

St Ann's CofE Primary School

Inspection report

Unique Reference Number	102137
Local Authority	Haringey
Inspection number	307909
Inspection date	26 November 2007
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	234
Appropriate authority	The governing body
Chair	Mrs Janet Ashdown
Headteacher	Mrs Linda Sarr
Date of previous school inspection	16 June 2003
School address	Avenue Road London N15 5JG
Telephone number	020 8800 2781
Fax number	020 8880 1048

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues.

- The differences in standards and achievement between English and mathematics and science.
- The achievement of different groups of pupils.
- The quality of learning.

Evidence was gathered from the school's self-evaluation, national published assessment data, the school's own assessment records, observation of lessons, conversations with pupils and discussions with the headteacher, teachers and governors. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

St Ann's is a heavily over-subscribed primary school. It has a 24 place nursery. All the children in the nursery attend on a full time basis. About half these children move on to the Reception class with others attending different local schools. St Ann's lies within an area of high social and economic deprivation. The number of pupils eligible for free school meals is very high. Pupils come from a rich diversity of ethnic backgrounds and about half speak English as an additional language. The school has the following awards: Leading Parent Partnership Status, Investors in People, International School Award, Partnership Development School Status and Healthy Schools.

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 view that its overall effectiveness is good. The school is on an upward trend and has some outstanding features. A strong atmosphere of care and support, in which pupils thrive in both their academic and personal development, pervades the school. Parents are overwhelmingly supportive. They make many positive comments about how approachable the staff are and they are appreciative of the strong partnership that exists between themselves and the school. Typical of the comments was one parent who stated, 'An excellent environment for both kids and parents. A school to be proud of.'

Pupil's personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent. Pupils thoroughly enjoy school and this is reflected in their well above average attendance. Older pupils are careful to help younger children and they delight in the very many opportunities that are provided for them to take responsibility. They are proud to be 'peer mediators' and to have 'peace patrol' responsibilities that, amongst other things, enable them to care for and to give support to other pupils. Pupils feel very safe and secure because relationships are excellent and there is a very positive ethos. As a result, behaviour is also excellent both in lessons and around the school. Pupils, particularly in Years 5 and 6, have high levels of self-confidence and they enjoy working both collaboratively and independently. As a result, they are well prepared to move to secondary school. Pupils love school and learning. They say that lessons are fun and that adults are kind and listen to what they have to say.

Achievement is good and standards meet national expectations overall. Because the quality of provision is so strong, pupils make rapid progress in Years 1 and 2. As a result, by the time that they leave the infants, standards are close to the national average in reading and writing, though below in mathematics. In Key Stage 2, pupils make excellent progress in English and their achievement in this subject is outstanding. Standards in English, although usually at least average, were exceptionally high in 2007. Pupils make excellent progress in English because the school has placed an appropriate and very strong emphasis on teaching, learning and the curriculum in this subject, and it has paid dividends. However, the school is keenly aware that pupils' progress in mathematics and science lags behind that of English and achievement is satisfactory in these two subjects. Senior leaders have put into place a very effective range of strategies to accelerate progress in these two areas and there are positive indications that the school is starting to close the wide gap between pupils' achievement in English and other subjects.

The quality of teaching and learning is good overall, and some lessons are outstanding. Lessons are very well managed by the teachers and there is a purposeful buzz in classrooms that reflects effective teaching and pupils enjoying their learning. Classroom relationships are excellent. Teachers take care to ensure that the learning strategies they use in lessons reflect the pupils' preferred learning styles. For example, good use is made of technology, particularly the interactive white boards, to capture and build on the interests of pupils who like to learn from visual stimulation. Teachers are adept at developing pupils' answers through effective and extended questions. This helps the many pupils with English as an additional language to develop their communication skills well. Pupils with learning difficulties and/or disabilities progress well because their needs are identified early and there is a particularly good range of provision to boost their learning. Recent improvements to teaching have accelerated progress

in mathematics and science but have not had time to have an impact on national test results in these subjects.

