

# INSPECTION REPORT

**STANDISH LOWER GROUND ST ANNE'S**

**C of E SCHOOL**

Standish Lower Ground, Wigan

LEA area: Wigan

Unique reference number: 106468

Headteacher: Mrs I Billings

Reporting inspector: Lynne Read  
21199

Dates of inspection: 2-3 June, 2003

Inspection number: 246596

Short 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: Wigan Lower Road  
Standish Lower Ground  
Wigan

Postcode: WN6 8JP

Telephone number: 01942 511348

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Appropriate authority: Governing body

Name of chair of governors: Rev. John Riley

Date of previous inspection: 12 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-------------|----------------------|
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| 13462        | Mr J Leigh  | Lay inspector        |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Anne's CE Primary School is situated in the area of Standish Lower Ground, close to Wigan centre. With 56 boys and 53 girls on roll, it is smaller than most primary schools. Overall, attainment on entry to school is below average. The proportion of pupils known to be eligible for free school meals (21 per cent) and the proportion of pupils on the special educational needs register (25 per cent), are both above the national average. One pupil (one per cent) has a statement of special educational need and this is around the same as the national average. Some of the pupils on the list of special educational needs have moderate or specific learning difficulties whilst others have emotional and behavioural problems. All pupils are from white, British backgrounds.

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

This is a good school that provides good value for money. Attainment in mathematics and science is above average and pupils achieve well in these subjects. The majority of teaching is good. There is good leadership that supports pupils' development well and enables all to benefit equally from what the school provides. Pupils have good attitudes to school. Managers constantly drive the school forward, aiming to provide the best possible provision.

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

- The national test results in mathematics and science are above the national average and well above the average for similar schools.
- The majority of teaching is good and underpins the good learning in school.
- Good leadership is focused on improvement and equal access for all.
- There is a good emphasis on nurturing pupils' personal development.
- Pupils' attitudes and behaviour are good and there are good relationships throughout the school.
- The school cares very effectively for the pupils.
- Established links with other education providers and businesses enhance the curriculum and extend pupils' experiences well.

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

- Attainment in writing, especially at the higher levels.
- The consistency of teaching and learning throughout all classes.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in 1998. Staff have worked hard to successfully address the key issues identified in the report. More time is now allocated to mathematics, and standards in design and technology, geography and information and communication technology (ICT) have improved well. School development planning is more detailed and financial planning reflects the school's priorities. The governors are better informed about the curriculum. Subject managers are active in checking planning and pupils' work and there are plans to develop their role further by monitoring and supporting colleagues in class. Assessment information is well used to guide teachers' expectations in mathematics but is not so accurately targeted towards improving writing. Standards have risen and the quality of teaching has improved. Overall, improvement is good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | E             | E    | D    | C               |
| Mathematics     | E             | D    | B    | A               |
| Science         | E             | E    | B    | A               |

