

# St Anne's Fulshaw CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	111287
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310557
<b>Inspection dates</b>	10–11 January 2008
<b>Reporting inspector</b>	Mark Madeley

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	112
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Wendy Yates
<b>Headteacher</b>	Mrs Clare Hancock
<b>Date of previous school inspection</b>	15 March 2004
<b>School address</b>	Nursery Lane Wilmslow Cheshire SK9 5JQ
<b>Telephone number</b>	01625 523536
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This school is smaller than average. The number of pupils has increased since the last inspection. There are more boys than girls in most year groups. Most pupils are of White British heritage. About three quarters of the pupils live locally, some of the others travel considerable distances to get to school. The percentage of pupils entitled to free school meals is below average. Approximately 5% of pupils are in the early stages of learning English. While the proportion of pupils with learning difficulties and/or disabilities is below average, there is a much higher than average proportion of pupils with a statement of special educational need. Unusually high numbers of pupils join the school after the Foundation Stage. This is partly due to short-term employment locally. The number of pupils in some year groups is very small. Test data should be read with caution as one child can account for more than 10% of the total.

## 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 is improving rapidly under the good leadership of the headteacher and her deputy, who make an inspirational team, and the guiding hand of an experienced and skilled governing body. The inspector agrees with parents who said that the school is a 'warm, friendly, caring and nurturing place'. Indeed, the care, guidance and support that pupils receive are outstanding. Pupils are very well looked after by all staff and have an excellent understanding of the target-setting system, which encourages them to improve their work. Those pupils with learning difficulties and/or disabilities, and their parents, receive excellent support. Pupils help to look after each other, for example at wet lunchtimes, and this reinforces the family atmosphere. Helping like this, and in many other ways, in and around school is one element of pupils' excellent personal development. Other outstanding elements are their knowledge of how to stay fit and healthy, their understanding of how to keep themselves safe and their enjoyment of school.

Senior managers have taken the school forward well since the last inspection. Links with parents are good and effective use is made of the expertise of the local high schools to challenge the more able pupils. Leaders have a good understanding of the strengths and weaknesses of the school and make good use of information gained from their checking procedures to improve provision for pupils. Future planning is good and acknowledges the need to improve pupils' progress in writing and mathematics at Key Stage 1. Financial planning is secure and the school gives good value for money. These factors indicate that the school has good capacity to improve further.

Pupils achieve well in this school. Children start school with skills that are in line with age-related expectations, although their writing skills are weak. They make good progress in the Foundation Stage and reach standards by the end of Reception which are above national expectations overall but are average in writing and some aspects of mathematical development. Pupils' reading skills improve rapidly in Key Stage 1 and they reach above average standards but this rapid progress is not matched in writing and mathematics. Pupils make slower although satisfactory progress in these subjects because teaching in this key stage lacks the pace and stimulation of that in the Foundation Stage and Key Stage 2, where it is consistently good. Pupils' progress is hindered in both Key Stages 1 and 2 by the exceptionally high turnover of pupils in any one year group. However, through Key Stage 2 pupils make good progress because teaching is consistently stimulating and challenging. Standards have until recently been broadly average but current standards are above average, continuing the improvement made since the last inspection. The additional support given to pupils with learning difficulties and/or disabilities, particularly those with a statement of special educational need, is exceptional and helps them to make outstanding progress.

The good curriculum and excellent additional activities aid pupils' learning and increase their enjoyment of school. High quality drama productions raise pupils' sense of self-worth and allow the talented to perform to their potential. Extensive educational excursions and visitors give pupils first-hand experience of a wide range of activities in areas such as the Jewish religion and life in Victorian times.

## Effectiveness of the Foundation Stage

### Grade: 2

Children are happy and well settled in the Foundation Stage because arrangements to help them settle in are good, activities are well organised to keep them stimulated and learning, and the Reception class is well managed. A key focus is children's independence. They quickly become adept at doing things for themselves and choosing from the well-planned activities on offer. Talk is encouraged at all times. For example, adults encourage children to discuss in some detail their pictures or objects that they have made in the sand tray. The environment is rich in language that is linked to objects or actions and this helps children who speak English as an additional language to make good progress. Reading skills are developed quickly because letter sounds are taught well through movement, songs and games. Children draw and paint regularly but opportunities are missed to extend their writing experience; for example, by writing their own names on their Christmas toy pictures. Most children touch count to 10 and sometimes beyond and their understanding of positional language is improving due to staff's greater focus, after being relatively weak last year. Exemplary support is given to children with learning difficulties and/or disabilities.

### What the school should do to improve further

- Improve teaching in Key Stage 1 to increase the rate of pupils' progress in writing and mathematics.

## Achievement and standards

### Grade: 2

Pupils build steadily through Key Stage 1 on what they have learned in the Foundation Stage. Their reading skills take off but progress in writing and mathematics is slower. Most pupils reach the nationally expected standard, Level 2, but not enough reach the higher levels because teaching is not sufficiently challenging to move pupils forward more rapidly in their learning. Pupils leaving or joining the year group is part of the problem. For example, among the 2007 Year 2 group three higher-attaining pupils left after the Foundation Stage and eight joined in either Year 1 or Year 2. Even though this is well managed, it causes disruption to pupils' learning.

At the end of Key Stage 2, results in the national tests have been rising from a below average level in 2004 and pupils' progress has accelerated. Standards over time have been broadly average but current standards are above average in English, mathematics and science. Reading standards are very strong and writing has improved markedly. Pupils use their language skills to good effect when, for example, discussing and recording the potential outcomes of science experiments.

