

# St Anne's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112800
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	325690
<b>Inspection date</b>	4 March 2009
<b>Reporting inspector</b>	David Speakman

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	128
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 Andrew Montgomerie
<b>Headteacher</b>	Mrs Jane Palmer-Coole
<b>Date of previous school inspection</b>	15 December 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>	School Lane Baslow Nr Bakewell Derbyshire DE45 1RZ
<b>Telephone number</b>	01246583298
<b>Fax number</b>	01246583298

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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: standards in Year 6 at the time of the inspection, how effectively the school promotes pupils' multicultural awareness, pupils' involvement in self and peer assessment and the impact that new leadership has had in maintaining the quality of provision and standards.

Inspectors gathered evidence from observations of lessons and pupils' work, parental questionnaires, school self-evaluation documents and discussions with the headteacher, governors and pupils. There was no detailed investigation of other aspects of the school's work, but inspectors 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 where appropriate in this report.

## Description of the school

This is a smaller than average sized primary school. It serves the village of Baslow, but more than half of the pupils come from out of the area. Children start their Early Years Foundation Stage education in the Reception class in either the September or January before their fifth birthday. Attainment on entry is similar to that normally expected of children of this age. The proportion of pupils who have learning difficulties and/or disabilities is less than in other schools and none have a statement of special educational need. The main identified needs include autism and specific and moderate learning difficulties. The number of pupils coming from minority ethnic backgrounds is much lower than in most schools and none is at an early stage of learning English.

There has been significant staffing change since the previous inspection, including a number of headteachers. The current headteacher took up post in April 2008. All but one of the full time teachers have joined the school since the previous inspection.

The school holds the Artsmark (Bronze), Basic Skills Quality Mark (2007-10), ECO Bronze Award and Healthy School Status. It has achieved Activemark for each year since 2006, as recognition of the school's high quality provision for physical activity. It also has DCSF recognition for outstanding academic achievement.

## 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. Standards at the end of both Key Stages 1 and 2 have been exceptionally high for a number of years and pupils' achievement outstanding. Because of the disruption caused by changes in staffing and leadership, standards at the end of Key Stage 2 fell in 2008. The headteacher's prompt actions and initiatives have ensured that the temporary fall in standards in Year 6 has been reversed. Because of incisive evaluation of the school's performance, the headteacher has developed an extremely clear view of improvements needed. With the full backing and support of a highly effective governing body and staff team, the headteacher quickly implemented a staged plan to get the school back on track. During the last year, she has developed the staff team, ensuring they use the skills that they have gained very effectively to provide a high quality education. A review of subject leadership has led to responsibilities being reallocated to match staff expertise. Curriculum development has enhanced pupils' interest and enjoyment in learning. Staff have tackled very effectively any identified behaviour issues that were emerging. The outstanding quality of leadership and management has also consolidated the school's excellent partnerships with parents and the community. The very positive views parents have of the school reflects this. The school has an outstanding capacity for further improvement.

Pupils achieve exceptionally well. The progress of pupils at all levels of attainment, including those who find learning difficult and the faster learners, throughout the school is excellent. Standards at the end of Year 2 are well above average in reading, writing and in mathematics. There is a similar picture of high attainment at the end of Year 6. Here standards have been exceptionally high in English, mathematics and science consistently over years. In 2008, attainment at the end of Year 6 remained exceptionally high in mathematics, was well above average in English but broadly average in science. Inspection evidence shows that attainment is again exceptionally high in English, particularly so in writing, and in mathematics. However, attainment in science, although above average, has not shown the same rapid recovery. For the second year, the proportion of pupils working at the higher level falls short of the school's challenging target.

High attainment is because of the excellent quality of teaching and learning and the close monitoring of progress to make sure that all pupils are achieving their full potential. Teaching seen during the inspection was either good or outstanding. A real strength in teaching is the way in which teachers make pupils think for themselves and work out strategies to solve problems. This has been particularly effective in mathematics, but has not been applied as successfully in science, although it has been identified for development in the subject leader's action plan. The headteacher carefully monitors teaching regularly, identifying and feeding back on strengths and areas for improvement. The headteacher and class teachers meet each term to discuss how well each individual pupil is progressing. Assessment of pupils' work takes place regularly and outcomes discussed to check that pupils are set to meet the challenging targets set for them, if they need more challenge or additional support. In this way, teachers are accountable for the progress of their pupils. This process helps teachers to match work well to each individual's needs to ensure best possible progress. Pupils are increasingly involved in assessing how well they are doing and in discussions to set their targets. They engage effectively in assessing their own progress at the end of lessons and in identifying what they and others do well or what could be improved in their work.

