



St Anne's C E Primary School

Inspection Report

Unique Reference Number 131238
Local Authority CAMBRIDGESHIRE
Inspection number 293727
Inspection dates 12–13 October 2006
Reporting inspector Ian Nelson

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

Type of school	Primary	School address	London Road
School category	Voluntary aided		Godmanchester, Godmanchester
Age range of pupils	4–11		Huntingdon, Cambridgeshire PE29 2WW
Gender of pupils	Mixed	Telephone number	01480 375300
Number on roll (school)	186	Fax number	01480 375301
Appropriate authority	The governing body	Chair	Mr David Morgan
		Headteacher	Mrs Anthea Kenna
Date of previous school inspection	26 March 2001		

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Introduction

The inspection was carried out by two Additional Inspectors over two days.

Description of the school

This is a slightly smaller than average Church of England primary school serving an area of mainly owner occupied properties. The number of children eligible for free school meals is low. Most children are White British with a few from Asian or mixed heritage backgrounds. Very few children have English as an additional language. The school admits more children at times other than at the beginning of the year than most schools do. When children start school in Reception they have a wide range of abilities and generally their skills and knowledge are typical of those expected for their age.

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. It has some outstanding features, particularly in the way it cares for the children and promotes their personal development. There are few issues for improvement and the school provides good value for money. Children's achievement is good and they reach above average standards in English, mathematics and science by the end of Year 6. Children who join the school at different times of the year also achieve well. Staff turnover in the past led to a less settled picture in Years 1 and 2 and standards fell slightly between 2003 and 2005. However, the 2006 results show that standards improved and the school's systems for checking how well children are doing suggest that the improvement is being sustained. Children also achieve well in other subjects including the arts, music and sport. Good achievement is underpinned by the caring Christian ethos of the school which leads to outstanding personal development of children. Behaviour is exemplary and relationships between children are excellent. Children feel very safe and free from bullying and intimidation. They say that if they feel worried about being bullied 'Mrs Kenna will sort it out'. They are very clear about right and wrong and the consequences of their actions because, 'if you do something bad the teacher explains it'. They understand how to stay healthy and appreciate the excellent opportunities to take part in sport in lessons and in after-school clubs and sports teams. They know much about healthy foods and explain clearly, for example, the effects of sugary drinks on eggs and what this might mean for their teeth. They are well prepared for the next stage of education and the world of work because they have reached good standards in English and mathematics and have exceptional social skills. Children take on a great number of responsibilities around the school, for example, as school councillors, monitors and play leaders. They play a significant role in the wider community. Children present concerts in a variety of venues and the school council organises events, such as the 'Design a Teddy' fund raising activity for a national charity. Good achievement is also the result of an excellent range of learning activities in lessons, in after-school clubs, and good teaching. Children get off to a good start in Reception and exceed the standards expected by the time they leave that class. Children in Years 1 to 6 say that they particularly enjoy practical lessons like science and mathematics. The best teaching ensures that children get clear guidance on what they need to do to reach their next target but at times teachers' comments are too general to be helpful. The school has made good improvements since its last inspection because the headteacher has a clear vision for the future which is shared by all staff and governors. Leadership and management are good. There is a strong commitment to continuous improvement which is reflected in the good school development plan. This highlights the priorities for improvement but focuses too much on actions and processes rather than on their impact on children's learning. Not all staff with leadership roles have a clear enough understanding of the information the school receives about results at Year 2 and national tests at Year 6. Parents have positive views of the school and while most think the school takes their views seriously, a small number feel that they are not listened to. Parents of children with learning difficulties are particularly positive about how well the school supports their children. This is a school that is well placed to continue improving.

What the school should do to improve further

- Ensure that all those with leadership roles have a clearer understanding of the information the school receives about its results, and use them more rigorously in checking the impact of their work on children's learning. - Accelerate children's progress by ensuring that they all receive the clearest guidance on how to reach the targets they have been set. - Ensure that all parents feel that their views are valued, and understand why their ideas cannot always be acted upon by the school.

Achievement and standards

Grade: 2

Achievement is good. The 2005 national test results showed that children in Year 6 reached above average standards in English, mathematics and science. Achievement in mathematics and science was good but in English it was average because too few boys gained the higher than average standard in writing. The school addressed this issue and the 2006 results show a sharp improvement in English, especially among boys. Although girls' achievement was better than that of boys in 2005 the 2006 results show that there was good achievement from all groups, including those who find learning difficult. Standards at Year 2 dipped between 2003 and 2005 because of an unsettled staffing picture but rose in 2006 to be broadly average.

