

# Warrington St Anns CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	111298
<b>Local Authority</b>	Warrington
<b>Inspection number</b>	325341
<b>Inspection dates</b>	13–14 May 2009
<b>Reporting inspector</b>	Denise Shields

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.

---

<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)	219
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>	Rev S Parish
<b>Headteacher</b>	Mrs Susan Fox
<b>Date of previous school inspection</b>	13 March 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>	Lathom Avenue Orford Warrington Cheshire WA2 8AL

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	13–14 May 2009
<b>Inspection number</b>	325341

**Telephone number**  
**Fax number**

01925 632210  
01925 637846

<b>Age group</b>	3-11
<b>Inspection dates</b>	13-14 May 2009
<b>Inspection number</b>	325341

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Warrington St Ann's is an average-sized school. It serves an area with high levels of social disadvantage. Almost all pupils are White British. The proportion of pupils eligible for free school meals is well above average. Almost half the pupils have learning difficulties and/or disabilities. In some year groups two thirds are identified with a learning difficulty or more complex additional needs. The proportion of pupils who have a statement of special educational needs is high. A slightly above average proportion of pupils leave or join the school other than at the start of the school year. A Nursery and a Reception Class form the school's Early Years Foundation Stage provision. There is a creche on site which is run by a private provider and did not form part of this inspection.

The school has gained the Primary Quality Mark, Healthy Schools, Activemark and Fair Trade awards. It also holds Investors in People status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. The very extensive partnerships with the parish, schools locally and nationally and with external agencies help to raise the quality of pupils' learning and have a significant impact on their all-round education. Pupils' personal development, including their spiritual, moral, social and wider cultural understanding, is exemplary. The outstanding curriculum is rich, exciting and meaningful for pupils, with lots of practical activities that totally engage them in learning. This together with consistently very strong teaching ensures that all pupils, whatever their background, need or ability make outstanding progress during their time at St Ann's. The overwhelming majority of parents strongly support the school. A representative view is, 'St Ann's is brilliant and very well managed, with dedicated staff who are caring and understanding & our children enjoy and definitely achieve and we can rest assured the level of teaching is of the highest quality.'

Major factors in the success of the school are outstanding leadership and excellent management. All leaders and managers share a common purpose and an extremely clear vision. There is a very firm focus on securing the best possible experiences for all pupils to promote their academic and personal development and to lift their aspirations. Self-evaluation is exemplary and robustly links and drives future development planning. As a consequence, the school knows precisely where improvements are needed. For instance, the school recognised that achievement in mathematics, in Years 3 to 6, was not as good as that in English and science. Swift action was taken. Clear and successful initiatives introduced to deal with this have been very effective, including training for teachers and the introduction of a new method to teach the subject. Throughout Years 3 to 6, standards in mathematics have risen and achievement has improved. In this subject, current Year 6 standards are average and higher than in previous years. The points for action identified at the last inspection have been dealt with very well and there has been significant improvement across all aspects of the school. All these strengths demonstrate that the school has an excellent capacity to improve further.

Achievement is outstanding. Children enter the Nursery with skills that are poor for their age, particularly in personal, social, communication and language development. In recent years standards in the Year 6 national tests have been average overall. Inspection evidence shows that by the end of Year 6 current standards are above average overall. The proportion of pupils achieving the higher Level 5 is above average. These standards are the best the school has ever achieved. An excellent range of opportunities is provided beyond lessons that develop pupils' interests and talents extremely well. Regular and varied themed weeks, for example the disability awareness week and an extensive range of visits and visitors, promote pupils' exceptional enjoyment of learning and strengthen their understanding of social issues. 'I love coming to school and can't wait to get back after the holidays,' is a comment that typifies pupils' views and reflects their good attendance. Teaching and learning are outstanding. A notable strength is the very secure relationships that exist in all classes and, as a result, pupils are not afraid to ask for help. New technology is used exceptionally well to help pupils gain a better understanding of their learning. Teaching assistants work very closely with pupils who find learning more difficult and ensure that they are fully involved in lessons.

