



# St Anne's Catholic Primary School

## Inspection Report

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**Unique Reference Number** 112897  
**Local Authority** DERBYSHIRE  
**Inspection number** 289456  
**Inspection dates** 6–7 February 2007  
**Reporting inspector** Roy Bowers HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Lightwood Road
<b>School category</b>	Voluntary aided		Buxton
<b>Age range of pupils</b>	4–11		Derbyshire SK17 7AN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0129823589
<b>Number on roll (school)</b>	316	<b>Fax number</b>	0129874130
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Father Dennis Higgins
		<b>Headteacher</b>	Mrs Claire Sierotko
<b>Date of previous school inspection</b>	11 March 2002		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 6–7 February 2007	<b>Inspection number</b> 289456
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## Introduction

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

## Description of the school

St Anne's Roman Catholic Primary School is larger than average size. The proportion of pupils with learning difficulties or disabilities, and the proportion of pupils eligible for free school meals are both lower than average. Nearly all pupils are of White British origin and a very small number of pupils have English as an additional language. Pupils' socio-economic backgrounds vary, but overall they are average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. This is in line with the school's own evaluation. Pupils' personal development is exceptional and the curriculum is enriched through high quality music, drama and art. Pupils greatly enjoy coming to school and parents hold it in high regard. One parent said, 'The school provides a strong, firm foundation for children's educational and spiritual development.' This is typical of many of the comments received from the parent questionnaires.

When pupils enter Reception, their skills are average for their age. By the time they leave school at the end of Year 6, standards are above average. Pupils' achievement is good and in reading their progress is exceptional. While the quality of teaching is good and sometimes outstanding, the pupils' work is not always matched well enough to their different abilities, particularly in writing in Key Stage 2, where the higher attaining pupils do not make enough progress. In Year 3, pupils' achievements in writing are unsatisfactory.

The pupils' personal development and well-being are outstanding. Pupils have extremely positive attitudes and their behaviour is exceptional. They are sensible and mature young people who treat each other and adults with courtesy and respect. Attendance is good because pupils feel safe and secure. 'I like school because everyone looks after us, there are no bullies and the food is good', said one pupil. The pupils' spiritual, moral, social and cultural development is excellent. Through acts of worship, pupils are encouraged to reflect on spiritual and moral issues and how their faith can influence their lives. Pupils' care, support and guidance are good overall and their pastoral care is exemplary. The curriculum is good and offers pupils a range of rich and exciting experiences. Relationships throughout the school are strong. One pupil said, 'I like it here, everyone is kind and supportive.' The sentiment was echoed by many more.

Leadership and management are good. After a period of instability due to staff changes, the headteacher has re-established a strong sense of common purpose, with the Catholic faith at its core. Her thoughtful and perceptive leadership is a major factor in the school's many successes. She is resolute, committed and determined to raise the achievement of all pupils. The headteacher and senior management team monitor the quality of teaching and learning well and track pupils' progress and their achievements effectively. The school's rigorous self-evaluation processes have enabled the senior management team to identify accurately the strengths and weaknesses in the school. Improvement since the last inspection has been good. The school provides good value for money.

### What the school should do to improve further

- Improve achievement in writing in Year 3 and for the higher attaining pupils in Key Stage 2.
- Ensure that pupils' work is accurately matched to the abilities of each pupil, especially in writing in Key Stage 2.

## Achievement and standards

### Grade: 2

Standards are above average and pupils, including those with learning difficulties or disabilities, make good progress. Their achievement in Reception and at Key Stage 1 is consistently good and sometimes outstanding. Nearly all pupils reach the level expected for their age and many do even better than this. By the end of Key Stage 2, pupils' achievement is good although their progress is more variable than at Key Stage 1. In Years 3 and 4, pupils' progress slows, particularly in writing in Year 3 where achievement is unsatisfactory. The rate of pupils' progress accelerates in Years 5 and 6 and is particularly strong in Year 6, where some pupils make exceptional progress in reading and mathematics. At the end of Year 5 a significant proportion of pupils (12%) reach the level expected for pupils attending their first year in secondary school. Achievement in reading is outstanding. Progress in writing is much slower and just satisfactory. The higher attaining pupils generally do well in each key stage although their progress in writing at Key Stage 2 is too slow.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding. A variety of activities such as 'Friday problems' and 'Circle Time' encourages pupils to understand their own emotions and show care and consideration for others. Pupils' self-confidence, independence and care for others are exemplary and prepare them extremely well for their future education and beyond. The caring manner in which staff interact with pupils and the exceptionally strong relationships in the school contribute positively to the school's strong sense of community and the strong feeling of enjoyment that the pupils gain from coming to school. The older pupils who are 'Playground Leaders' and 'Lunchtime Friends' support other pupils very well. Pupils play and co-operate exceptionally well together. The school is rightly proud of its awards for promoting healthy life-styles. It encourages healthy meal options at lunchtime and provides a very good range of sports activities. One pupil said, 'If I don't eat my carrots I won't be strong.'