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

Children in the Reception class make good progress and the majority attain the standards expected nationally for their age in all six areas of learning. In Years 1 and 2, progress is good and all pupils achieve well. In the statutory tests in 2002, attainment in reading, writing and mathematics was well above average when compared to similar schools. This year's results are likely to be lower and below the national average. This does not represent a drop in performance but reflects the profile of the year group and the greater percentage of pupils who have special educational needs. Findings from classroom observations show that pupils are learning at a good rate and achievement for the present Year 2 pupils is good. The table above shows that the 2002 test results for Year 6 pupils were average in English and well above average in mathematics and science when compared to schools in similar circumstances. The school took action to improve attainment in English by working on pupils' writing skills. There has been some success this year but there are still not enough pupils working at the higher level 5. Inspection findings are that a good percentage of Year 6 pupils are working at the expected level 4 in mathematics and science, putting standards above average. Standards in speaking and listening and in reading are above the national average but standards in writing are below average at present. The school is on track to achieve its targets for attainment in English and indicators are that targets for mathematics will be exceeded. Trends over time at the school show very good improvements in mathematics. This is due to the focused work done over recent years. Attainment in English is set to rise this year and reflects the initial work done to improve writing. Pupils who have special educational needs progress well and take a full part in their lessons. Boys and girls make equally good progress.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils enjoy coming to school and have good attitudes to learning. They are well motivated and work hard.  |
| Behaviour, in and out of classrooms    | Behaviour throughout school is good, both in lessons and during leisure time. Pupils understand and follow the rules and show good consideration for each other.             |
| Personal development and relationships | Personal development is good and results in positive relationships between all members of the school community. Most pupils demonstrate good self-discipline and confidence. |
| Attendance                             | Attendance rates are above average. Most pupils have good timekeeping.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | 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. There was no unsatisfactory teaching and, in one out of four lessons observed, teaching was very good. Teachers throughout the school pay great attention to pupils' personal development which leads to good levels of confidence, good relationships and positive attitudes. Teaching and learning of the basic skills are good. Lessons have clear aims which teachers share with the pupils, creating a purpose for learning. Teachers ensure that pupils have a good knowledge of their own learning by providing useful feedbacks during lessons. The pace of learning is usually good but this is not consistent. In a few cases, in Years 3 to 6, there is too much teacher input and not enough time for pupils to work independently. Classroom organisation is sometimes inefficient and means that some time for learning is lost. A scrutiny of books shows a much lower amount of written work completed in one class than the others, especially in subjects other than English, mathematics and science. Good use is made of teachers' specialist subject knowledge, for example in ICT lessons. In this small school, the breadth of teachers' knowledge and understanding across the curriculum is good. The links with outside agencies provide worthwhile, additional experiences for the pupils. Sensitive support for pupils who have special educational needs ensures that they meet their individual targets.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | There is a satisfactory range of learning opportunities in Years 1 to 6 but not enough planned opportunities for pupils to practise their writing. Provision in the Foundation Stage is satisfactory. Opportunities for practical activities and outside play sessions are satisfactory but are not continuous during the day due to lack of space and facilities. |
| Provision for pupils with special educational needs   | Good. They have individual learning plans that ensure good progress and a good amount of support in the classroom.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for pupils' spiritual, moral and social development is good and well supported by the strong Christian ethos. Pupils have a good awareness of local culture and have satisfactory opportunities for multicultural education through the breadth of the curriculum.   |
| How well the school cares for its pupils  | Adults in the school care for pupils' individual needs very well. Established routines provide a good standard of safety. Information gathered from assessments of pupils' work is very effectively used to plan the next steps in learning for mathematics and reading but not so effectively in writing.   |

Relationships between home and school are effective in helping pupils to learn better. Parents appreciate the school's efforts in nurturing their children's personal development. They value the 'family atmosphere'.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides good leadership and is the driving force in maintaining the school's caring ethos. She has the confidence of both parents and governors. She works in close partnership with the deputy headteacher in striving for improvement. Management is satisfactory; there are strengths but the monitoring and supporting role of the subject managers is in the developmental stage. |
| How well the governors fulfil their responsibilities             | Governors have a sound understanding of the school's strengths and weaknesses, especially in relation to trends of attainment. They gather a good amount of information, ask relevant questions and keep up-to-date with developments in the school improvement plan. Overall their leadership and management are satisfactory.   |
| The school's evaluation of its performance                       | Satisfactory. All data is analysed and the results are used to identify priorities and direct improvement planning. The headteacher uses a range of often informal, but effective, methods to monitor all aspects of provision.   |
| The strategic use of resources                                   | Spending is linked to priorities in the development plan. Budgets are carefully set on the basis of information available. Best value is sought when ordering and governors evaluate expenditure in terms of improved provision.  |

The accommodation is satisfactory overall but there is no dedicated outside play area for children in the Reception class.

## 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>• Their children enjoy coming to school.</li> <li>• Children are expected to work hard and they make good progress.</li> <li>• Behaviour is good and the school helps pupils to become mature.</li> <li>• The teaching is good.</li> <li>• Parents feel comfortable about approaching school.</li> <li>• The school is well led and managed.</li> </ul> | <ul style="list-style-type: none"> <li>• Homework.</li> <li>• Information about how their children are getting on.</li> <li>• How the school works with them.</li> <li>• Activities outside of lessons.</li> </ul> |

The team agrees with parents' positive views of the school. Inspection findings show that homework is used to support learning satisfactorily but is not set to a regular pattern and expectations are not always clear. The school is aware of the problem and is planning to improve matters. There have been some disruptions in staffing this year and as a result, the programme of extra-curricular activities has been affected. Provision from earlier in the year and that planned for next year is satisfactory for a school of this size but it has been minimal just recently. There is a good amount of information for parents and those interviewed during the inspection said that they felt well informed about the daily life in school. Some parents want more information about the curriculum and teaching methods. The parent governors have noted this.

