

# St Anne's CE (Aided) Primary School

## Inspection report

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<b>Unique Reference Number</b>	105715
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	324257
<b>Inspection dates</b>	10–11 June 2009
<b>Reporting inspector</b>	Colin Smith

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	289
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ken Martin
<b>Headteacher</b>	Mrs Sue Holt
<b>Date of previous school inspection</b>	24 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Broadway Royton Oldham Lancashire OL2 5DH

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<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 June 2009
<b>Inspection number</b>	324257

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

The school is above average in size. Although the proportion of pupils entitled to free school meals is below average, the school serves a very mixed community. The proportion of pupils with learning difficulties and/or disabilities is average. Most pupils are of White British heritage. A small but increasing number are from Bangladeshi, Pakistani, Asian or mixed heritage backgrounds. Some of these pupils are at an early stage of learning English as an additional language. Early Years Foundation Stage provision is made for children aged from three to five. The last two years have seen extensive staffing changes, including the appointment of the current headteacher in April 2007 and the deputy headteacher four months later. The school has gained Investors in People and Healthy Schools status and the Activemark award.

## 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 provides a satisfactory standard of education. After initial improvements following the previous inspection, the school suffered prolonged instability through illness and absence of leaders and teachers. Some direction was lost, standards declined and pupils were not as settled in school. New leaders faced significant challenges in moving the school forward. As a result, care, guidance and support are satisfactory and improving, as stronger links are forged with parents and outside agencies. New leaders embarked on a full evaluation of the school to identify where improvements were needed. Much attention has been devoted to improving the quality of teaching and learning in the drive to raise standards. School plans and policies provide a very clear map of the way forward and the school has turned the corner. Standards are rising again, illustrating the school's satisfactory capacity to improve. Though most parents are satisfied with the education provided, a minority have concerns about their children's progress and the behaviour of some others in the school.

Pupils' achievement is satisfactory, but uneven. Children enter school with attainment typical for their age and reach broadly average standards by the end of Year 6. The school has concentrated on improving literacy and numeracy. Progress in reading and mathematics has measurably improved this year and writing is following suit. Science has had less attention and standards are still below average. The good scientific, investigational work being done in Year 6 has yet to be extended to all classes. Although most groups of pupils achieve satisfactorily, some of the more able pupils are still not fulfilling their potential. Pupils' personal development is satisfactory overall and good in relation to their understanding of healthy lifestyles. Most pupils are well behaved but a minority continue to misbehave. This is why the overall standard of behaviour is satisfactory rather than good.

The quality of teaching and learning is satisfactory. There are examples of good teaching, particularly in Years 2 and 6. In the good lessons, enthusiastic teaching, imaginative approaches, clear learning goals and challenging and well matched activities ensure that all pupils are highly motivated and learn successfully. However, not all of these factors are present in every lesson, which is why pupils' learning is not consistent across the school. The curriculum provided is satisfactory and is being redesigned to stimulate pupils' interests, improve their skills and develop creativity.

The quality of leadership and management is satisfactory. The headteacher works extremely hard, with good support from the deputy headteacher, to drive the school forward. Rigorous checks are made of pupils' progress to ensure that it does not falter and lessons are observed to check that revised methods, for example, to improve assessment, are implemented in all classes. However, not all subject leaders are sufficiently aware of the strengths and weaknesses in their subjects to contribute to the process. The school's key leaders and advisers have a realistic and largely accurate understanding of the school's strengths and weaknesses. The school's self-evaluation largely matches the inspection findings, if over-optimistic in places.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enter Nursery with knowledge and skills that are typical for their age. They make satisfactory progress in Nursery and Reception and enter Year 1 with attainment that is expected for their age. The quality of teaching and learning in these classes is satisfactory, but

inconsistent. In most lessons, children listen attentively and work cooperatively on suitably challenging activities, based on careful assessments of their learning. However, there are instances when children are less clear about what is expected of them, which adversely affects their learning. Staff make increasing use of the improved outdoor facilities providing satisfactory learning and development for the children. Children's welfare needs are suitably met and their personal and academic progress is increasingly being monitored to ensure that they are safe and moving forward in their learning. The quality of leadership and management is satisfactory. Assessments of children's learning provide a clear picture of where staff need to concentrate their efforts, for example, on improving children's spoken language.

### **What the school should do to improve further**

- Improve teaching and learning to raise achievement to good levels across the school, particularly that of the more able pupils.
- Improve pupils' investigation skills to raise standards in science.
- Ensure that subject leaders develop a clear understanding of what is happening across the school to enable all of them to contribute fully to school improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Overall achievement is satisfactory. Standards at the end of Year 2 are average in reading, writing and mathematics. Pupils' achievement from Year 3 to Year 6 is satisfactory overall but better in Year 6 because of some stronger teaching. Standards by the end of Year 6 are average in English and mathematics. However, standards in science are below average because pupils' grasp of scientific language and their investigation skills are limited. Over time, boys and girls make similar progress. Pupils who require learning support make satisfactory progress towards their targets, although not all of the more able pupils reach the levels of which they are capable. Pupils who speak English as an additional language make good progress because of the effective support provided.

