



St Anne's CofE (Aided) Primary School

Inspection Report

Unique Reference Number 122794
LEA NOTTINGHAMSHIRE LEA
Inspection number 281344
Inspection dates 22 May 2006 to 23 May 2006
Reporting inspector Mr. Martin Newell LI

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

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|------------------------------------|--------------------|---------------------------|-------------------|
| Type of school | Primary | School address | Harrington Street |
| School category | Voluntary aided | | S80 1NQ |
| Age range of pupils | 4 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01909473223 |
| Number on roll | 210 | Fax number | 01909473223 |
| Appropriate authority | The governing body | Chair of governors | Mr.Charles Adams |
| Date of previous inspection | 12 June 2000 | Headteacher | Mr. Alan Petrie |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an averaged sized primary school serving the town of Worksop. The proportions of pupils eligible for free school meals, with learning difficulties and with a statement of special educational need are below the national average. Almost all pupils are White British and none of the pupils from ethnic minority backgrounds are at an early stage of acquiring English. Attainment on entry to the school is currently broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's judgement that it is a good school. Its successes owe much to strengths in leadership and management, teaching and in how staff are ready to go the extra-mile to ensure that pupils leave school as successful individuals. Parents think highly of the school. The school's track record of improvement is good. It is constantly looking to move forward in innovative ways and has a strong capacity for continued improvement. Although attainment on entry has fallen in recent years, by the end of Reception, standards are never less than satisfactory and often better in some areas of learning because of good teaching and provision. When pupils leave school standards are at least above and often well above average, depending on the level of ability when pupils start at the school. The important factor is that from Reception to Year 6 pupils achieve well because of good teaching that makes learning fun and enjoyable. There are occasions when not enough is asked of or provided for the most able pupils to develop their investigative and problem solving skills in mathematics. The headteacher leads the school very well and has played a pivotal role in enabling the school to provide an innovative curriculum that broadens pupils' horizons and a school where the care and welfare of pupils is given a high priority. Pupils play their part to the full through their good behaviour, their readiness to take responsibility and their infectious enthusiasm. Although assessment procedures are good, pupils are not yet provided with enough opportunities to play a more active role in influencing how well they achieve. Good enrichment opportunities are widely available and the school is successful at promoting the importance for pupils of keeping fit, healthy and safe. The school provides good value for money.

What the school should do to improve further

- Ensure that opportunities are consistently provided, particularly for the most able pupils, for the development of problem solving and investigative skills in mathematics.
- Ensure pupils play a more active role in setting and reviewing their own targets and making them more aware of what they need to do to work at a higher level.

Achievement and standards

Grade: 2

The changing nature of the school's intake means that attainment on entry is now close to the expected level overall, although communication, mathematical and social skills are not always as strong. In the past it has often been above average. Children make good progress and achieve well in the Foundation Stage and by the end of Reception standards are at an average level in communication skills, social skills and mathematical development and above average in physical development, creative development and knowledge and understanding of the world. By the end of Year 2, standards are above average in reading, writing, mathematics and science and pupils of all abilities generally achieve well. By the end of Year 6, assessment data over time shows that pupils often reach standards that are well above the national average in

English, mathematics and science. Inspection findings show that currently standards are above average in these subjects. However, evidence clearly indicates that these pupils have made good progress and achieve well given their attainment levels when they started at the school. Standards are set to be well above average again in 2007. Across the school the weaker aspect of attainment is in how well the most capable pupils are able to tackle challenging problem solving and investigative tasks in mathematics. The school sets challenging targets and these are usually met and at times exceeded. Pupils with learning difficulties achieve as well as their classmates.

Personal development and well-being

Grade: 2

The school rightly judges this to be good. Pupils are well behaved, welcoming and very positive about school. Pupils get on well with one another and work and play together harmoniously. They say there is very little bullying because 'we are so close, like a family.' The school council provides good opportunities for pupils to develop skills in making decisions and helping improve their school, such as improving the toilet facilities, choosing paint colour schemes and agreeing better playground markings. Attendance is above the national average and the school works hard to promote it. However, some parents have difficulty ensuring their children arrive at school on time. Pupils' spiritual, moral, social and cultural development is good. However more could be done to promote a wider awareness of cultures other than their own. Pupils develop high levels of self-esteem and confidence because their different achievements are valued and rewarded and they show a strong awareness of how their actions can impact on others. Pupils understand well how to keep fit, safe and healthy. They learn, for instance, about the importance of having a diet which includes fruit, water and healthy meals. Pupils also learn about road safety, and take part in regular 'walk to school' days. Pupils contribute well to community events. Basic skills are developed effectively but opportunities are missed to develop pupils' economic well being by putting these skills to good use in exciting enterprise initiatives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In the Foundation Stage, a good balance is struck between 'hands on' learning experiences and direct teaching of key skills. In Years 1 to 6 teachers manage pupils well, relationships are very good and lessons are often laced with good fun and enjoyment, which all help to create a positive learning environment. When teaching is outstanding, for example in a Year 6 philosophy lesson, the lesson moves along at a cracking pace, pupils' thinking is challenged through searching questions and the result is a series of sophisticated, thought provoking responses packed with high levels of moral and social maturity. Across the school teaching assistants contribute significantly to the quality of pupils' learning. Teaching is again successful when tasks set are demanding, asking a lot of the pupils and keeping

