



St Anne's CofE Primary and Nursery School

Inspection Report

Unique Reference Number 105715
LEA Oldham
Inspection number 277393
Inspection dates 24 January 2006 to 25 January 2006
Reporting inspector Mr John Coleman HMI

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

Type of school	Primary	School address	Broadway
School category	Voluntary aided		Royton
Age range of pupils	3 to 11		Oldham, Lancashire OL2 5DH
Gender of pupils	Mixed	Telephone number	0161 624 9885
Number on roll	306	Fax number	0161 628 4231
Appropriate authority	The governing body	Chair of governors	Mr Ken Martin
Date of previous inspection	4 December 2000	Headteacher	Mr D Halford

Age group 3 to 11	Inspection dates 24 January 2006 - 25 January 2006	Inspection number 277393
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

St Anne's C of E Primary School is located in Royton, two miles from the centre of Oldham. The school is adjacent to St Anne's Church and serves the parish community. The school is a one and a half form entry school and currently has 306 pupils on roll aged from 3 to 11 years, including 30 pupils in the nursery. Pupils come from a range of backgrounds and enter the school with levels of attainment that are average overall. The number of children receiving free school meals is around the national average. The vast majority of pupils are of white British background and have English as their first language. Over 7% of pupils have additional learning needs, which is lower than the national average; two pupils have a statement of special educational need. The number of pupils leaving or joining the school other than at the beginning and end of the primary school years is similar to that found in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors judge that the school provides a satisfactory standard of education with some good and outstanding features. The school judges overall effectiveness as good.

Overall, passionate leadership by the headteacher and governors is achieving improvements in the standards of education. Leadership and management are satisfactory overall. In Key Stage 1 satisfactory progress results in standards which are in line with those found nationally by age 7, but which are below average for the highest attaining pupils. By the end of Key Stage 2 standards are just above average, and given an average level of skills with which most pupils enter the school, this represents good progress for many pupils. Achievement and standards are currently satisfactory overall.

The quality of teaching is satisfactory, though there are examples of good and outstanding practice, and the school provides a satisfactory curriculum. Subject leaders are not able to inform the strategic leadership and improvement planning of the school. Assessment systems across the school are not effectively and consistently informing teachers' planning.

The school is particularly successful in creating an ethos built upon respect and consideration for all. Pupils are happy coming to school. Their behaviour is exemplary; they are polite, courteous and well meaning towards each other. The very good role models provided by all staff in the school are a strong contributory factor. Pupils are very aware of their own and others' health and safety because the school works hard to promote their awareness. Pupils with additional learning needs make particularly good progress because of the good support they receive. The quality of education offered in the Foundation Stage is satisfactory. Factors which contribute to this are good personal development and a high emphasis given to developing each pupil's independence.

Improvement since the last inspection is good. The school leadership is well placed to bring about further improvements.

What the school should do to improve further

- Make more rigorous use of assessment information to inform the next steps in learning for all pupils.
- Improve the quality of teaching in Key Stage 1.
- Develop the role of subject leaders, enabling them to make an effective contribution to school improvement planning.

Achievement and standards

Grade: 3

The school's evaluation shows the progress that pupils make is good. Inspectors judge this to be satisfactory overall.

The majority of pupils enter school with skills which are similar to those expected nationally. They make good progress in the nursery and satisfactory progress in the Reception classes. Social and personal development, the ability to work and play independently and the teaching of communication skills are well provided for. Standards at the end of the Foundation Stage are in line with those found nationally.

In Key Stage 1 pupils make satisfactory progress overall, so that standards by the age of 7 are in line with those expected nationally. Insufficient use is made of setting targets for pupils' learning. Pupils' attainment in writing is below average. The highest attaining pupils make inadequate progress and their standards are below that which is expected.

Pupils in Key Stage 2 make good progress so that standards by age 11 are above average in mathematics and science, and average in English. The highest attaining pupils also make good progress and standards for this group are in line with national expectations. Effective targets are set which pupils know and understand.

Personal development and well-being

Grade: 2

Inspectors agree with the school that pupils' personal development and well-being are good. Here, the school's Christian ethos is crucial to its effectiveness. Pupils of all ages show care, respect and affection for each other and the adults in school. They develop awareness of their own rights and responsibilities and there is a strong bond of trust between all members of the school community. Behaviour and attitudes are outstanding. There are many opportunities for pupils to work in teams and also to develop independent study skills. Pupils enjoy their lessons and are proud of their school and its achievements, and every opportunity is taken to celebrate and reward them. Analysis of questionnaires received by inspectors show that the vast majority of parents and carers are very happy with the school's work. Attendance is consistently high.

Spiritual, moral, social and cultural development is good, particularly spiritual development. The school has also successfully worked to raise pupils' awareness and understanding of a range of different cultures.

Opportunities for pupils to take part in extra curricular activities are limited. Also, pupils would benefit from access to a wider range of playground activities at breaks and lunchtimes.