Personal development and well-being

Grade: 1

Children's personal development, including their spiritual, moral, social and cultural development, is outstanding. They have ample opportunities for quiet reflection about issues of concern to them in assemblies, which reflect the school's church status. They learn about a wide range of cultures through lessons and visits to places of worship in neighbouring towns and cities. Their good attendance is a clear indicator of how much children enjoy school, as is the enthusiastic way they talk about how teachers make lessons interesting. Play at break times is active and energetic but children also have a care for those engaged in quieter pastimes so that breaks are happy and harmonious occasions.

Quality of provision

Teaching and learning

Grade: 2

Teachers know that children enjoy practical activities and they have worked successfully to provide these in writing lessons to motivate and interest boys more. The school has good systems for checking how well children are progressing. The best teaching uses this information very effectively and ensures that children know not only what their targets for improvement are but the steps they need to reach them. Not all teaching

provides guidance of this high calibre so that, although children know their targets, they are not always clear how to reach them. Teaching assistants give good support in lessons, especially to those who find learning difficult so that children make good progress and achieve their targets.

Curriculum and other activities

Grade: 1

The school provides an outstanding range of activities to help children to learn in lessons and in after-school clubs. All children who want to take part in sport or music are encouraged to do so at a level that is likely to ensure they meet with success. Children in Reception get a good balance between teacher directed and self chosen activities to develop their skills and confidence in all areas of learning. The strong emphasis on personal, social, and health education ensures that children understand the need for a balanced diet and plenty of exercise. The school's Christian ethos ensures that children are keen to contribute to its smooth running and to the welfare of others.

Care, guidance and support

Grade: 2

The school provides excellent pastoral support for children and has in place all the policies and procedures required to ensure their care and protection. Children who find learning difficult, or who have a special educational need, or who are newcomers are supported well. Children who were poor attendees at a previous school have improved their attendance dramatically at St Anne's. The quality of academic guidance for children is good. The school's systems for checking their progress in learning are comprehensive. While this information is used to set clear targets for improvement, children are not always clear about the steps they need to take to reach those targets.

Leadership and management

Grade: 2

The headteacher has established an excellent caring ethos in which all children are valued as individuals. She shares her vision for the future of the school with all staff and governors so that an excellent team spirit prevails. Governors offer good support but also challenge the school to account for its performance. Consequently, this is a school that knows how well it is doing and what to do to improve. In evaluating the quality of its leadership and management it places too much emphasis on processes and procedures and not enough on their impact in helping children to learn better. For example, in checking the quality of lessons the focus is primarily on what the teacher does rather than on what the children learn. The school seeks the views of parents and children systematically, though a small number of parents feel that senior staff and governors do not listen to them enough. The school works closely with other schools to share information and good practice.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	1
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

16 October 2006 Dear Children St Anne's C E Primary School, London Road, Godmanchester, Huntingdon, Cambridgeshire, PE29 2WW Thank you for making us so welcome when we came to inspect your school recently. This letter is to tell you what we think about your school. We think you go to a good school where your teachers look after you really well. Your behaviour is excellent and you say there is no bullying although you do sometimes fall out. Older children have a lot of tasks to do around the school, and the school council does a good job of letting teachers know what you think about things. You learn a lot in lessons and particularly enjoy science when you do experiments, though some of you are less keen on doing your writing. You do well in your tests because the teaching is good and you have some excellent activities to do in class and after school. You told us that sometimes teachers tell you exactly what you need to do to improve your work but that sometimes it isn't made clear enough. The teachers have good plans to make the school even better but sometimes the plans are not clear enough about how their actions will improve your learning. Although Mrs Kenna, the governors and the teachers ask your parents what they think of the school, some of your parents feel that they are not listened to enough. In order to make your good school even better we have asked Mrs Kenna and the teachers to make sure that you always know precisely what to do to improve your work and reach your targets. We have asked them to be clearer about how their plans and actions will help you to learn better, and to make sure your parents feel listened to and understand why the school does not always do what they want. You can play your part in improving the school further by continuing to behave and work as hard as you do now. Ian Nelson Lead inspector