is both because the school has made a real effort to improve the communication between home and school and also because parents have more confidence in the governors, headteacher and staff.

17 At the meeting held for parents before the inspection, it was evident that they felt that the school had improved since the last time it was inspected. Many parents, both at the meeting and in letters to the inspection team, noted the tremendous effort made by the headteacher to improve the school's provision. The particular strengths noted by parents are the good behaviour and good progress made by their children, who like school. They also noted the good teaching and the expectation by teachers that pupils should work hard. Most parents felt that the school was helping their children to become more mature. The inspection unreservedly supports these positive views.

18 Parents also offer practical support. Many help in classrooms during the school day and some are governors. Most support the events organised by the Parents' and Teachers' Association, which raises substantial amounts of money for the school. Perhaps the biggest contribution that parents make is the support that they give to their children at home. Most parents give good support with reading particularly, and share books with their children on a regular basis.

WHAT COULD BE IMPROVED

The analysis of pupil assessments and the setting of individual targets for improvement

19 Staff have worked hard to improve assessment procedures since the last inspection and these now contribute well to providing a clear picture of the progress of both individuals and year groups. Assessment information is easily accessible to staff and folders are being built up to track the progress of different year groups. Staff are in the early stages of using assessment information to drive up standards even higher and are developing this area of the school's work well. They are beginning to use information from national tests, for example, to evaluate the strengths and weaknesses in the curriculum and teaching.

20 Currently the staff are teasing out the reasons for the relatively low standards in writing in Key Stage 1. In this subject, although the percentage of pupils reaching the expected level in national tests was above average in 1999, higher attaining pupils did not do so well in writing as they did in reading and mathematics. In Key Stage 2 writing was also slightly below other subjects. The English co-ordinator has led staff training on this area and a useful portfolio of pupils' writing has been put together to show writing progress through the school. Staff discussed each piece included and looked carefully at the different samples together in order to come to a judgement about the level of attainment reflected. It was also felt that boys did not do so well as girls and so some materials have been purchased to support teaching to capture boy's interest. The impact of this decision has not yet been analysed. Extended writing sessions have been introduced in Key Stage 2 in order to provide more opportunity for pupils to write at length and these will also feature in the Year 2 timetable towards the end of the year. This has been effective and much of the writing through the school is imaginative and lively and pupils are interested in what they write about. Staff have yet to analyse the different aspects of writing to see if there are strengths or weaknesses in particular areas. Handwriting, for example, is not taught systematically in Key Stage 1 and pupils are slow to join letters.

21 Staff are beginning to set targets for individual pupil improvement. In writing, for example, teachers encase comments related to improvement in a 'brick' to draw the pupil's attention to the area to work on. This is a good start, but there is no automatic check on subsequent progress and the 'bricks' tend to get lost within the pupils' work. These comments also tend to be based on past errors rather than positive targets for the future set within a limited time scale.

Strategic planning for the school's future

22 The school has made satisfactory progress in its planning for the school's development since the last inspection. This aspect of the leadership and management of the school was identified for improvement by the last inspection because the priorities for development were not clear. At that time formal, written development planning was a relatively new feature of the school's work and was undertaken largely by the headteacher. The governors, headteacher and staff responded well to the challenge to refine their practice and this planning is now much clearer. The current plan is sound and sets out a satisfactory short-term agenda. Priorities incorporate the key issues for action from the previous inspection as well as new government issues, such as the implementation of the literacy and numeracy strategies. The school has not included its long-term goals, such as maintaining single year group classes and raising standards further within the plan. Nor does it include budget projections for the future, based on possible pupil numbers. These would both set the current yearly planning within a broader context.

23 The plan is securely based on the school's mission statement and includes priorities under four appropriate headings: curriculum and assessment, personnel development, professional development and premises management. Each priority includes tasks to be undertaken, success criteria, monitoring and evaluation, completion date and cost. These are appropriate and useful additions. It is not clear from the plan who is responsible for managing the work on individual targets. There is

insufficient detail given about the implementation of important targets, such as the introduction of the numeracy strategy. The plan pays good attention to the measuring of improvement by including criteria to measure the success of new initiatives. These criteria are not always sufficiently linked to the impact of improvements on standards.

24 There is now more involvement of staff and governors in development planning and the plan is discussed and reviewed regularly at governors' and senior management team meetings. The school plans to have more open consultation about development planning and extend the plan to a three to five year cycle. Currently the plan runs from September to July to fit in with the academic year. This means that the plan does not coincide with the school's financial year and so budget links are more difficult to make.

The provision for pupils' multi-cultural development

25 The school's teaching about the cultural traditions of non-Western societies was an area identified for improvement by the last inspection, which found that the school did not celebrate the rich cultural traditions of the locality. The school has made a little improvement, but this area still does not receive sufficient emphasis.

26 The exception to this is in the nursery and reception classes where good provision is made in order to raise children's awareness of other cultures. In the nursery, for example, the children have been studying the Chinese New Year. They have printed a Chinese dragon, made Chinese lanterns and looked at Chinese writing and food. In the reception class pupils have looked at clothes from around the world and an interesting display shows contrasts between places like Tunisia, Spain, Japan and India.

