



Anson CofE (A) Primary School

Inspection Report

Unique Reference Number 124379
LEA Staffordshire
Inspection number 281706
Inspection dates 18 January 2006 to 18 January 2006
Reporting inspector Paul Edwards AI

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

Type of school	Primary	School address	Main Road
School category	Voluntary aided		Great Haywood
Age range of pupils	4 to 11		Staffordshire ST18 0SU
Gender of pupils	Mixed	Telephone number	01889 881200
Number on roll	122	Fax number	01889 881200
Appropriate authority	The governing body	Chair of governors	Mrs Ann-Marie Davidson
Date of previous inspection	3 November 2003	Headteacher	Mr Adrian Dipple

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Anson is a smaller-than-average primary school. The proportion of pupils eligible for free school meals is below average. All pupils are of White British heritage and none speaks English as an additional language. The number of pupils with learning difficulties is slightly lower than that seen nationally. A new management team was established and a new teacher appointed to the reception class in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges its effectiveness to be satisfactory and inspection evidence endorses this view. It provides satisfactory value for money. The school has made good improvements since the previous inspection and the newly formed management team demonstrate that there is good capacity to improve further. However, it has yet to have sufficient impact on the pupils' achievements.

Provision and standards for children in the Foundation Stage are satisfactory and they make satisfactory progress. The recently appointed teacher has started to tackle improving achievement but it is too soon yet to show an impact. Standards are average at the end of both Year 2 and Year 6 and pupils' progress, whilst satisfactory overall, is inconsistent because of variations in the quality of teaching. As a result, basic skills are not developed consistently throughout the school. Teaching and learning are satisfactory overall and there is some good teaching. However, the occasional lack of pace in lessons and low expectations of some teachers result in some pupils not achieving as well as they should.

The curriculum and the pupils' personal development are good, with positive encouragement to adopt healthy lifestyles. Pupils' behaviour is mainly good and they enjoy all aspects of school life. The good relationships with parents encourage them to help their children and supports pupils' learning.

What the school should do to improve further

- Build on the basic skills that children acquire in the reception class, particularly writing and numeracy, to ensure that all children progress as well as they can by the time they leave school.
- Raise teachers' expectations of how well pupils can achieve by making sure that pupils of all ages are given work to do that meets their needs and capabilities.
- Continue to improve the leadership and management of the school to ensure the quality of teaching improves to that of the best.

Achievement and standards

Grade: 3

The pupils' achievement is satisfactory. Children enter the school with levels of attainment that are broadly average. They make satisfactory progress in the reception class so that by the time they enter Year 1 most have reached the goals expected for their age. However, the new teacher considers this could be better and has taken action to improve it. As they move through the school pupils' achievement is satisfactory, although there is some underachievement because some teachers do not provide sufficient challenge. By the end of Year 2 and Year 6, standards are broadly average in English and mathematics and are close to achieving the challenging targets that have been set. Girls do not do as well as boys in national tests, although the school provides additional support for them. Pupils with learning difficulties and those looked after by the local authority achieve satisfactorily.

The early skills of reading, writing and numeracy are learned effectively in the reception class but this is not built on consistently and not all pupils make sufficient progress by the end of Year 6. Improvements in the last two years have been successful in ensuring there is no underachievement in the basic skills by the youngest children. Strategies to fill the gaps in pupils' learning are beginning to have an impact but there is still some way to go, particularly in improving pupils' writing and numeracy skills.

Personal development and well-being

Grade: 2

The pupils' personal development, including their spiritual, moral, social and cultural development, is good. Through participation in class councils, school council and the ecology group, pupils develop their sense of responsibility well. Year 6 pupils act as playground buddies through the 'Just Ask Me' project. The good attendance of pupils indicates how much they enjoy school. The behaviour of pupils is good, although occasionally low-level distractions are not always dealt with consistently.

The school's Christian ethos places a strong emphasis on pupils' spiritual and moral development and underpins the pupils' disposition. They are encouraged to use the 'prayer station' so they can write down prayers and read Bible verses. Good attention is given to respecting the differences of people of other cultures, religions and race. Frequently co-operating in lessons and looking after each other encourage pupils' good social development. Pupils learn to lead safe lifestyles because they are well aware of the dangers of drugs, alcohol and tobacco. Pupils show a love of games, drink plenty of water and choose healthy foods. They also have a very good understanding of why physical activity and a good diet are necessary for keeping healthy.

