

St Anne's Church of England Primary School, Grantham

Inspection report

Unique Reference Number	120522
Local Authority	Lincolnshire
Inspection number	339717
Inspection dates	11–12 May 2010
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Susan Henson
Headteacher	Malcolm Shore
Date of previous school inspection	9 October 2006
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Telephone number	01476 564505
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 13 lessons and parts of lessons while visiting seven teaching staff. Meetings were held with governors, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at documentation including the school's self-evaluation, assessment and tracking information, and minutes of meetings of the governing body. They also examined the school's arrangements for safeguarding and scrutinised pupils' work. Staff and pupils' questionnaires were also scrutinised, along with 60 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress and achievement of the more able pupils, particularly in mathematics and science
- whether girls achieve as well as they should at Key Stage 2
- the effectiveness of the leadership in raising the quality of teaching.

Information about the school

This is a slightly smaller than average primary school. The large majority of pupils are from White British backgrounds. A very small but increasing number speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below that seen nationally. The proportion of pupils with special educational needs and/or disabilities is similar to national averages.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school is providing a good education for its pupils because of significant improvements since the previous inspection. The senior leadership team has worked effectively with the local authority, utilising the skills of consultants, so that there have been good improvements to key areas of provision. This has resulted in accelerated progress for pupils, enabling gaps in their learning to be addressed. Pupils enjoy learning and the overwhelming majority behave well. They take part enthusiastically in the wide range of curriculum activities and a high proportion participates in the many clubs and activities on offer. The school provides a welcoming and friendly learning environment, where pupils feel safe and know who to turn to should they have a problem. The school does all it can to encourage regular attendance and most pupils are rarely absent. However, a small amount of persistent absenteeism reduces overall attendance to broadly average.

Children enter the school with skills and experiences that vary from year to year, but those of the current Reception children were broadly similar to those expected for their age. They make secure progress so that on entry to Year 1, their attainment is average in most areas of learning. Pupils make good progress overall throughout the rest of the school so that they achieve well. By the end of Year 6, pupils' attainment is average, but rising as the impact of improvement becomes embedded. Weaknesses in mathematics have been addressed and strategies are in place to raise attainment in science further. Pupils with special educational needs and/or disabilities progress well because of effective support and guidance. There is no significant difference in the progress made by girls compared with boys. Progress in Years 5 and 6 is particularly good. Teachers' good subject knowledge and their effective use of assessment information to pitch work at the correct level, enables all groups of pupils to progress well. Occasionally, teachers miss opportunities to challenge the most able to do even better. Pupils' work is marked regularly and systematically although, at times, teachers' comments do not link closely to their targets and are not always followed up.

Pupils' spiritual, moral and social development is good. Pupils are keen to take on responsibility. For example, play leaders encourage their peers to participate in physical activities that promote their fitness and they make a good contribution to life in school. Their contribution to the local community is, however, less well developed. The school rightly recognises the importance of developing the pupils' awareness of those from other cultures and backgrounds who live in this country.

The school is well led by the headteacher and there is a clear determination to raise standards and improve provision further. The leadership team has worked effectively to improve its skills and, as a result, its self-evaluation is rigorous and accurate. The

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tracking and analysis of pupils' progress is detailed, enabling teachers to implement intervention strategies where there is evidence of underachievement. Morale is high and staff work very well together. Members of the governing body visit the school regularly and take a keen interest in the school. There is a clear plan in place for community cohesion, although governors have not yet evaluated the impact of this to determine its impact on pupils' understanding of other cultures and backgrounds. The changes made since the previous inspection demonstrate the school is well placed to sustain further improvement.

What does the school need to do to improve further?

- Improve the quality of teaching further by:
 - consistently providing more able pupils with challenging work
 - ensuring that marking is better matched to the pupils' targets and that teachers' comments are followed up by the pupils.
- Enable pupils to gain a better understanding of the backgrounds and cultures of other people by fully evaluating the school's provision for community cohesion, and then drawing up and implementing plans to address identified shortcomings.

Outcomes for individuals and groups of pupils**2**

By the end of Year 6, pupils' attainment is broadly average in English, mathematics and science, representing an improving trend in standards. In lessons seen during the inspection, pupils made good progress. Pupils' speaking skills are particularly good as teachers provide them with many opportunities to respond at length to questioning. Mathematical skills are developing well and pupils are confident in all aspects of calculation. Pupils' computer skills are well developed and play a significant part in their learning. Pupils with special educational needs and/or disabilities progress well, developing confidence and secure basic skills. The small number of pupils who speak English as an additional language and those from Traveller families progress well, the result of effective partnerships with local authority consultants.