them 'on their toes' during lessons. Although teaching is good overall, there are occasions when more could be asked of the most able pupils, particularly in mathematics and occasionally where too much time is spent consolidating pupils' learning instead of pushing them on. Assessment is good. Effective procedures are in place for assessing and tracking pupils' progress and the school readily sets demanding targets. The school has rightly flagged up the need for pupils to play a greater role in this process by setting and reviewing their own targets and making them more aware of what they need to do to achieve at the next level.

Curriculum and other activities

Grade: 2

The school's curriculum is good. It is diverse, creative, challenging for most pupils and provides enjoyment through its variety. It breaks down barriers between subjects to make learning more relevant, interesting and sometimes exciting. Teachers plan and review carefully what is taught to ensure that work matches the needs of pupils but there are occasions when the most able pupils are not always challenged enough. Literacy skills are developed well across the curriculum and the school gives an increasing priority to the development of skills to facilitate understanding and wider world awareness through the teaching of thinking skills, philosophy and modern foreign languages. A wide range of visits and visitors, themed events such as a French Day and successful school performances, bring learning springing to life as well as broadening pupils' horizons. School clubs are mainly offered to Year 3 to 6 pupils and include music, sport, chess, environmental studies and computer groups. These add much to pupils' enjoyment of school as well as helping them to develop healthy and varied lifestyles and make a positive contribution to the wider community.

Care, guidance and support

Grade: 2

The school takes good care of all of its pupils. All staff have a high concern for their welfare. Health and safety systems are good. Procedures for keeping pupils safe from harm and child protection arrangements are in place and embedded in the school's work. High expectation of pupils' behaviour helps to establish a safe learning community in which people treat one another with respect. The school has effective arrangements for ensuring that all new staff are appropriately vetted. It does all it can to ensure a smooth transition when pupils move to their new school. Parents express much confidence in the school and pupils feel that their voices are listened to and respected. Good links have been established with outside agencies to supplement the school's support for pupils with learning difficulties and disabilities. Although systems for monitoring pupils' academic development are generally good, pupils do not yet play an active enough role in monitoring their own work and progress. This limits them in their ability to take some responsibility for their own learning.

Leadership and management

Grade: 2

Leadership and management of the school are good and are key factors in the school's successes. The headteacher leads and manages the school very well and is supported most effectively by the deputy. He has played a pivotal role in the school's continued and successful improvement since the last inspection. He knows the school very well and this is reflected in the school's self-evaluation which is honest, concise, and very accurate and takes good account of the views of staff, governors parents and pupils. This is a school that shows no sense of complacency and is not content to rest on its laurels. Its strong track record of continuous development indicates that its capacity for further improvement is strong. There is a whole school commitment to providing a good quality of education for all pupils. A strong sense of team spirit envelops the whole school and subject leaders play an influential role in monitoring the work and performance of the school. Leadership is further enhanced by the governors of the school who are very supportive, yet challenging, and play their part to the full in holding the school to account and acting as a critical friend. The school makes effective use of its resources and the different skills of teachers to ensure that the value for money is good.

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Inspection judgements

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

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | 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 | 2 | 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? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 2 | 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 | 3 | 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? | 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? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | 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 |

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|---|-----|
| 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

You may remember that we inspected your school recently and I am now writing to let you know what we found out. Before I do I would just like to say a very big thank you for making us feel so welcome and for being so kind and helpful. Everywhere we went in school we were met with beaming smiles. We managed to talk to lots of you and I would like to say a particular thank you to the children who showed us around the school, the school council and the group of Year 6 pupils - all of whom were great ambassadors for the school. It was pleasing to hear how so many of you enjoy school, that bullying is not an issue and that there is always someone to turn to if you have a problem. We found many good things about your school. Teachers make learning fun and enjoyable and help you to achieve well. The curriculum is packed with interesting activities both in lessons and through after school clubs, visits and visitors to school. The school makes sure that you keep fit, healthy and safe and that you are cared for well. Mr Petrie, with the support of all the staff and governors manages the school very well and everybody works together to make sure you get a good education. Another important strength of the school is you! Your good behaviour, your positive attitudes and the respect you show for adults and one another all shine through. I have talked to Mr Petrie about how to make the school even better by improving how well some pupils solve mathematical problems and by giving you more opportunities to say how you think you could improve your learning. I am sure that you will continue to play your part in the success of St Anne's School and I wish you well in your futures. It was a pleasure to meet you.