## **PART B: COMMENTARY WHAT THE SCHOOL DOES WELL**

### **The national test results in mathematics and science are above the national average and well above the average for similar schools.**

1. The 2002 National Curriculum tests for pupils at the end of Year 6 showed good improvements in standards, especially in mathematics and science. When compared to schools in similar circumstances, attainment in both subjects was well above average. The school was subsequently presented with an achievement award. The improvements have been sustained this year. A higher-than-average proportion of pupils are working at the expected Level 4 and above. Standards and achievement in mathematics and science are good.
2. Children in the Reception year gain a good grounding in mathematical understanding and an awareness of science in the world around them. When they enter Year 1 the majority have achieved what is expected in these areas and a good number have progressed into the National Curriculum programmes of study for mathematics. In Years 1 and 2, pupils develop a good understanding of numbers and begin to calculate in their heads. They understand the concepts of multiplication and division and use their knowledge effectively to work out problems such as those involving money. Working at higher levels, pupils apply pen and paper methods effectively to work with numbers in the hundreds. They have a good understanding of the value of each digit and can explain whether it represents a hundred, ten or unit. In one lesson, pupils demonstrated their good confidence in working with fractions. Using practical aids, they added quarters and halves accurately. Pupils have a good range of different methods that they use to calculate and they make reasonable estimates of answers as a way of double-checking the accuracy of their work. They have a good understanding of shape and space, measurements and time.
3. Mathematical skills develop well throughout Years 3 to 6 and by the end of Year 6, pupils work very confidently with decimals and percentages. They complete complex calculations that involve addition, subtraction, multiplication and division. Pupils' problem solving skills are well developed. Some good standards were seen in a Year 6 lesson when pupils worked out answers at speed using mental computation. In their written work, they calculated the percentage equivalent of fractions, working with a good degree of accuracy. Pupils' good knowledge of shape was evident in a Years 4 and 5 lesson where they categorised acute and obtuse angles and made their own 'right angle tester' to help with estimation.
4. Pupils engage confidently in scientific investigations. In Years 1 and 2, they tried out different soaps to see which ones performed best, paying good attention to the requirements of fair testing. They have completed some good work on materials and know how to wire an electrical circuit. Year 2 pupils investigate forces and give good explanations for why a ball moves quickly or slowly in relation to the forces placed upon it.
5. In science, pupils in Years 3 to 6 experience a good range of practical activities that stretch their experimental and investigative skills. In one lesson, they were challenged to design and make a simple pressure alarm using their knowledge of electricity and materials. Pupils used diagrams to plan their alarm and applied their scientific skills very effectively to the task. In Year 3, pupils experimented with light sources to make shadows. They used their skills of observation effectively to identify how the shadow changed and began to formulate some hypotheses to explain why it did so.

6. Throughout school, pupils use and apply their mathematical skills effectively in a range of problem-solving situations. Scientific enquiry is also well developed because pupils have good opportunities to engage in practical activities and to investigate and evaluate the evidence that they gather. Good links with design and technology provide additional challenges and opportunities that enhance the pupils' skills, knowledge and understanding.

**The majority of teaching is good and underpins the good learning seen in school.**

7. The quality of teaching is good and, in around one in four lessons observed, it was very good. It has improved since the last inspection. However, there are variations between classes, and teaching in the lower junior group is mainly satisfactory. The quality of teaching is directly responsible for the good rate of learning over time but pupils' progress is slower in the lower junior class.
8. As a result of the good teaching, the Reception children progress well and the majority of them are on course to achieve the nationally expected standards for their age by the time they enter Year 1. Children's personal development is very successfully promoted. The teacher pays good attention to establishing routines and to developing confidence and good work habits. This sets a very firm foundation for later learning. Early reading and writing skills are taught well and there is a good emphasis on using letter sounds to read new words and to spell. The teacher includes much challenge in the mathematics sessions and several children are working at a level above what might be expected for their age. The children benefit from focused sessions in the computer suite where, for example, the teacher gave them opportunities to explore the potential of a graphics program. This led to good progress and some amazement. There are sufficient opportunities for children to extend their creative and physical skills and to learn about the world around them but these tend to be in blocked times rather than on-going throughout the day. This is because there is limited space and no dedicated outside area for the Reception children.
9. The majority of teaching in Years 1 and 2 is good and in one quarter of lessons seen, it was very good. The good teaching of reading strategies includes the imaginative use of games and practical sessions to extend pupils' skills in blending sounds in the English language. Drama techniques are used well to enhance learning. For example, in one lesson, the teacher took on the role of Goldilocks so that pupils could ask her questions. This exercise proved very useful in extending pupils' skills in speaking and listening, as well as helping them to understand the grammatical construction of questions. In guided reading sessions, pupils are successfully encouraged to identify a new word in the text by re-reading the sentence and by using the picture clues. This explicit teaching leads to good progress. The good teaching of mathematics also includes the imaginative use of games in the daily mental arithmetic starter session. These provide an interesting and effective way for pupils to practise and consolidate the skills that they learn in lessons. Teachers use practical methods and resources well to promote learning. For example, some challenging work on fractions was made easier because the teacher illustrated halves and quarters using flags so the pupils had a visual prompt. The pupils are set into groups according to attainment. This ensures a good match of support or challenge. Encouraging feedback is often given orally during lessons so that pupils know how they are getting on and how they might improve.