Pupils' good achievement is due in no small way to their behaviour and enthusiasm for learning. They say they feel safe, try to eat healthily and a good number participate in the many physical activities on offer. The school council is well regarded by other pupils and plays a good role in school life. Pupils participate in church events but wider links with the local community are limited. They support a number of charities and there are developing links with schools abroad but pupils' recall of other cultures is relatively weak. Pupils work very well with their classmates and have a clear understanding of right and wrong. Their ability to take on responsibility, together with their improving literacy and numeracy skills and good computer skills, prepares them well for the next stage of education.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils say how much they enjoy learning and this is confirmed by what is seen in lessons. Almost all teaching observed during the inspection was at least good and there was some that was outstanding. Teachers question pupils well and make very good use of technology to really stimulate pupils' interest. For example, during an excellent literacy lesson, pupils added a 'voice over' to a piece of animation and in so doing demonstrated considerable empathy and feeling for the characters. Teachers make good use of assessment information to plan lessons with specific learning objectives for the different ability levels. The improvement in teaching is enabling gaps in pupils' learning to be filled. There are examples of good marking but the approach is not yet consistent in linking the next steps in learning to the pupils' targets.

Pupils appreciate the developing 'skills based' approach to the curriculum, which is providing them with wider opportunities for learning. Increased opportunities for visits and visitors are a central feature of the curriculum. Good opportunities to develop musical and artistic skills and to learn some Spanish are appreciated by the pupils. Mentoring to support pupils' emotional, behavioural and academic development is effective and helps pupils to take a full part in school life. Teaching assistants play a significant role in aiding the progress of pupils who find learning difficult.

These are the grades for the quality of provision

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's ambition to drive up improvement is shared by the staff. Their joint efforts are having a good impact on all areas of provision. Regular monitoring of teaching and pupils' work is providing staff with a clear picture of where they can make improvements. The leadership has effective strategies for ensuring that all pupils have equality of opportunity and there is little difference in the progress of different groups. The governing body is becoming more instrumental in the life of the school. It holds the leadership to account for the standards achieved and is beginning to ask more searching questions. Community cohesion planning is in place but evaluation of its impact is at an early stage. At the time of the inspection, suitable safeguarding procedures were in place. Risk assessments are rigorous and ensure the safety of pupils and staff.

Links with parents are good. A small number felt that communication with the school was ineffective, but there are clear lines of communication to inform parents how well their children are progressing and for parents to make contact with the school should they have concerns. There are good links with the nearby pre-school, other primary schools and a secondary school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and abilities that are similar to those expected for their age. Overall, their attainment is average on entering Year 1, with their mathematical and communication, language and literacy skills developing well. While there is a good range of activities available for the children, the current outside provision limits opportunities for physical activities, although plans are well advanced for this shortcoming to be addressed. Good teaching and effective support from skilled teaching assistants is accelerating the children's progress. There is a good mixture of child-chosen and teacher-directed activities. Planning is secure so that learning builds effectively upon children's previous knowledge. There is a good emphasis on the teaching of sounds and letters and opportunities are provided for children to develop their early communication skills. Assessment procedures are developing well. As a result, staff know the children well and look after their welfare effectively. The headteacher is providing satisfactory leadership of the Early Years Foundation Stage until such point as the Reception teacher can take full responsibility.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents are happy with the school's provision. A small number expressed unease as to how their concerns were addressed, the management of poor behaviour and how well their children's needs were met. Inspectors found that behaviour was well managed. There are opportunities for parents to contact the school and governors with their concerns and the academic and social needs of most pupils appear to be met effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's Church of England Primary School, Grantham to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	58	22	37	2	3	0	0
The school keeps my child safe	41	68	19	32	0	0	0	0
The school informs me about my child's progress	24	40	30	50	3	5	1	2
My child is making enough progress at this school	25	42	30	50	4	7	1	2
The teaching is good at this school	29	48	26	43	3	5	1	2
The school helps me to support my child's learning	29	48	23	38	5	8	2	3
The school helps my child to have a healthy lifestyle	27	45	32	53	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	35	30	50	3	5	0	0
The school meets my child's particular needs	25	42	28	47	7	12	0	0
The school deals effectively with unacceptable behaviour	20	33	31	52	7	12	1	2
The school takes account of my suggestions and concerns	23	38	25	42	7	12	4	7
The school is led and managed effectively	27	45	25	42	5	8	1	2
Overall, I am happy with my child's experience at this school	31	52	24	40	2	3	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 May 2010

Dear Pupils

Inspection of St Anne's Church of England Primary School, Grantham, NG31 9ED

I am writing to let you know what we found out about your school when we visited recently. Thank you very much for making us welcome and for sharing your opinions with us about the school. I am pleased you enjoy school and work hard. Your behaviour is good and the staff look after you well. You know the importance of eating healthily and taking plenty of exercise, and enjoy taking part in the many interesting activities and clubs that are on offer. Most of you attend school regularly and arrive at school on time.

The school is providing you with a good education. Teaching is good and there is some that is outstanding. This is helping you to attain average standards but they are improving quickly because you are making good progress. Those in charge of the school provide good leadership and are working hard to make it better.

These are the things I have asked them to do to help you improve.

Help those of you who find work a little easy to make quicker progress and improve the teachers' marking so that it is linked more closely to your targets.

Provide you with better opportunities to learn about people from other cultures and religions.

I wish you all the best for the future.

Yours sincerely

Paul Edwards

Lead inspector

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