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good and are exceptionally good in reading throughout all year groups. Relationships between teachers and pupils are of high quality. This secures exceptional behaviour and contributes well to the very positive climate for learning. In Reception and Key Stage 1, teaching is consistently good and often outstanding. Pupils thoroughly enjoy their learning due to the brisk pace, the exciting activities and the excellent match of the learning to their different needs. Pupils' work is marked

very well and teachers provide very good guidance on how to improve. In Key Stage 2, although teaching is good overall, there is a more variable picture. Teaching is strong in Years 5 and 6 but is less effective in raising achievement in Years 3 and 4. This is particularly so in writing in Year 3. In all year groups in Key Stage 2 the teaching does not consistently provide sufficient challenge for the higher attaining pupils in writing. This is because the use of assessment information for lesson planning does not always take account of the pupils' different abilities. The teachers and support staff work effectively together and, as a result, pupils with special learning needs receive very good support.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and balanced, well planned and meets the different learning needs of most pupils. It is enriched by exciting activities in lessons, such as in dance and drama, and a very good range of after school clubs, which are well attended by the pupils. Music, sports and the arts are used effectively to develop pupils' creativity and talents. Much of the art work is of a high quality. Pupils make an excellent contribution to the community through their participation in charitable fund raising, concerts, art exhibitions and when writing articles for the parish newsletter. The school choir achieves very high standards. Pupils sing with enthusiasm, great enjoyment and confidence. The pupils who have learning difficulties or disabilities make good progress and achieve well. The curriculum enables pupils to successfully develop the self-confidence and skills which should help them achieve well in secondary school and provide a firm platform for them to secure their future economic well being.

## **Care, guidance and support**

### **Grade: 2**

The pupils' pastoral care and support are exemplary. These develop their personal qualities effectively and contribute positively to their good achievement. There is a very strong commitment to promoting the pupils' health and safety and this is achieved successfully. The pupils are looked after very well. They greatly appreciate the school's secure and safe environment, where they can express themselves with confidence and, as a result, make good progress towards achieving their challenging targets. The quality of academic guidance is good, although it is weaker in writing at Key Stage 2. Arrangements for safeguarding pupils are very robust and regularly reviewed. Risk assessments are carefully attended to. The school enjoys good relationships with external support services and works well with parents. One parent said: 'St Anne's has a very caring and nurturing environment that enables children to develop their full potential.'

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. After an unsettled period due to staff changes and delayed appointments, the headteacher has successfully established a clear direction for improvement. She has high aspirations and is determined to continue developing and improving the quality of education provided by the school in accordance with Catholic principles. She is supported well by the senior management team and curriculum leaders. The school's procedures for checking the progress of individual pupils and monitoring the school's overall effectiveness are good. The analysis of assessment information is increasingly playing a central role in ensuring that pupils achieve well. The senior management team has a good understanding of the school's strengths and areas for development. Governors are very well informed by the headteacher of all aspects of the school. They know the school well and keep a watchful eye on the school's progress. The school has good capacity to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

7 February 2007

Dear Children

St Anne's Catholic Primary School, Lightwood Road, Buxton, Derbyshire, SK17 7AN

Thank you for making us feel so welcome when we visited your school recently. We could see that you were very happy and enjoyed the school very much. We were very impressed with your excellent behaviour and how well you got on together. You are growing into very responsible young people. Well done!

You go to a good school. You are taught well, make good progress and do many exciting things in your lessons. You learn to read very well. We were extremely impressed with your school choir. The quality of singing was exceptional.

Your headteacher makes sure that you are looked after very well and the changes that she and all staff are making are improving the school. However, there are a few things which could be improved even further. In Key Stage 2 those of you who already write well could do even better and in Year 3 many of you do not make as much progress as you can, especially in your writing. This is because the work you are asked to do is not always set at the best level for you to make progress.

We shall take away many good memories about your school and have very much enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Lead Inspector