10. In Years 3 to 6 there is an equal balance of very good, good and satisfactory teaching. Overall, teaching and progress are better in the middle and upper junior classes where lessons have a faster pace and teachers have higher expectations of what their pupils can achieve. There is some imaginative teaching in English. For example, in a Year 4 and 5 lesson, the pupils studied the use of figurative language and word play when they read different styles of poetry. The basic skills in English are taught well so that pupils have a good understanding of spelling, grammar and punctuation. However, there are insufficient opportunities for pupils to consolidate and practise their writing skills when recording work in other subjects. In mathematics, teachers encourage pupils to investigate and work things out for themselves, thus successfully encouraging independent learning. In a Year 5 and 6 mental arithmetic lesson, the teacher expected pupils to explain how they arrived at their answers. This allowed the pupils to learn from each other by sharing the good range of computation strategies that they had used. Pupils make good progress in their use of mathematical vocabulary because teachers insist that correct terms are used. In science, teaching is good, with a strong emphasis on practical and problem-solving work that allows pupils to apply the skills and knowledge that they learn. Design and technology projects are imaginatively linked with science work, providing enhanced learning in both subjects. Increasingly good use is being made of ICT to enhance learning. Pupils were observed using websites effectively in their geography and art lessons to support their research projects.
11. In Years 3 to 6 the quality of marking is good overall. Usually, teachers include helpful comments that show the pupils how they can improve but this is not consistent across the classes. Occasionally there are general comments and little follow up where a pupil has encountered difficulty. Homework is sometimes used to good effect. In one mathematics lesson, the pupils received evaluative feedback on the task they had completed. Years 4 and 5 pupils were set an interesting investigative task to extend their learning in food technology.
12. Teachers use approaches that support learning well. They tell pupils what they are going to learn, thereby providing a clear purpose for the lesson. Plenary sessions are effectively used to assess progress and celebrate achievements. Thus these sessions provide very useful information for the teacher that guides planning for the next lesson. Questioning techniques are good. In the majority of classes, teachers are skilled in leading discussions that involve all pupils. The teaching assistants often support pupils with special educational needs well at this point. They chat quietly with them, helping to clarify thoughts and to formulate an answer. The teachers' daily planning is detailed and, apart from one class, there are good relationships and good class management. In all but one class, resources are organised effectively and are readily available. Pupils' books and other consumables are to hand, and classroom routines are well established. As a result, no learning time is lost. Teachers make valuable interventions in the learning process. For example, in a science lesson, the teacher spotted a crucial problem with the wiring work being done. He shared the troubleshooting exercise with the whole class, thereby solving the difficulty for that group and also preventing other pupils from making the same mistakes.
13. Between them, the teachers in this small school have a wide ranging level of expertise and experience that they readily share with each other when planning. Some specialist teaching sessions make good use of teachers' particular expertise, for example, in ICT and religious education. Where teachers have particular talents, they are well used to promote learning in their own classroom. One teacher's artistic skills inspired the pupils to follow the good model he provided. As a result, they

produced pictures in the style of Lowry that were of a very good quality. These talents are not used to support other staff in their classes or to share good practice at present because this part of the subject managers' role is in the developmental stage.

14. Teachers make good use of the local environment to enhance pupils' learning. Good community links, especially in the teaching of science, ICT, design and technology, geography and history further enhance learning. Parents' returned questionnaires show that 92 per cent are of the opinion that 'teaching is good' and 94 per cent agreed that 'the school expects pupils to work hard'. At the pre-inspection meeting, parents expressed the view that their children 'liked their school and their teachers'. There was, however, some concern about the frequency and amount of homework. The inspection team found that the amount of homework is satisfactory but is not set to a regular pattern.

