



# St Anne's (Stanley) Junior Mixed and Infant School

## Inspection Report

**Unique Reference Number** 104622  
**LEA** Liverpool  
**Inspection number** 277192  
**Inspection dates** 25 January 2006 to 26 January 2006  
**Reporting inspector** Mr Frank Ravey CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Prescot Road
<b>School category</b>	Voluntary aided		Old Swan
<b>Age range of pupils</b>	3 to 11		Liverpool, Merseyside L13 3BT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 228 1506
<b>Number on roll</b>	368	<b>Fax number</b>	0151 228 1506
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Canon M Davies
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mr P Bolger

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 25 January 2006 - 26 January 2006	<b>Inspection number</b> 277192
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

St Anne's is a bigger than average Church of England Aided primary school near the city centre. It is situated in an area of high social deprivation and nearly half its pupils are eligible for free school meals - well above the average for schools nationally. The proportion of pupils with learning difficulties and/or disabilities is broadly average whilst the proportion of pupils from minority ethnic groups is below average. The school is a member of a local education action zone to support it in its drive to raise standards.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

The school evaluates its overall effectiveness as good. However, inspectors feel that this judgement is too modest and that the school's overall effectiveness is outstanding. This view applies to all other aspects of its work as well. As a result, the school provides outstanding value for money. Pupils make outstanding progress overall, due to outstanding teaching and to a vibrant and challenging curriculum. All staff have high expectations of what pupils should achieve and this ensures that pupils are stretched to achieve their best. Excellent relationships between staff and pupils ensure that pupils feel valued and, hence, they have the confidence to become very effective learners. A rich and vibrant curriculum enables them to develop their skills, knowledge and understanding very well. Pupils are very well cared for and receive high quality support and guidance. Children in the Foundation Stage receive an excellent start to their schooling, thanks to outstanding provision throughout this stage of learning. The school forges excellent partnerships with parents and other agencies to support pupils' education. The headteacher provides outstanding leadership, focusing relentlessly upon improving the quality of education provided. All other staff follow his lead very well. The school has made very good improvement since its last inspection and has the capacity to make further improvements.

### What the school should do to improve further

- Continue to implement its planned programme to raise further the good standards in English so that they match the very high standards achieved in mathematics and science.

## Achievement and standards

### Grade: 1

Achievement is outstanding and standards are above average. Pupils start in the nursery class with low standards and some have considerable barriers to learning. Consistently outstanding teaching throughout the school means that pupils make outstanding progress and they leave Year 6 with above average standards in English, mathematics and science. The school has high expectations of all its pupils and this is particularly evident in its success in enabling higher attaining pupils to reach their potential, most notably in mathematics and science. Standards in English are above average although not quite as high as those in mathematics and science. The school has recognised this as an area for further improvement and has in place a robust strategy to address it. There is no underachievement for any group of pupils, reflecting the success of the school's work in ensuring all pupils have equal chances to achieve their potential. Pupils with learning difficulties and/or disabilities make good progress overall and sometimes their progress is outstanding. Pupils from minority ethnic groups make outstanding progress. The previous inspection found that standards in information and communication technology (ICT) were below average. However, the success of the school's programme for improvement means that these are now very securely at

the nationally expected level. The school sets challenging targets in English and mathematics for its Year 6 pupils. It is very successful in achieving these.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils thoroughly enjoy school, work extremely hard and are very enthusiastic about learning. They have excellent relationships with staff and each other, concentrate very well in lessons and show excellent aptitude to working both independently and collaboratively. For example, during group work in a Year 5 science lesson a pupil said, 'I don't mind if you go first because we'll all get to have a turn'. Pupils' behaviour is exemplary. Attendance is above the national average. Older pupils clearly understand and eagerly accept their responsibilities as good examples for others. The school council is extremely effective in enabling pupils to contribute to decision making. Their discussions led to an increase in the choice of healthy options being available to pupils at lunchtime. Pupils have good opportunities to learn about their own and other cultures. They also participate in local events and organise fundraising projects for charities and the school, enhancing their understanding of the importance of making a contribution to the wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching is outstanding and reflects the school's very strong commitment to enabling pupils to achieve their potential. Teachers and support staff create excellent relationships throughout the school. Teachers expect pupils to work hard and behave sensibly. Teachers are very knowledgeable about their subjects. As a result, pupils are clear about what they are to learn and tasks provided are highly interesting and challenging for all groups of pupils. Outstanding use of support staff promotes very good learning in lessons.