The school provides an outstanding curriculum which contributes well to pupils' enjoyment and achievements. The recent focus on global education and the linking with a primary school in Kampala excites the pupils and they are enthusiastic when talking about life in this school. It provides particular pleasure for the many pupils in the school with Ugandan heritage. There is a good range of extra-curricular activities and the many opportunities to visit places of interest enliven pupils' topic work. Pupils talk enthusiastically about the wide range of activities that is provided for them and they particularly appreciate the many opportunities that are given to them to link different subjects together. In addition, pupils enjoy the specialist weeks that are planned each term. They were particularly proud of the Black History Week work that is celebrated so well throughout the school. In addition, there are good opportunities for pupils in Year 5 to learn an instrument and perform in an orchestra. Pupils mentioned that those learning the trumpet and clarinet enjoyed playing with other Haringey pupils at the Alexandra Palace.

The social and emotional learning needs of each child are understood and well met. There are good processes in place to check pupils' progress and effective action is taken when weaknesses are identified. Arrangements for the safeguarding of pupils are given a high priority and are securely in place.

Leadership and management are outstanding because the new headteacher, working in close partnership with the new deputy headteacher and the senior leadership group, provides excellent leadership. She has built successfully on the many strengths identified in the previous inspection and has ensured that all members of the staff team have been given real responsibility and authority in their areas. One example of the excellent leadership provided by the headteacher lies in the detailed plans that have been put into place to improve pupils' performance in mathematics and science. These have already started to impact on pupils' learning though there has been insufficient time to see the full impact of all the recent initiatives to raise standards. The headteacher has also introduced effective new procedures for supporting the governors in their responsibilities. There are good processes in place for governors to help to monitor the school's effectiveness and they work in tandem with their linked subject leaders to check provision and pupils' progress. Governance is good with governors having a deep commitment to the school and its improvement. The school has a strong record for improving performance by, for example, substantially improving pupils' achievements and standards in English, and there is excellent capacity for further improvement. The school has developed an excellent range of partnerships that have helped to support the training of staff, to build the school as a learning organisation and also to benefit pupils by enhancing provision.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the nursery with skills that are well below those typically found for their age. Many of the children speak English as an additional language and currently there are 13 languages spoken amongst the 24 children. Effective provision ensures that they get off to a good start and make good progress, particularly in their personal and social skills. By the time that they leave the Reception year, about half the children attain the expected goals in all areas of learning. Children feel safe and secure in the warm, welcoming atmosphere where they are cared for very well. About half the children transfer to the school's Reception class. Here too, they progress well because good teaching provides an effective range of learning activities in

class. Staff make use of the outdoor area but, because it is some distance from their classroom, the children do not always get enough opportunities to extend their learning outside. The school is very aware of this situation and they have plans in place to improve the accommodation.

What the school should do to improve further

- Strengthen pupils' progress at Key Stage 2 in both mathematics and science to match that of English.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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

6 December 2007

Dear Children

Inspection of St Ann's CofE Primary School, London, N15 5JG

Thank you for making me so welcome when I came to inspect your school to see how well you are learning. I really enjoyed talking with you and you helped me to find out about your school.

You told me that you really enjoy school and are very proud of it. I can understand why. All the staff look after you very well and help you to feel safe.

Yours is a good school. It is a fun place to be where you have lots of opportunities to learn - not only all the subjects in lessons, but also about schools abroad such as your link school in Uganda. Your school provides you with an excellent range of things to do. Your teachers make sure that lessons are interesting and good and they help you to learn to look after yourself and others. Your behaviour is excellent: well done!

Your headteacher is doing an excellent job. She is supported very well by your deputy headteacher and all the staff who have subjects to manage.

You reach high standards in English and this is something in which your school excels particularly when you think of the many children in the school that don't speak English as their first language. Your progress in English is excellent.

I have asked your teachers to help you to make as good progress in mathematics and science as you show you can do in English.

Thank you again for being so polite and friendly. I wish everyone at St Ann's every success in the future.

Yours sincerely

Keith Sadler

Lead Inspector.