**Good leadership is focused on improvement and equal access for all.**

15. The headteacher is firmly committed to the school's aims, which are rooted in its Christian foundation and include a strong emphasis on pastoral care. She ensures that the school lives out its mission statement in nurturing pupils' talents and providing opportunities for all to achieve to the best of their abilities. All pupils have full access to all parts of school life. Those with special educational needs are supported effectively so that they can take full advantage of what the school has to offer. The curriculum is broad, balanced and relevant, providing opportunities for pupils to excel in a creative, physical, personal or academic way. The headteacher is very successful in promoting an environment where pupils work hard, enjoy good relationships, and show respect for peers and adults.
16. The good delegation of relevant responsibilities to the deputy headteacher and the administration officer allows the headteacher to work in classes, to keep abreast of developments and to maintain a good overview of provision. The administration officer takes charge of routine matters and handles financial administration, providing useful, regular monitoring reports on the budget. The headteacher and the deputy headteacher share a strong sense of purpose and provide clear direction for the school's work. There is a strong emphasis on driving the school forward using the information gathered through school self-evaluation. The assessment, target setting and tracking systems have been improved well and all data is effectively analysed to show the strengths and weaknesses in performance. As a direct consequence of these changes, attainment has improved over the last two years. School links have been enhanced to provide a broader range of experiences for the pupils and current initiatives are centred around developing the role of the subject managers. A significant part of the improvement work has been under the direction of the deputy headteacher. The diverse skills of both managers are utilised to the full, securing effective practice in the school.
17. An analysis of returns from the parents' questionnaires shows that 96 per cent are satisfied that the school is well led and managed. Through discussions, it is evident that the headteacher is highly regarded by parents and governors, and that they value her hard work and commitment.

**There is a good emphasis on nurturing pupils' personal development.**

18. The school is a caring community that promotes a strong sense of right and wrong through all aspects of its work. Provision for spiritual, moral and social development

is good and has been maintained at this standard since the last inspection. These areas of personal development are central to the life at St Anne's. The easily-understood rules reflect a moral code centred on honesty, respect and co-operation. Adults speak to the pupils with courtesy and this is very successful in promoting mutual respect. Each individual's views are welcomed and this encourages pupils to be creative thinkers. During an English lesson, one pupil confidently expressed her opinions about different forms of poetry. She made a good case and was not tempted to go along with the majority, opposing view. Parents commend the school for its work in developing positive attitudes amongst pupils. In returned questionnaires, the vast majority agreed that the school is helping their children to become mature.

19. Spiritual development is successfully promoted through school assemblies, personal, social, health and citizenship lessons and class discussions. Pupils are encouraged to consider the less tangible aspects in the world and recognise special things in their lives such as families and friends. Years 1 and 2 pupils talked about the qualities of friendship in one discussion. They decided that good friends should be loyal, kind and thoughtful. There is a sense of reverence during assembly time as pupils reflect on the theme of the day and say their prayers. Pupils are encouraged to develop their sense of spirituality through the stimulation of a sense of excitement and wonder about the natural world around them and through their own learning. In their ICT lesson, children in the Reception class were thrilled to see the different effects that they could make using a graphics program and shared their discoveries excitedly with their friends.
20. The school has introduced a good range of successful strategies to foster and maintain a secure awareness of social and moral issues in their pupils. Classroom rules are devised by the pupils themselves and are clearly understood. They take a copy of them home so that parents are aware of them and can support their children, and the school, if difficulties occur. The system works well. Teachers constantly praise pupils for effort, for good work, for sensible conduct and for thoughtful actions. Rewards include house points, certificates and special mentions in school assemblies, and are received with pride. Lunchtime supervisors are well briefed about expectations of pupils' behaviour and conduct. Adults and pupils speak and act calmly in classrooms and a raised voice is rare. This is largely because the rules are developed, owned and shared by all members of the school community.
21. The school's personal, social, health and citizenship education programme permeates many areas of the curriculum and supports pupils' personal development well. Pupils' cultural development is extended well through their work in religious education. They study world religions, developing an awareness and understanding of other people's beliefs. In their geography lessons, pupils learn about life in the developing countries. For example, those in Years 3 and 4 study life in an Indian village, contrasting everyday features with those in Britain. Pupils have a good understanding of the concept of interdependence between people, the environment and all living things and have a sound awareness of conservation issues. One class has completed a project on improving the environment and have considered factors such as litter and air pollution. Pupils consider the plight of those less fortunate than themselves when they collect funds for charities. They are successfully taught about health issues, such as diet, and this helps them to make informed choices about what they eat. They also discover the benefits of exercise and, at a level suitable for their age, learn about relationships. Residential visits provide additional, good opportunities for pupils to develop their social skills and to extend their confidence as they try out new and challenging activities.

22. Pupils are expected to make a contribution to the running of the school and they enjoy taking responsibility for jobs. For example, they view it as a privilege to be chosen to ring the bell or deliver the registers. The Year 6 pupils who are chosen as prefects because of their good attitudes, wear their badges with pride and carry out their appointed tasks enthusiastically.