Pupils make a very good contribution to their own and the wider community. They have raised money for a school in Azerbaijan and a local cancer charity, through small enterprise projects. The school places a sound emphasis on the skills of literacy, numeracy and ICT and independence, which prepares pupils satisfactorily for the future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory and, as a result, most pupils make sound progress. There is evidence of some good teaching. Teachers know the pupils very well and generally plan work that is well matched to the learners' needs. Most teachers manage the pupils' behaviour well, which motivates them and makes most attentive and keen to learn. Pupils with learning difficulties are provided with good support in most lessons and when withdrawn for extra tuition. Consequently, they achieve as well as their classmates.

When teachers make good use of questioning to check the pupils' understanding and there is exactly the right level of challenge for all pupils, they make good progress and

achievement is better. However, some teachers do not plan activities that are sufficiently challenging for some pupils and not enough is expected of them. Consequently they do not achieve as well as they should.

Procedures for checking how well the pupils are doing are satisfactory and now pupils are much more aware of what they need to do to improve their work. Although work is marked regularly and systematically, the teachers do not always follow up the areas they have identified for improvement.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets the needs of learners, including children in the Foundation Stage. However, there are some good features. Pupils enjoy their education because their work is interesting and there are many activities for them to take part in out of lessons. Pupils participate in a good range of extra-curricular activities, such as sports, which are often coached by professionals, and leisure and musical activities. Good use is made of visits to local places of interest, such as museums, to bring learning alive.

The teaching of German from Year 3 is an innovative feature and pupils enjoy this. Information and communication technology is used well to make learning stimulating. For example, pupils have made a computer presentation of their residential experiences to show to parents. Plans to make greater use of topic and cross-curricular approaches to give more flexibility and interest to the curriculum are in place but not yet fully implemented.

Care, guidance and support

Grade: 2

Pupils are well cared for and given good levels of support. Child protection arrangements are rigorous. Pupils feel confident to approach staff with any concerns. Pupils with learning difficulties and disabilities are identified and careful planning of lessons ensures their needs are well met. Arrangements for gifted and talented pupils are satisfactory, but the school recognises the need to provide these pupils with more opportunities to develop their skills.

Pupils who are looked after by the local authority settle into school quickly. The school has good links with other agencies, to ensure individual needs are well met. There are very good links with the local secondary school. These include preparatory visits, use of their facilities and good liaison to make transition to the next phase of education as smooth as possible.

Pupils are aware of their academic targets in English and mathematics and they strive hard to achieve these. These targets are regularly reviewed so that pupils do not mark time, although teachers are not always consistent in ensuring this is the case.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has correctly identified the school's strengths and weaknesses through its self-evaluation. Improvements have been made in the provision for children in the Foundation Stage through the appointment of a new co-ordinator, although the impact of these improvements is only just beginning to be seen. There are some systems in place to ensure that the school continues to improve but more needs to be done to raise achievement and remedy the inconsistencies in teaching. Parents are consulted regularly and most have a high opinion of the school and support it well. Pupils are asked for their views through the school council and these are taken seriously and acted upon where appropriate.

Effective use is being made of experienced literacy and numeracy teachers from within the school to identify and disseminate good practice. However, the school recognises more needs to be done to eliminate the inconsistencies in the quality of teaching. Procedures to track how well pupils are doing have been introduced successfully but the school recognises the need for the newly formed management team to ensure such initiatives are followed through. Governors fulfil their statutory duties satisfactorily. New governors have undergone training and are provided with support by the local authority.

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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?	2	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	3	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?	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

Thank you very much for the warm welcome you gave us when we visited your school. We think that your school is a friendly and happy place and we particularly liked these things:

- You enjoy coming to school and being with your friends.
- You try hard and listen to your teachers.
- There are lots of exciting activities and so you want to learn new things, for example, the German lessons, which you enjoy.
- You behave well and are very friendly and kind to each other.
- The adults work hard to keep you safe and healthy.

The people in charge of the school are trying to make things better for you. These are the things we have suggested they do to improve things even more:

- Build on the basic skills you learn in the reception class, particularly writing and numeracy, to make sure you all progress as well as you can by the time you leave school.
- Make sure that all teachers give children work to do that meets your needs and capabilities.
- Improve the way the school is led and managed with the help of new staff so they can do more checks on how well you are doing and give you help when you need it to do better.

We are glad that you enjoy school and wish you all the best for the future.

Thank you again for helping us with our work.