## **Personal development and well-being**

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. Most pupils are well behaved and feel safe in school. They say, 'We enjoy learning because we are helped to understand.' A small number of pupils have negative attitudes, say they are bored and sometimes misbehave. There are occasional incidents of bullying but pupils know that teachers will 'sort them out'. Pupils have a good understanding of healthy lifestyles and a good grasp of the importance of diet and exercise. They like being school council representatives and are desperate for more involvement. In their words, 'We would like more of a say in what happens in school because we have great ideas.' That said, older pupils have made a valuable contribution in redesigning the quadrangle. Pupils' literacy and numeracy skills are satisfactory and involving them in business challenges is helping to prepare them for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Most lessons are purposeful, well managed and pupils concentrate on their work. Assessment is used satisfactorily to measure pupils' progress and guide teachers' planning. Pupils are given different tasks in recognition of their different starting points, but they are not always accurately matched to their learning needs and the challenge for more able pupils is not always sufficient to extend their learning. There are examples of good teaching where pupils are highly stimulated, fully engaged and totally absorbed in activities that are precisely matched to their learning needs. In these lessons, all pupils achieve their targets. Where teaching is less effective, younger pupils become noisy and distracted and they are not always sufficiently well prepared for the follow-up activities to ensure they can read and understand the instructions. These factors slow the rate of their learning.

### Curriculum and other activities

#### Grade: 3

The curriculum meets requirements and is increasingly being focused on key skills and more stimulating activities, which pupils describe as 'fun'. More stimulating writing experiences are proving rewarding. Comments such as, 'I love Star Writing because it gives me a chance to show my expertise,' reflect pupils' changing attitudes. Problem solving activities are helping to reinforce pupils' understanding of mathematics, although their investigation skills in science are not developed systematically through the school. The curriculum is suitably adapted for pupils who require learning and language support, but is not extended sufficiently to cater for the full range of needs of the gifted and talented pupils. Pupils benefit from a wide range of additional activities such as clubs, visits and visitors, which bring learning to life. Specialist tuition in music and dance provides invaluable opportunities for pupils to perform for an audience.

### Care, guidance and support

#### Grade: 3

Safeguarding and child protection procedures are in place to promote pupils' safety and well-being. Links with health professionals have been strengthened to ensure that vulnerable pupils are helped to overcome any barriers to learning. Pupils with learning, language and emotional difficulties are being identified as early as possible. Their difficulties are mapped out so that the right kind of support can be targeted towards their needs. This is helping to close former gaps in learning. Much has been done to improve the academic guidance available to pupils. They are being increasingly involved in assessing their own learning, using checklists which pupils can tick off as each next target is achieved. This is helping to raise achievement and to make pupils more responsible for their own learning. The use of questionnaires, home visits, mid-year progress reports and the extra parents' evenings, show that the school is trying hard to involve parents in their children's learning.

## Leadership and management

### Grade: 3

School leaders provide clear vision, direction and training to improve teaching and raise achievement. These intentions are at the heart of the sharply focused school improvement plan. Much greater rigour has been injected into checking teaching, pupils' work and assessments to improve their learning. Such approaches underpin the current improvements in writing. Teachers are accountable for pupils' progress, which is carefully tracked. Any faltering progress is quickly identified and additional support provided to put pupils back on track. This is leading to more effective use of challenging targets. Some subject leaders lead by example, though others are not sufficiently well informed of what is happening across the school to remedy any weaknesses. The school is mindful of equality and compares the progress of different groups of pupils to ensure they have access to and benefit from all that is provided. The school promotes community cohesion adequately. The policy to engage with different communities is paying dividends, for example, through links with schools in Bangladesh and Pakistan. Governors fulfill their statutory duties but are only just beginning to hold the school to account.



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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?	3
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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Inspection of St Anne's Church of England (Aided) Primary School, Oldham, OL2 5DH

Thank you for welcoming me to your school. I enjoyed talking to you because you were polite, friendly and helpful. Now, I would like to share my findings with you.

Standards slipped two to three years ago because of staff absences. Since then, with a new headteacher, your school has begun to improve. You are receiving a satisfactory education. Teaching is satisfactory and so is the progress you make, but many improvements are taking place, which are helping you to make better progress. Standards in English and mathematics are average and rising, although standards in science are still below average.

Teachers and classroom assistants ensure you are safe and looked after. Most of you behave well and try your best. I know how much you want to be more involved in making decisions about the school. The curriculum is satisfactory and teachers are trying to make your learning interesting by arranging visits, visitors and after-school activities. You certainly have a good understanding of healthy lifestyles.

Overall, your headteacher and staff run the school satisfactorily. They check your progress regularly and are doing all they can to help you to learn as much as possible. Your school is improving and I want this to continue so I have asked your headteacher and teachers to:

- make sure that teaching is good in every lesson to help all of you to learn as much as you can, particularly those of you who find learning easy; you can help by trying hard to reach your targets
- improve standards in science by teaching you how to plan and carry out your own investigations
- ensure that teachers in charge of different subjects check how well you are doing to help them to know where improvements are needed.