Pupils are given opportunities to work collaboratively and share ideas. This helps them to develop very well as learners. Specialist teachers develop pupils' skills in the arts, sports and French. Well planned opportunities to use literacy, numeracy and ICT in other subjects enable pupils to develop the basic skills needed for their future economic well-being. For example, through the 'Young Enterprise' scheme pupils develop excellent economic awareness. Parents value the high quality of teaching which enables their children to be outstanding learners. The school assesses pupils' progress rigorously, setting individual targets for improvement in English, mathematics and science. These targets are very useful in helping pupils to improve their progress. Similarly, teachers' marking of work provides pupils with good advice on how to improve.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It meets the needs of all pupils, including those in the Foundation Stage. It is rich, stimulating and exciting, placing a high emphasis on the creative arts and is effectively linked across subjects. Healthy lifestyles and personal safety themes such as anti-bullying are successfully developed using mathematics, ICT, art and literacy. The curriculum meets statutory requirements. The school provides a wealth of opportunities to enrich pupils' learning through an excellent range of educational visits and out of school activities. Pupils particularly enjoy the trips to Paris and to Kingswood. These experiences stimulate enjoyment in learning, develop pupils' talents and complement other learning well. There are excellent links with the church and local and worldwide communities. An example of this is the 'Travel Buddy' scheme in which pupils make effective links with pupils in other countries.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, guidance and support for its pupils. This is a very caring school in which staff know pupils very well. Academic progress is very closely monitored. Support is swiftly and effectively provided when needed. Pupils know their learning targets well. They report that the way teachers mark their work helps them to do better. Pupils also say that they feel very safe and happy at school. They trust staff to look after them and say that they always have someone they can talk to if they have worries. One member of the school council commented, 'Our school is a clean and safe place to be!' Risk assessments are undertaken meticulously and child protection procedures are very well established. A wide range of agencies is used to provide additional support. The school is successful in helping its pupils to understand the importance of healthy eating and regular exercise.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The school's clear and highly effective philosophy is that through high expectations, outstanding teaching and a supportive school community, every pupil can achieve their potential. The school's outstanding educational outcomes show the success of this philosophy, with elements of excellence evident in all parts of the provision. The headteacher is unswerving in his adherence to it and all other staff follow his lead very effectively.

The school monitors and analyses pupils' performance rigorously. Where any sign indicates that progress is slipping back, swift and effective support is provided: there is no room in this school for performance that is less than the best. The school monitors closely all aspects of its practice and, apart from being a little too modest in its pre-inspection evaluations, it has a very accurate view of its performance. All staff are encouraged to be active in this role. A notable feature of the school's pre-inspection

evaluation was its sharpness and the crisp way in which key evidence was cited to support its assertions.

The governing body knows the school well and its members are very much aware of the school's strengths and areas for further improvement. The views of parents and pupils are sought regularly and are acted upon as far as possible. Parents and pupils report a high level of satisfaction. The school has a successful track record of improvement and there is no doubt that it has the capacity to improve further.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

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

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

**Leadership and management**

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

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

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us so welcome in your school during its recent inspection. Every one of you was a credit to yourselves, your families and St Anne's during the two days of our visit.

We thought your school was absolutely brilliant! The Ofsted word for this is 'outstanding' and, if you read the inspection report, you'll find that word used over and over again about your school. We found so many outstanding things, it would be hard to list them all here but the main ones are:

- the outstanding progress you make in your learning and how you all do your very, very best
- the good standards you achieve in your work
- the outstanding teaching you receive from teachers and support staff
- your outstanding behaviour and attitudes to work
- the excellent leadership your headteacher gives to the school community
- the way everyone in your school takes such very good care of you.

In a school that is doing as well as yours, there isn't a great deal to do better - it's more a case of carrying on doing so well, something which in itself can be quite a challenge - but we've asked your headteacher and teachers to take special note of the following:

- to raise the good standards in English even further so that they are as high as those in mathematics and science.

We are very confident that you will all be able to do that.