St Anne's is a warm and friendly school where the level of care is exceptionally high. All procedures to ensure pupils' health and safety and safeguarding are fully in place and very effective. Attendance is above average. Pupils feel safe and confident that, if they are experiencing any problems, there is always someone to turn to. Pupils demonstrate an outstanding level of enjoyment of school and work and play together extremely well. 'I love it. It is very welcoming here,' reported a pupil who recently joined the school. 'I've enjoyed it ever since I started in Reception.' said another. Consequently, pupils' behaviour in lessons and around school is exemplary. Relationships between adults and pupils and pupils themselves are of a very high quality. Changes in the way adults manage behaviour mean that pupils take on board responsibility for their own behaviour, for which they gain rewards. They have the opportunity to gain their 'PHD' in citizenship, an internal award for excellent personal development, which reflects their behaviour, attitudes to work and other people, and the contribution they make to school life. Bronze, silver and gold awards are available and once they have gained the highest level, pupils are 'exemplary citizens'. Their excellent contribution to the school community and the significant impact they have on school life is also seen in their support for each other as 'Buddies', their help in making the school an eco-conscious school and through the school council. Pupils have an excellent understanding of what they need to do to stay fit and healthy, reflected in their 'Healthy School' award and the take-up of the many sporting opportunities available to them. Healthy choices at lunchtime and snacks at break prove that they put their understanding into practice.

For their age, pupils have a very mature view on life. This is evident in their excellent spiritual, moral, social and cultural development. If they want to take responsibility, such as being a Christmas post person, they are required to write a letter of application stating why they think they are suitable. They have to justify their applications to be a school councillor. Combined with excellent core skills, this prepares them extremely well for the next steps in their education and life beyond school. Through many aspects of the curriculum, including work on how people from different cultures express their faith through art, they have gained an extraordinary understanding of how people from different backgrounds think and feel. Again, they express this in a very sensible way, saying that they need to appreciate diversity so they will be able to help their own children understand cultural differences. In this way, the school is effective in promoting community cohesion. The headteacher and governors have very effectively brought the communities, from where pupils are drawn, together. The school plays a central role in village life. Pupils have a good understanding of their place in the national and global communities, although the headteacher and governors are aware that there is more to do to develop their work in raising pupils' awareness of world issues.

The outstanding curriculum has a strong focus on developing learning skills and especially thinking and problem solving skills. Information and communication technology (ICT) has a strong place in the curriculum, both in terms of developing pupils' computer skills and in supporting their learning in a wide range of subjects. Individual and group musical achievement is celebrated and there are many opportunities to share music with the rest of the school and local community. Physical activity is traditionally strong, with the impressive record of sporting achievement demonstrating high standards. High quality personal, social and health education (PSHE) makes a significant contribution to pupils' excellent personal development. Curriculum enrichment is excellent. An exciting and extensive range of visits, visitors and extra-curricular activities adds greatly to pupils' levels of interest.

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

### **Grade: 1**

Children's achievement is outstanding. By the time that they complete Reception, the vast majority are working comfortably within the Key Stage 1 curriculum. The learning environment for the children in the Early Years Foundation Stage is exciting and stimulating, with a very well planned curriculum, reflecting interesting themes and activities. Assessment of the children's progress is very well organised and used exceptionally well in planning what the children are to learn next. This is based firmly on what they know and understand so they are confident in moving towards the next challenging steps in their learning.

There is a very systematic approach to promoting the development of basic skills, with a high focus on writing. For example, in the very well equipped writing area the children practise early writing skills and taking notes for a variety of purposes. They develop simple calculation and problem solving skills very well, set into realistic context, such as using money. High quality interaction between staff and children, questioning and supporting language develop children's vocabulary very well. There is a very good balance in activities; some directed by adults and a good amount of those children choose and initiate for themselves. Use of the outdoor area reflects indoor learning opportunities well, although the outdoor provision lacks a covered area. This is work in progress.

Leadership and management of the Early Years Foundation Stage are excellent. The leader has a very clear vision of what needs doing to enhance the learning environment further. She monitors provision and outcomes very carefully to ensure excellent achievement. The care shown for children's welfare is excellent. Behaviour is outstanding and this enhances children's personal development and well-being very well.

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

- Further develop science investigation skills so that pupils at all levels of attainment, especially those capable of reaching the higher levels, attain their full potential to ensure standards in science match those in English and mathematics.

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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?	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	1
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	1

## 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?	2
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	1
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**

5 March 2009

Dear Pupils

Inspection of St Anne's CofE Primary School, Baslow, DE45 1RZ

Thank you all for making us welcome when we visited your school recently. We would like to thank you all for helping us, especially those of you who gave up some of your time to talk to us. We enjoyed meeting you and your teachers, visiting lessons to watch you work and finding out what you think about the school.

You go to an excellent school and those of you we had discussions with, spoke highly of your time there. All the staff work well together to provide you with a high quality education. Teaching, the curriculum and the quality of care shown for you are all excellent. You all make outstanding progress in lessons and reach very high standards by the end of Year 6.

You help a great deal by behaving exceptionally well and trying hard to do your best. We were impressed by how well you respond to your teachers. We liked the sensible way in which you make friends with others, care about each other and show impressive manners. You help to make others feel safe in school. Those of you we spoke to said how much you enjoy school and find it interesting. You are prepared very well for the next stages of your education.

To make things even better, we are asking the staff and governors to:

- Improve your investigation skills in science so that standards improve to match those in English and mathematics.

I wish you all the best in the future.

David Speakman

Lead inspector