The care, guidance and support pupils receive are exceptional. Adults know pupils extremely well and go to extraordinary lengths to meet their emotional, physical and learning needs. The school totally fulfils its motto 'St Ann's Where Everyone Matters'. Pupils feel safe and happy and confidently express the view that if they are troubled there is always an adult they can

turn to for help. Arrangements to safeguard pupils meet current government requirements. Pupils' understanding of how to lead safe and healthy lifestyles is very impressive. They show great compassion and sensitively care for others, both locally and in the wider multicultural society. Their behaviour is outstanding and they are very friendly to everyone. By the time they leave school at the end of Year 6, pupils are mature and well prepared for their future life.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

As a result of outstanding teaching and learning, children make excellent progress. Although by the end of Reception very few reach the expectations for their age, achievement is outstanding, particularly in personal and social development, and early communication and language skills. This lays a very secure foundation for the development of children's future learning. Classrooms and the covered and outdoor areas are exciting, safe and secure places to learn. Welfare requirements are fully met. There is a very good balance between tasks that children choose for themselves and those led by an adult. Children are fully engaged in their learning, develop positive attitudes and happily choose the activities in which they wish to take part. Opportunities for children to develop their independence and social skills are many and varied. As a result, they grow in self-confidence and esteem. They are self-disciplined and cooperate and play together extremely well. This is because relationships are very supportive and adults effectively encourage children to share and take turns. Children make great strides in their communication and language skills because no opportunity is missed by adults to question and encourage children to talk and listen to each other. The Early Years Foundation Stage is extremely well led and managed and teamwork is very strong. The partnership with parents is very good. The school values parents' contribution to their children's education and provides a range of family learning sessions to help them successfully become more involved in their children's learning. Assessment is detailed and thorough. A very close check is kept on how well children are doing and this contributes very well to the overall picture of children's development and achievement.

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

This outstanding school knows itself very well and is taking the necessary steps to make it even better. As a result, no issues for improvement are raised.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding. In Years 1 and 2 pupils build very well on the skills acquired in the Early Years Foundation Stage. This is owing to very effective teaching and the continued emphasis on improving pupils' communication and language skills that enables them to make very good academic progress. Inspection evidence shows that by the end of Year 2 current standards in reading, writing and mathematics are average, with more pupils attaining the higher Level 3 than in past years. Pupils enter Year 3 with secure basic skills and together with high-quality teaching and pupils' thirst for knowledge this enables them to tackle confidently more complex aspects of the curriculum. Inspection evidence indicates that currently standards in Year 6 are above average overall, with a higher proportion of pupils attaining the higher Level 5 than in previous years. Standards in English and science are slightly stronger than in mathematics.

Pupils with learning difficulties and/or disabilities make excellent progress in relation to their specific needs and starting points and achieve outstandingly well. This is because support from teaching assistants, together with work that is closely matched to their ability and appropriately challenging, promotes their learning very well.

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

### **Grade: 1**

Pupils are very welcoming and friendly and show a great sense of pride in their school. 'I really like this school because it's everything you want it to be,' is a view that encapsulates that of many. Pupils thoroughly enjoy learning and there is a high take-up of activities outside lessons. Events such as the multi-faith and community weeks, together with the school's links with Uganda, ensure that pupils have an excellent understanding of life in a multi-ethnic and global society, as well as their own locality. Pupils have a very keen awareness of how to stay safe, fit and healthy. They play and socialise very well together. Pupils take their responsibilities very seriously and willingly carry them out. They make a very good contribution to the school community through the school parliament. They are proud that their views are taken into account and feel they have made a real difference to school life. The school's excellent emphasis on developing pupils' social, emotional and personal well-being prepares them well for life beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Consistently good teaching, with a high proportion that is outstanding, is a key factor in pupils' excellent achievement. Teachers understand pupils' needs very well and how to motivate them in lessons. Teachers make very good use of visual and practical resources to bring learning alive. Good speech and appropriate language are modelled exceptionally well in all classes and this has a significant impact on developing pupils' literacy and personal skills. The pace of lessons is lively and humour is used to good effect. Questions are particularly effective and make pupils think more deeply about their learning. Tasks are challenging and very well matched to pupils' abilities. As a result, pupils try very hard with their work and they learn rapidly. Teachers' marking is thorough in all classes and provides very good advice to help pupils to improve their work.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is stimulating and very carefully organised to suit the learning, physical and emotional needs of all pupils including those with learning difficulties and/or disabilities and those with particular gifts and talents. This allows pupils to achieve exceptionally well academically and in their personal development too. Music and creativity are strengths throughout the school. Role-play is used extensively in all classes; this has a positive impact on pupils' speaking and listening skills and develops their self-confidence very well. The 'all thinking together study squads' successfully promote pupils' basic literacy, numeracy and personal skills. The impact of a strong and very effective focus on personal, social, health and citizenship education is seen in confident and polite pupils. Opportunities to gain first-hand experience, for example through educational visits and visitors, are very effectively integrated