**Pupils have good attitudes to learning; behaviour is good and there are good relationships throughout school.**

23. Pupils have good attitudes to school. The majority arrive on time in the mornings and are enthusiastic about their work. Pupils demonstrate good levels of concentration and sustained effort. They listen to each other attentively and offer constructive suggestions when engaged in collaborative projects. This was illustrated in a Years 5 and 6 art lesson where pupils appraised each other's work in a sensitive and good humoured way. The sharing of ideas led to some very good standards. Reception children in the ICT suite helped each other to solve problems with their graphics program. Throughout school, pupils tidy away willingly after lessons and take good care of school resources. The good attitudes reported at the last inspection have been maintained.
24. Behaviour is good in class, when moving around school and also in the playground. Pupils of all ages mix together very well in this small school, playing games and chasing around in a good-natured fashion. The older ones take good care to avoid the younger children and are mindful of other people's space. School and class rules are followed with a minimum of prompting by adults. As a result, there is a calm, productive atmosphere. Parents who attended the pre-inspection meeting said they were very happy about the standard of conduct in school. They spoke about the pupils' good manners and politeness. In particular, they felt that good relationships underpinned the calm, ordered atmosphere. During the inspection, there was no sign of any oppressive behaviour or bullying. The analysis of the returned questionnaires shows that 92 per cent of parents agree that behaviour is good. There have been no exclusions over the last year.
25. Relationships are good. Pupils offer help to their friends and there is a supportive ethos that pervades all of the school's work. Attendance is above average and reflects pupils' enjoyment of school. Extra-curricular clubs are well attended and pupils are keen to attend social events and the residential week that the school provides.

**The school cares very effectively for the pupils.**

26. Teachers and other adults in school are alert and responsive to individual needs. Very good procedures and well-established day-to-day routines ensure the health, safety and well-being of pupils. The governors have suitably detailed policies. These are closely followed, ensuring that pupils have a secure environment in which to learn and play. As the child protection officers, the head teacher and deputy headteacher ensure that all staff are well trained and aware of their responsibilities. The staff guidance clearly states what is expected of each adult in the organisation and operation of the school. This results in a consistent approach. The cleaner-in-charge checks the buildings and grounds on a daily basis, ensuring that the good standards of safety and cleanliness are maintained. Any issues are tackled immediately. The governors have a very good policy on health and safety and check that risk assessments are carried out for all visits or out-of-school activities. There is good

provision for first aid, with a suitable number of trained personnel and clear guidance for all adults. Lunchtime supervisors provide a high standard of care. They know the pupils very well and carry out their duties diligently. The systems and procedures in place firmly underpin the caring atmosphere in school.

27. Good provision for pupils who have special educational needs ensures that they make good progress. Those who have behavioural or emotional difficulties are sensitively supported so that they gain full benefit from their lessons. Pupils' individual education plans are detailed and provide a good guide for lesson planning. The breadth of learning experiences that the school provides helps to ensure that those pupils who find difficulties in one area have lots of opportunities to succeed in another. For example, some pupils who need help with written work have opportunities to excel in art or physical education. As a result, pupils grow in confidence and develop good levels of self-esteem.

**Established links with other education providers and businesses enhance the curriculum and extend pupils' experiences well.**

28. In this small school, pupils' learning is enhanced through the many external links that staff have established. Local secondary schools and colleges provide valuable opportunities for pupils to benefit from expertise and resources in subjects such as ICT and design and technology. During the inspection, pupils in Years 4 and 5 visited one secondary school to work in their computer suite. They had very good opportunities to experience the most up-to-date equipment and software as they successfully completed their own branching data base. The very good learning and high levels of interest in the lesson were the result of very good, specialist teaching. Years 4, 5 and 6 pupils benefit from established links with another high school to enhance their skills in design and technology. A specialist visits them in their own classrooms and they have opportunities to use a wide range of equipment within the technology faculty at the secondary school. In a shared project, St Anne's and the high school have developed technology kits that are now used in primary schools throughout the local authority. The good quality of the design and technology work seen in school during the inspection shows the very positive impact of the links.
29. Links with the church are well established and support the spiritual development of pupils well. The vicar leads worship on one day each week which is a reverent occasion. St Anne's church itself is some distance away from the school but pupils have opportunities to visit closer places of worship within the 'church family'. A variety of clubs that are linked to the church are organised in the evenings and these provide additional opportunities for social contacts.
30. Links with local businesses bring some good learning opportunities. This is another example of how the school reaches out to find further expertise to enrich pupils' experiences. For example, pupils visit the local newspaper offices to conduct their 'newspaper trails' and discover how publications are written and produced. Staff take full advantage of local learning initiatives. Pupils were recently treated to a visit by the 'Life Education Caravan' when they learned about health issues. One group of pupils took part in a 'Playing for Success' course held in the evenings at the local rugby club where they had numeracy, literacy and ICT lessons to supplement their school work and increase their confidence.