Pupils are made aware of healthy lifestyles and the school actively promotes this through its curriculum.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, although there are examples of good and outstanding practice, particularly in Key Stage 2. Throughout the school, teachers treat their pupils with the utmost dignity and respect and receive the same in return. In the best lessons, pupils are fully engaged in activities, are desperate to make contributions and enjoy sharing their ideas in pairs and in groups. In an outstanding English lesson in Year 6, for example, learners were fascinated by the text on evacuees during the Second World War. They responded articulately and with real enthusiasm to the teacher's encouragement that they use all their senses to imagine what life must have been like at the time. However, the school recognises that, in some lessons, especially in Key Stage 1, work for more able pupils is not challenging enough and achievement suffers as a result. Pupils' progress is tracked in detail but assessment is inconsistent and does not always lead to effective target setting. Marking varies from outstanding practice, in which pupils play a major part in evaluating their progress, to cursory comments which do not indicate how well the pupils are doing and how they can improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets statutory requirements. The school is working hard to extend the limited range of creative activities to meet the needs and interests of its pupils. Dance is becoming increasingly popular and is a major element in the school's provision in the performing arts. Opportunities for this to develop across the curriculum in, for example, pupils' creative writing, are not realised. Celebration of both personal achievement and the success of others are central to the curriculum, and assemblies do much to motivate learners to take full advantage of what the school has to offer. There is a clear focus on developing pupils' skills in literacy and numeracy. Pupils speak highly of their French lessons and of the range of sports activities, which is widening as a result of the links with secondary schools and the local football club. Children enjoy the residential visits to London and to a local outdoor pursuits centre and many take part in annual productions delivered and hosted by the school.

Care, guidance and support

Grade: 2

Pupils cannot speak highly enough of the good quality care and support they receive from their teachers and also from older pupils. They feel both valuable and valued and say that their teachers treat them fairly and give them full credit for their achievements in all areas of school life. Older learners make sure that younger pupils are not isolated, involve them in activities at breaks and lunchtimes and also look forward to their regular visits to the nursery to join in the games. Child protection arrangements are

fully in place and systems to identify and support vulnerable children are very effective; the school is a safe haven for its learners and children say that, if they are unhappy, there is always someone to talk to. Teachers and teaching assistants provide very good support for all pupils, particularly for those who have learning difficulties and/or disabilities. The school is now looking to provide more effective guidance for more able children, in order to support them more effectively in reaching their full potential.

Leadership and management

Grade: 3

The school judges leadership and management to be good whereas inspectors found it to be satisfactory.

The headteacher, staff and governors are passionate about the school and are highly committed to providing the very best for all pupils. The headteacher is instrumental in creating the strong Christian ethos which is shared and supported by everyone. He is well respected for this by the whole community as shown in the parent responses received by inspectors. The vision and direction he pursues are shared by all.

The staff are dedicated and the leadership team is aware of the school's strengths and areas where it needs to improve. The judgements of the inspection team broadly matched those of the school itself, though the interpretation of grades differed. The role and function of subject leaders lacks structure and consistency. Evaluation systems are informal, and insufficient use is made of assessment information to improve outcomes for learners. The management team is aware of the need to continue to pursue this and thereby achieve greater consistency in the quality of teaching and learning.

The governors are well informed and knowledgeable about the school; they successfully challenge the school leadership where appropriate and provide effective support. Improvements have been achieved in many areas of the school in response to initiatives identified nationally, locally and from within the school. Information and knowledge about the performance of pupils are not used effectively to strategically plan a rigorous and systematic programme of school improvement. Resources are well deployed, good use is made of the school building and environment, and the recruitment and retention of staff are well managed. There is a good partnership with the local authority.

Improvement since the last inspection is good. Standards in science have been raised, assessment systems are now in place and curriculum planning is satisfactory. The school gives satisfactory value for money. The capacity of the school for further improvement is good due to the shared vision and commitment of the leadership team, all staff and governors.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

As you know, we visited your school last week. Thank you for making us feel so welcome and for being so helpful when we asked you questions. We enjoyed talking with you and finding out about the things you enjoy doing.

We think your school does most things well, and some of the things you learn are particularly exciting. We have found a few things which we think would make your learning even better. The things we particularly like are:

- everyone is very friendly and helpful and so your school is a happy place to be
- your teachers help you to do well in lessons
- you said your teachers make most lessons interesting and enjoyable, and we agree
- when you are given jobs to do, you carry them out very sensibly
- the school cares for everyone and makes sure you are safe

We would like you to work with your teachers to improve the way you learn:

- we want the tasks that teachers give you to make you work really hard, particularly if you are good at something
- we have asked your teachers to make sure that all lessons are as interesting as the best ones
- when your teachers find out what works well at your school and what needs to improve, we want them to use the information to help you get better with your work.

Thank you for helping us so much with the inspection of your school. We all hope you will carry on enjoying learning and helping your teachers to make St Anne's C of E Primary School a good place to be.