



St Anne's CofE Primary School

Inspection Report

Unique Reference Number 112800
LEA DERBYSHIRE LEA
Inspection number 279024
Inspection dates 15 December 2005 to 16 December 2005
Reporting inspector Mr. Michael Best LI

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		DE45 1RZ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01246583298
Number on roll	128	Fax number	01246583298
Appropriate authority	The governing body	Chair of governors	Mr. Andrew Hay
Date of previous inspection	3 April 2000	Headteacher	Mr. Martin Finch

Age group 4 to 11	Inspection dates 15 December 2005 - 16 December 2005	Inspection number 279024
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller in size than most primary schools. It serves a relatively prosperous community. Nearly all pupils are White British and speak English as their first language. The proportion of pupils with special educational needs is below the national average. The school's roll has risen in the last three years, particularly due to pupils joining the school other than at the usual times. Overall, there are more girls than boys in the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where pupils thrive. They achieve very well and make very good progress. Pupils make a very good start to their education in the Foundation Stage. Standards at the end of Year 2 have been well above average in reading, writing and mathematics for the last five years. Standards at the end of Year 6 in 2005 were exceptionally high compared with national averages, with pupils' results exceeding the school's already challenging targets. Thorough analysis of pupils' performance and regular monitoring of the quality of teaching and learning is enabling the school to focus quickly on how it can help its pupils achieve their best. Throughout the school, staff provide very well for the differing needs of pupils, who are very well prepared for the next stage of their education and life in the community. Pupils thoroughly enjoy coming to school, work hard in lessons and behave well. The school develops their skills and confidence exceptionally well, promoting full equality of opportunity, and its arrangements for pupils' care, support and guidance are exemplary. The headteacher's leadership of the school is exemplary. The staff work very well as a team and governors are extremely well informed and involved. Together, they have a very clear understanding of how good the school is and have a robust agenda for further improvement and a clear capacity to do so. They have correctly identified the need to improve boys' imaginative composition and pupils' independent planning, organisation and evaluation of investigations, particularly in science. High quality links with parents, the community and outside agencies support all pupils' personal and academic development. Leaders have very successfully proved their capacity to raise standards and improve the quality of education. The school provides outstanding value for money.

What the school should do to improve further

- Continue to raise standards in writing, with a particular focus on developing boys' imaginative writing. - Further develop opportunities for pupils to work independently and take responsibility for their own learning.

Achievement and standards

Grade: 2

Pupils make good progress and achieve very well. Most children have a good range of skills and experiences when they join the reception group. They quickly settle into school routines and successfully learn to take turns, work together and share equipment. Standards at the end of Year 2 have been well above average in reading, writing and mathematics for the last five years. Standards at the end of Year 6 have improved in the last two years and in 2005 were exceptionally high compared with national averages, with pupils' results exceeding the school's already challenging targets. These same high standards are found in other subjects, particularly in design and technology, art and design and music. Through detailed tracking and analysis of pupils' performance in all year groups, staff have correctly identified the need to

improve boys' imaginative composition and pupils' independent planning, organisation and evaluation of investigations, particularly in science. There are no significant differences between the results of boys and girls overall. Pupils with special educational needs do very well. More able pupils are successfully challenged to achieve their best. Pupils looked after by the local authority make similar progress to their classmates.

Personal development and well-being

Grade: 1

These are outstanding. Pupils are very keen to come to school and value the calm, supportive and purposeful working atmosphere it provides. Their behaviour in lessons is exemplary because of the high expectations of the staff and the very interesting work they provide. In and around the school, behaviour is good. Pupils say that recent extensions to the playground and the appointment of playground 'buddies' have brought about significant improvements for them. The high quality of pupils' spiritual, moral, social and cultural development is at the heart of the school's work, and is very evident in its daily life. Parents commend the exemplary way the school helps pupils to cope with significant events in their lives. Relationships are very positive. All members of the school show a high degree of respect for each other. Pupils are enthusiastic about their work and take pride in what they do. They are successfully developing their confidence in tackling new challenges and building up their self-esteem. They speak enthusiastically about the very varied range of activities available to them in the arts, sport and through visits and visitors. Attendance is above average. Pupils arrive punctually, and lessons start on time. Pupils learn about how to lead a healthy lifestyle extremely successfully. They move around the school sensibly, and know how to keep themselves safe. They make an outstanding contribution to the local and wider communities, performing at village events and organizing fund-raising for charities at home and abroad. The school council provides good opportunities for pupils to take part in decision-making and planning improvements. Members are particularly proud of their designs for the new playground markings. Pupils work well together. The school's strong and effective emphasis on reading, writing, mathematics and information and communication technology (ICT) is preparing them well for their future education and the world of work.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and enables pupils to make good progress. The school's assessment of the quality of teaching and learning is spot on. There are some exemplary features, for example, the pupils' very good response to their teachers' high expectations of behaviour and effort. Teachers successfully challenge pupils to achieve demanding but realistic targets, and provide really effective support to enable them to succeed. They ask probing questions and praise pupils' efforts and successes. Support staff work very well alongside teachers and pupils value their help. Pupils are familiar

with routines, take much pride in their work and willingly help each other. Teachers have good subject knowledge. They manage pupils very well and make very effective use of different teaching styles, including the use of interactive whiteboards. Occasionally, teachers do not give pupils enough opportunities to plan and carry out work on their own. Teachers share and review learning targets with pupils. Staff are good at adapting teaching plans to stretch the more able and give confidence to those who are less certain. In marking work, teachers refer to these targets and provide very clear and explicit pointers as to how pupils can improve further. Pupils know their targets for improvement. Homework is set regularly and pupils' response to this is good.