Pupils whose first language is not English achieve as well as their peers. Those pupils with learning difficulties and/or disabilities receive exemplary support from all staff, which underpins their excellent progress.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Extensive links with the local church, a rich music programme and opportunities to promote pupils' sense of self-worth, often through sports and drama, lead to outstanding spiritual development. Pupils quickly learn

to work alongside each other in school and extend this with teamwork exercises during the regular residential visits in the junior years. School and class rules are made in consultation with the pupils and this gives them a clear idea of both their rights and their responsibilities to each other. Their view of the world is expanded by the growing variety of nationalities present in school as well as a well planned curriculum and extensive charity work. Behaviour is very good in class but pupils can become quite chatty when coming together as a school. Attendance is above average despite the number of parents who take their children on holiday during school time. Pupils' packed lunches rarely contain sugary items and the take-up of the healthy options at school lunches is high. Pupils are well prepared for the next stage in their learning, having positive attitudes to school and high levels of independence.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils want to learn because teachers mostly make lessons stimulating. In this respect effective use is made of new technologies by staff and pupils. Each class has relatively few pupils so everyone gets a great deal of almost individual attention. Lesson planning is detailed and takes good account of the wide age and ability range in each class. Good questioning often brings out what pupils know. For example, pupils learned more about rocks and the appropriate descriptive words during a very good introductory science session in one class. Pupils know how to improve their work further because teachers' marking is very good. However, in Key Stage 1 sometimes tasks are not explained clearly enough so pupils are not sure what they have to do and the pace of learning slows. All teachers support pupils with English as an additional language well, using lots of diagrams and regularly repeating words. Teachers plan very well for pupils with learning difficulties and/or disabilities. Both they and teaching assistants work patiently and sensitively with these pupils, covering their individual programmes and helping them participate in whole-class sessions.

### **Curriculum and other activities**

#### **Grade: 2**

Arrangements for teaching the curriculum are very flexible and thus allow the needs of all pupils to be met well. For example, pupils move between classes for mathematics if they need greater challenge. Reading scores have been high because letter sounds are taught consistently and pupils have additional support from parents at home and volunteer helpers in school. Good use is made of teachers' expertise to offer high quality German, music and sports lessons. The teaching of skills through topics is relatively new and its impact has yet to be fully evaluated. The school offers all pupils the chance to shine by offering a huge range of additional activities, including drama productions, music festivals and sports events. The junior pupils have a residential visit each year that makes a significant contribution towards their excellent personal skills as well as being great fun.

### **Care, guidance and support**

#### **Grade: 1**

This school has a real family atmosphere about it. Adults know the pupils well as individuals and are always ready to support them. Thus, pupils feel safe and well cared for and have somebody to turn to should they need it. Procedures to safeguard pupils are in place. Indeed,

management took the very good step of inviting all staff and governors to recent training. All parents are well informed about their children's progress and how they can help them at home by the very good reports and newsletters. Parents of pupils with learning difficulties and/or disabilities are exceptionally well informed about their children's programme and regularly consulted. Pupils have an excellent understanding of their learning targets and how they might reach them. Regular contact with the high school and good transfer arrangements help pupils settle quickly.

## **Leadership and management**

### **Grade: 2**

Pupils and parents are happy, youngsters are learning and maturing into fine citizens and the local and church communities know that they have a good and improving school at their heart. All this, and more, has come about through the effective leadership and management of the headteacher, capably supported by her deputy and the staff. Thorough systems provide good information on the quality of teaching and learning and on pupils' progress. The progress records are extensive, because they are checked every term, and the information is used well to ensure that no pupil falls behind. A great strength of the school is that it welcomes pupils who have previously found learning difficult. These pupils settle quickly, develop a positive work ethic and mix well with others. The management of the provision for pupils with learning difficulties and/or disabilities is exceptional. In these two respects the school is highly inclusive. The good governing body is well aware of the school's many strengths and those areas it seeks to improve. Governors are prudent with funding, for example refurbishing the toilets after gradually accumulating funds. They support the school fully and are ready to hold senior managers to account over the school's performance when necessary.

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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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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	1

### 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	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	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?	2
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I really enjoyed my recent visit to inspect your school because you and the staff made me feel so welcome. You chatted freely and confidently with me and I listened carefully to your views of the school and took them into account when arriving at my judgements. You said that your school is good and I agree. It helps you make good progress in English, mathematics and science as well as encouraging you to grow into exceptionally mature, confident, responsible and caring young people. The headteacher and her staff have done a good job in improving the school for you, not least in offering you a huge range of exciting visits from which you can learn. Your understanding of how to stay fit and healthy and how to keep yourself safe are outstanding. The play leaders, the school council and the recycling officers all help make your school a better place and I thought it excellent that older pupils gave up their wet lunchtime to play with the younger ones. The way older and younger pupils get on with each other is an exceptional feature of your school.

Part of the reason you are doing well at school is that your headteacher, her staff and the governors are putting a huge effort in behind the scenes. They have a good understanding of what the school is like now and want to make it even better. I have asked them to accomplish one thing which will move the school forward.

- Help pupils in Key Stage 1 to make more rapid progress in writing and mathematics.

You can help your school improve by continuing to work hard towards your learning targets and by coming to school every day. Also, in the playground look out for the smallest children when you are running around. I hope that you are proud of your school and all it has achieved so far and will do your best to help improve it further. Thank you for two really enjoyable days, I wish you and the school well for the future.