**WHAT COULD BE IMPROVED**



### **Attainment in writing, especially at the higher levels.**

31. The results for English in the 2002 statutory tests for pupils in Year 6 were lower than those for mathematics and science. The school analysed pupils' performance and took action to improve the percentages of pupils achieving levels 4 and 5 in writing. There has been some success in improving attainment at the average level but not at the higher level 5. During the inspection attainment in reading and in speaking and listening was judged at above average overall, with a significant percentage of pupils working towards the higher level. In writing, the percentage of pupils working at the expected level 4 was around the national average but the numbers working at level 5 were below average.
32. Skills in writing are taught consistently through the literacy hour. As a result, pupils know how to spell accurately and have a good understanding of punctuation and grammar. There is not enough time allocated, however, for them to practise the skills that they have acquired, when recording work in other subjects and thereby develop their competencies. In some subjects, pupils are often asked to record answers of few words on worksheets and this is not helping to extend their literacy skills. Some teachers build in written assignments but, at the moment, this is entirely at their discretion because planning in subjects other than English does not clearly indicate opportunities for writing. Pupils are taught to segment sounds within words when spelling and to remember the visual patterns of words. Both these strategies are fully understood but, a scrutiny of written work across subjects other than English shows that teachers do not consistently draw pupils' attention to spelling mistakes or encourage them to check spellings as they go along. This is one area where pupils have the higher level skills but do not always apply them successfully.
33. Pupils have clear targets for improvement in writing and these are derived from assessing past assignments that pupils have completed independently. Many of these targets focus on grammar and punctuation and do not extend sufficiently across the purpose, organisation and style of writing, especially at the higher level of attainment.
34. Occasionally, resources used for whole-class work are not entirely suitable for the purpose and provide only restricted opportunities for teaching. For example, the print on some extracts is too small for all the class to share. In one lesson, the teacher chose a good quality text as a model for pupils to use when writing their own book reviews. However, they were unable to analyse the features of the writing successfully because not all could see the words clearly. In turn, this meant that they did not have a full understanding of the model to use in their own writing.
35. Finally, the nationally recommended intervention strategies for pupils who are experiencing difficulties with writing are not used in school. Other group sessions take place using alternative materials but these promote satisfactory progress rather than the rapid progress that these pupils need in order to catch up.

### **The consistency of teaching and learning throughout all classes.**

36. Overall, pupils make good progress in mathematics, science, reading and speaking and listening in their time at the school. Progress in writing is satisfactory but could be improved as detailed above. A scrutiny of work across the classes shows that progress is not consistent. For many pupils, learning is slower, although satisfactory,

in the early junior years. This applies to learning in English, mathematics and most of the other subjects except science where progress remains good. The pace of lessons is satisfactory rather than good. There is sometimes too much time spent on oral work, resulting on a limited amount of recorded work. Worksheets are over-used. There are issues with classroom organisation and learning time is often lost in giving out books and resources.

37. An analysis of the school's detailed tracking records confirms this issue. Pupils make good progress in Years 1 and 2, their progress is just satisfactory in Years 3 and sometimes Year 4, then accelerates in the middle and upper junior years. The subject managers' role is undergoing further development to enable them to take an active part in supporting teaching and learning and to share elements of good practice among all staff. At the present, insufficient action has been taken to rectify the problems in the consistency of provision.

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

38. The school's self-evaluation systems have already identified some issues for improvement. These are marked with a star. To raise standards further, the school should:

**(1) Raise standards in writing by:**

- a) \*providing more opportunities for pupils to write at length when recording work in other subjects;
- b) paying greater attention to spelling when marking work in subjects other than English so that pupils are encouraged to apply what they know and to develop good habits;
- c) improving target setting in writing by focusing more on the key elements of purpose, organisation and style of writing, especially at the higher levels;
- d) ensuring that all material used in whole-class sessions has text of a suitable size and can be clearly seen by all;
- e) \*developing ways of generating a better pace in the group sessions for those pupils who are experiencing some difficulty with writing. (paragraphs 31,32,33,34,35)

- (2) \*Improve the consistency of teaching and learning throughout all classes by developing a systematic programme of monitoring, support and intervention using the expertise of the subject managers. (paragraphs 36,37)**

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 19 |
| Number of discussions with staff, governors, other adults and pupils | 9  |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 5         | 9    | 5            | 0              | 0    | 0         |
| Percentage | 0         | 26.5      | 47   | 26.5         | 0              | 0    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 5 percentage points.