27 The school teaches about religious traditions and beliefs in different cultures. Key Stage 2 pupils look at the Moslem faith, for example, and their work will involve a visit to a mosque. This is an improvement from the last inspection. Work is not systematically planned in other curriculum areas. Pupils learn songs from other cultures in some music lessons, but these are isolated from a whole school approach to looking at other traditions. There is less emphasis on the work of artists and writers from other cultures.

Arrangements for dropping off and collecting pupils at the beginning and end of the day

28 The school is situated at the end of a small cul-de-sac, which also provides access to the local library. There is a small car park within the school grounds for staff and a very limited amount of off-road parking for parents and visitors. Consequently at the beginning and end of the school day, parents and carers, who bring their children by car, often have to park at the roadside. Very often cars are parked on the yellow zig-zag lines and on the grass verges adjacent to the road. Cars also undertake dangerous reversing manoeuvres in the road up to the school. This is a potentially dangerous situation. The problem is exacerbated by the absence of a footpath to one side of the entrance drive, which means that some parents and children have to cross the road to reach safety. There is another primary school very close to St Anne's and so at the beginning and end of the school day the road is very busy.

29 The school encourages parents to park safely and to walk their children to school, where possible. Frequent reminders are sent out in newsletters, but the situation remains dangerous.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30 In order to build on the many strengths of the school, the headteacher, staff and governors need to:

- Use the assessment procedures in place to raise standards even higher by:
 - Analysing in more detail the strengths and weaknesses within subject areas;
 - Setting individual targets for pupils in English and mathematics;

- Improve the planning for the future development of the school by:
 - Sharpening the focus of yearly priorities;
 - Identifying the people responsible for tasks;
 - Linking success criteria more closely to outcomes, particularly standards;
 - Considering the impact of increased numbers on budget allocation;

- Widen pupils' experiences of the rich cultural traditions of our multi-ethnic society in all aspects of the curriculum;

- Improve the arrangements for dropping off and collecting pupils at the beginning and end of the day by:
 - Reviewing the current situation;
 - Encouraging pupils to walk to school;
 - Involving parents and carers in safer parking practices.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 20 |
| Number of discussions with staff, governors, other adults and pupils | 13 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 5% | 30% | 40% | 20% | 5% | 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) | 14 | 191 |
| Number of full-time pupils eligible for free school meals | 0 | 1 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 2 |
| Number of pupils on the school's special educational needs register | 0 | 22 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 4 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 3.2% |
| National comparative data | 5.4% |

Unauthorised absence

| | % |
|---------------------------|------|
| School data | 0% |
| 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 | 16 | 14 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 13 | 14 |
| | Girls | 14 | 14 | 14 |
| | Total | 28 | 27 | 28 |
| Percentage of pupils at NC level 2 or above | School | 93 (100) | 90 (100) | 93 (93) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 15 | 13 |
| | Girls | 14 | 14 | 13 |
| | Total | 28 | 29 | 26 |
| Percentage of pupils at NC level 2 or above | School | 93 (93) | 97 (89) | 87 (86) |
| | 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 | 10 | 20 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 8 | 10 |
| | Girls | 19 | 19 | 17 |
| | Total | 27 | 27 | 27 |
| Percentage of pupils at NC level 4 or above | School | 90 (69) | 90 (81) | 90 (75) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 8 | 9 |
| | Girls | 18 | 18 | 18 |
| | Total | 26 | 26 | 27 |
| Percentage of pupils at NC level 4 or above | School | 87 (75) | 87 (81) | 90 (81) |
| | National | 68 (65) | 69 (65) | 75 (72) |

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 | 0 |
| Black – other | 1 |
| Indian | 7 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 150 |
| 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: Y R – Y 6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 8.3 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 27 |

Education support staff: Y R – Y 6

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 51 |

Qualified teachers and support staff: nursery

| | |
|--|---|
| Total number of qualified teachers (FTE) | 0 |
| Number of pupils per qualified teacher | 0 |

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 38 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|--|----------|
| Financial year | 1998 -99 |
| | £ |
| Total income | 301517 |
| Total expenditure | 287860 |
| Expenditure per pupil | 1469 |
| Balance brought forward from previous year | -8208 |
| Balance carried forward to next year | 5449 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 223 |
| Number of questionnaires returned | 58 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 76 | 24 | 0 | 0 | 0 |
| My child is making good progress in school. | 66 | 31 | 0 | 2 | 2 |
| Behaviour in the school is good. | 72 | 28 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 38 | 48 | 10 | 3 | 0 |
| The teaching is good. | 71 | 24 | 2 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 50 | 34 | 12 | 3 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 72 | 22 | 3 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 67 | 31 | 0 | 2 | 0 |
| The school works closely with parents. | 53 | 33 | 7 | 3 | 3 |
| The school is well led and managed. | 53 | 31 | 9 | 2 | 5 |
| The school is helping my child become mature and responsible. | 55 | 43 | 2 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 47 | 33 | 17 | 0 | 3 |