Curriculum and other activities

Grade: 2

The curriculum is well planned, meets requirements, and successfully interests and motivates the pupils. It successfully meets the needs of pupils with special educational needs, the more able and those looked after by the local authority. Recent reviews of the curricular plans in literacy and numeracy have been very strongly based on analyses of pupils' performance in national tests and other assessments. There is a three year plan to further raise standards in ICT, and staff are currently revising the science curriculum to include more opportunities for pupils to plan and carry out investigations. There are particular strengths in design and technology, art and music. The curriculum in the Foundation Stage takes good account of children's skills and experiences and is successfully linked to the subject areas in Key Stage 1. Through the school's programme for personal, social and health education and citizenship, pupils develop an exceptional understanding of safe and healthy living and in their role as members of the community. Classroom activities are successfully enriched by a very good range of after-school activities, which are supported by over 90% of pupils.

Care, guidance and support

Grade: 1

These are outstanding. Staff show a very high level of commitment to the pupils, and forge strong links between home and school. Parents have confidence that their children are in safe hands. They commend the school for the way in which it focuses on the all-round development of their children. Parents also praise the very good support and help for pupils with learning difficulties and disabilities. The school has very thorough procedures in place to monitor and record pupils' development in all aspects of their school life. Pupils' targets are challenging but they know what they have to do to improve and are very well supported in achieving their goals. Pupils' annual reports are detailed and give them clear targets for improvement. Pupils feel safe in school and trust the adults who care for them. They say that recent improvements have made playtimes much more enjoyable. The school very successfully promotes high standards of behaviour, positive attitudes and good attendance. School routines are well established. Health and safety and child protection procedures are exemplary and are well understood by staff and governors. Links with outside agencies

are very well developed, and the school acts promptly to secure whatever help individual pupils need. There are very good arrangements for settling new pupils into the school and very effective links with partner schools. The school provides excellent information for parents about the curriculum and school routines.

Leadership and management

Grade: 1

The headteacher's leadership of the school is first rate. His strong and purposeful vision is successfully driving the school forward. The staff team works very well together, and they are fully committed to pupils' success and well-being. Induction arrangements for staff new to the school are exemplary. The school promotes equal opportunities for all pupils exceptionally well. The school's analysis of pupils' performances is very thorough. Leaders have a very clear and accurate understanding of the work of classroom staff through a programme of regular visits. Their prompt evaluation and use of this information to drive up standards is excellent. The school evaluates its work honestly and constantly looks for ways in which it can do better. It actively involves pupils, parents and other stakeholders in this process. Staff and governors know the school's strengths and weaknesses and work hard to bring about improvement. Plans for development have clear targets and are closely linked to the budget. The governing body is well led and it discharges its duties in accordance with the law. Through high quality reports, and from their regular visits to school, governors have an exceptional understanding of the impact of good teaching and learning and on the progress made by children. Their detailed knowledge of the school enables them to act as the school's 'critical friend'. The school's budget is extremely well managed and major improvements are efficiently achieved. The buildings are well cared for and provide good quality teaching and outdoor accommodation. The school is well staffed and, with the active support of the Parent Teacher Association, well resourced.

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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?	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	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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?	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	1	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

Thank you very much for making me so welcome when I visited your school last week. I thoroughly enjoyed talking with you, seeing your lessons and looking at your work. Thank you too for inviting me to your Christmas lunch and to see you act out the Christmas story in the stable at Chatsworth. What superb singing! St Anne's is an outstanding school. I am delighted to hear how much you like it. With the help of the governors, your teachers and all other staff, your headteacher runs the school outstandingly well. You say you work hard but that lessons are fun and all the staff give you a lot of help; that's great news. You also told me about all the interesting things you do in your after school clubs and around the village, and how you organise fund raising events for charities. You are right to be proud of your contribution to making the school a happy and friendly place, particularly through your help in improving the playground. I think you behave well and I can see that you all get on very well with each other. I'm really impressed by your levels of knowledge, understanding and skill, and I can see from your work how well you are making progress. I agree with your teachers that some of you need more help in making your stories even better. Your teachers know you very well and take a lot of care to plan interesting and challenging lessons. I am impressed by how you work on your own and I think it would help if your teachers sometimes gave you more chances to plan and carry out your investigations. I am delighted so see how well you use your 'steps to success' to improve your work. I am very impressed with the way the staff take care of you, especially the way in which they organise extra help when you need it, and in the way they help you get ready for your next school. I am so pleased that you all feel you can talk to the staff whenever you want to. Everyone wants the very best for you and they work extremely hard to help you succeed. Well done to you all - keep working hard and enjoying school.