### 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)      |         | 109     |
| Number of full-time pupils known to be eligible for free school meals |         | 23      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR– Y6 |
|---|---------|--------|
| Number of pupils with statements of special educational needs       |         | 1      |
| Number of pupils on the school's special educational needs register |         | 27     |

| 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 | 3            |
| Pupils who left the school other than at the usual time of leaving           | 0            |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 4.1 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.5 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| 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 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 12   | 8     | 20    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | *       | *       | *           |
|   | Girls    | *       | *       | *           |
|   | Total    | 18      | 18      | 19          |
| Percentage of pupils at NC level 2 or above | School   | 90 (82) | 90 (82) | 95 (88)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | 18      | 19          | 17      |
| Percentage of pupils at NC level 2 or above | School   | 90 (82) | 95 (88)     | 85 (88) |
|   | National | 85 (85) | 89 (89)     | 89 (89) |

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

### Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 11   | 9     | 20    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | 14      | 15          | 19      |
| Percentage of pupils at NC level 4 or above | School   | 70 (71) | 75 (59)     | 95 (82) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | 12      | 14          | 15      |
| Percentage of pupils at NC level 4 or above | School   | 60 (65) | 70 (65)     | 75 (76) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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

\*The numbers for boys and girls are omitted because there are fewer than ten girls or less in Years 2 and 6. This is to ensure that individual pupils cannot be identified

**Ethnic background of pupils****Exclusions in the last school year**

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 109                         | 0  | 0                                     |
| White – Irish                                       | 0                           | 0  | 0                                     |
| White – any other White background                  | 0                           | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 0                           | 0  | 0                                     |
| Mixed – White and Black African                     | 0                           | 0  | 0                                     |
| Mixed – White and Asian                             | 0                           | 0  | 0                                     |
| Mixed – any other mixed background                  | 0                           | 0  | 0                                     |
| Asian or Asian British - Indian                     | 0                           | 0  | 0                                     |
| Asian or Asian British - Pakistani                  | 0                           | 0  | 0                                     |
| Asian or Asian British – Bangladeshi                | 0                           | 0  | 0                                     |
| Asian or Asian British – any other Asian background | 0                           | 0  | 0                                     |
| Black or Black British – Caribbean                  | 0                           | 0  | 0                                     |
| Black or Black British – African                    | 0                           | 0  | 0                                     |
| Black or Black British – any other Black background | 0                           | 0  | 0                                     |
| Chinese   | 0                           | 0  | 0                                     |
| Any other ethnic group                              | 0                           | 0  | 0                                     |
| No ethnic group recorded                            | 0                           | 0  | 0                                     |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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) | 7    |
| Number of pupils per qualified teacher   | 15.6 |
| Average class size                       | 22   |

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

|   |     |
|---|-----|
| Total number of education support staff | 5   |
| Total aggregate hours worked per week   | 109 |

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

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher   | -   |
| Total number of education support staff  | -   |
| Total aggregate hours worked per week    | -   |
| Number of pupils per FTE adult           | -   |

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 2001/2002 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 271,877 |
| Total expenditure                          | 284,645 |
| Expenditure per pupil                      | 2,259   |
| Balance brought forward from previous year | 9,116   |
| Balance carried forward to next year       | -3,652  |

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years     | 2 |
| Number of teachers appointed to the school during the last two years | 2 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 109 |
| Number of questionnaires returned | 48  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 63             | 33            | 4                | 0                 | 0          |
| My child is making good progress in school.  | 46             | 46            | 4                | 0                 | 4          |
| Behaviour in the school is good.   | 25             | 67            | 8                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 15             | 42            | 31               | 10                | 2          |
| The teaching is good.  | 44             | 48            | 0                | 0                 | 8          |
| I am kept well informed about how my child is getting on.                          | 33             | 46            | 19               | 2                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 67             | 25            | 6                | 2                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 54             | 40            | 4                | 0                 | 2          |
| The school works closely with parents.   | 29             | 48            | 19               | 2                 | 2          |
| The school is well led and managed.  | 38             | 58            | 0                | 0                 | 4          |
| The school is helping my child become mature and responsible.                      | 42             | 50            | 4                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 10             | 29            | 19               | 29                | 13         |