with pupils' work and have a significant impact on raising their self-confidence. Extensive activities beyond lessons, as well as the opportunity to learn French in all classes, are all greatly enjoyed by pupils.

## **Care, guidance and support**

### **Grade: 1**

The care, support and guidance provided are exceptionally good and make a significant contribution to pupils' social and emotional well-being. Adults know pupils extremely well and this does much to ensure that each pupil is safe, happy and ready to learn. For example, pupils place a leaf on the 'feelings tree' each morning as they enter their classroom. This alerts adults and enables them to address any emotional issues before learning takes place. The self-confidence and esteem of pupils, who are experiencing difficulties in their lives, or in controlling their behaviour, is successfully built in the 'There4U' nurture base. The provision made for pupils with learning difficulties and/or disabilities is exceptional. Extensive partnerships with external organisations help to improve the quality of their education and that of more vulnerable pupils; those in need of additional help, including their families, are extremely well supported. The school successfully engages parents. The 'community café' is well attended by parents who have nothing but praise for the facility, stating they can come together to offer mutual support for each other. Academic guidance is excellent. Teachers and teaching assistants provide sensitive guidance to enable pupils to improve. Pupils are very clear about their learning targets and confirm that these help them to improve their work.

## **Leadership and management**

### **Grade: 1**

The headteacher has an extraordinarily clear-sighted vision for the school. She is dedicated and caring towards staff, pupils and their families. Her commitment to the school is shared by all who work there. Together with the extremely capable senior management team and the effective governing body, staff have a very clear picture of the school's performance and what needs to be done to secure improvement. All leaders and managers have an excellent knowledge of the progress pupils make because tracking systems are extremely robust. Senior staff and class teachers make very good use of challenging targets to raise standards. When concerns are highlighted, rapid and very effective action is taken to address them. Staff value highly their relevant training and development, which are securely linked to the school's plans for improvement. Community cohesion is outstanding. There are significant strengths within the school and the local community as well as an excellent emphasis on the global dimension. Governors work closely with the school. They provide effective support, are not afraid to ask challenging questions and they help to set priorities for improvement.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

Thank you for helping with the inspection of your school by talking about your work and all the many activities in which you take part. You were all very friendly and helpful and your views and those of your parents or carers helped me to come to the judgement that your school is outstanding in all parts of its work. These are some of the things with which I was really impressed.

- You all behave extremely well, look after each other and take very good care of school equipment and the classrooms.
- You try really hard in your lessons and enjoy learning new things.
- Your teachers make lessons interesting and great fun and the work they give you is just right for you. As a result, you all make excellent progress and your achievement by the time you leave at the end of Year 6 is outstanding.
- You get many chances to develop your skills and talents and those of you who sometimes find learning more difficult have lots of really good support and help.
- All the adults care for you tremendously well and this helps you to feel safe and happy at school.
- Your headteacher and deputy headteacher work very closely with other staff and the governors to plan what needs to be improved.

I really enjoyed my visit, especially listening to the choir singing songs from 'Oliver' and watching the youngest children 'working in the car wash'. I also enjoyed hearing about your healthy eating assembly, when your headteacher and teachers dressed up as fruit and became the 'five a day fruiteenies'. You all learned a lot that day because you have an impressive understanding of healthy lifestyles.

Because your headteacher and governors know the school so well they are already finding ways to make your school even better. I am sure you will contribute too by making your suggestions through the school parliament.