

St Ann's Well Primary School

Inspection report

Unique Reference Number	135444
Local Authority	Nottingham City
Inspection number	341646
Inspection dates	1–2 February 2010
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Sheila Jones
Headteacher	Stephen Parry
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Over half of inspectors' time was spent looking at learning in the classroom and at the evidence of the progress pupils were making. Inspectors visited 15 lessons and observed 10 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 69 parents and carers.

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

- the progress made by pupils in each year group since the school opened
- strategies to raise standards
- actions taken to improve attendance.

Information about the school

This is an average-size primary school which opened in September 2008 following the amalgamation of the former infant and junior schools. The current headteacher took up his post in April 2009. The proportion of pupils from minority ethnic groups is much higher than in most schools and these come from a wide range of backgrounds. The number of pupils whose first language is not English is also higher than average. The percentage of pupils eligible for free school meals is much higher than average. The school has an above-average proportion of pupils who have special needs and/or disabilities covering a wide range of needs. The Early Years Foundation Stage provision is in one Reception class and one Nursery class. A breakfast club, managed by the governing body, is provided each morning.

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

St Ann's Well Primary School provides its pupils with a good education. By the end of Year 6 attainment is broadly average in all key subjects and this represents good progress by pupils from their low starting points. Teaching is good and pupils say they enjoy their work as a result of very good relationships with teachers and each other. Pastoral care is very good in the school and this contributes to pupils' strongly held view that they are safe in school. The overall outcomes for pupils are good including their behaviour and their spiritual, moral, social and cultural development. Most pupils attend school regularly and eagerly but a small minority do not. Action taken by the school to improve attendance has been effective and it has improved from low to average.

All teaching seen during the inspection was at least satisfactory and most was good or better. Teachers plan their lessons well to make them interesting. In all lessons work is well matched to pupils' ability so that they all make similar progress. While pupils make good progress as they move through the school there are some variations across year groups. Strategies such as small-group teaching are used well to encourage all groups of pupils to make as much progress as they should. Good support is provided for those with a limited knowledge of the English language. Marking of pupils' work is regular and pupils say they get good, but mainly verbal, advice on how to improve. Pupils are not consistently involved in assessing their own progress to help them become more independent in their learning. The curriculum is satisfactory at present but leaders are aware that more cross-curricular links need to be developed to provide a more creative approach to improve motivation.

The leadership and management of the school are good and pupils are enthusiastic about the improvements since the school opened. The levels of care and support for pupils have improved as have systems to monitor progress. Progress made by pupils is now significantly higher than during the first year of the school's existence. Leaders regularly monitor the effectiveness of strategies they put in place to raise standards. These outcomes demonstrate that the school has a good capacity for sustained improvement. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. From this, they have identified that the existing ethos of racial harmony within the school needs to be enhanced. The school recognises a need to give pupils more direct contact with others from different faiths, cultures and backgrounds.

What does the school need to do to improve further?

- Raise attainment by:

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- ensuring teaching is good across all year groups
- encouraging pupils to become more independent in their learning by being consistently involved in assessing their own work.
- Develop the curriculum to include a more creative approach to learning and provide more opportunities for pupils to experience other communities and faiths.
- Work with parents to increase attendance.

Outcomes for individuals and groups of pupils

2

Achievement is good, with no significant variations across the areas of the school's work. An example of pupils making very good progress was in a Year 3 literacy lesson where the teacher used drama and role play activities based on a previously read story not only to build up literacy skills but also to develop social and cultural skills. There are variations in attainment between year groups because of differing progress made in previous schools. Pupils with special educational needs and/or disabilities make good progress overall. Many pupils also make very good progress during periods of targeted support. Pupils have good personal skills, average attendance, and a secure knowledge of key skills, including information and communication technology; this is a satisfactory preparation for their future well-being. The few who do not attend well enough make steady progress; their poor attendance prevents them from achieving well.

The overwhelming majority of pupils say they enjoy their learning in all subjects because lessons are fun. Pupils work well together and listen to each other's contributions. Their behaviour is good both in and out of lessons ensuring that all pupils can learn effectively and enjoy school. They say bullying is extremely rare and is dealt with effectively by staff. Pupils adopt healthy lifestyles by eating healthy food and participating in a wide variety of sport. They make a satisfactory contribution to the school community through the school council and by helping in lessons. They interact satisfactorily with the local community through activities with other local schools and community groups.

These are the grades for pupils' outcomes

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

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

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	
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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 Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In lessons, pupils benefit from good teaching supported by a satisfactory curriculum. Teachers demonstrate good subject knowledge and are strongly focused on helping all pupils learn by matching the work carefully to their ability. Teaching assistants provide good support throughout the school. A good example was seen in a numeracy lesson where the teaching assistant worked closely with the lower-ability pupils to enable them to answer questions during the class teaching session.

The curriculum caters well for all pupils, including those with special educational needs and/or disabilities. At present, the use of cross-curricular links in teaching is still being developed. Nevertheless, there is a good focus on developing self-esteem and confidence. The curriculum is well supported by visitors such as the local community police. There is a good range of extra-curricular clubs and visits. Pupils describe with excitement the residential trip to an activity centre as well as opportunities such as visiting a farm. Good procedures are in place to encourage high standards of behaviour. Transition arrangements with the secondary schools are currently limited because of re-organisation within the local secondary provision. The pastoral care in the school is a real strength, with all staff strongly committed to the concepts of equal opportunities. All aspects of care and health and safety are well addressed.

These are the grades for the quality of provision

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides very good leadership. Leaders are well supported in their drive and vision of improving the school further by enthusiastic staff at all levels. This is

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clearly demonstrated by the enthusiastic teamwork within the school and the willingness to implement change such as introducing project leaders rather than subject leaders. All levels of management are involved in monitoring pupils' progress and identifying where additional support is needed. Resources are well managed and good value for money is demonstrated by the good outcomes for pupils.

The school's good work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. Leaders are helping to make sure that attendance is rising but there is still more to do on this for a few pupils.

Governors have a wide range of skills and provide good support and challenge. Many governors are very active within the school and regularly visit to observe specific aspects of the school. They understand what needs to be done and have an effective partnership with the leadership team.

The effectiveness with which the school promotes community cohesion is satisfactory. Senior leaders have a good understanding of the local community and have identified initiatives to increase pupils' understanding of the world around them. There is already evidence of an impact within the local community; there are some links with other schools but these are at an early stage of development. Safeguarding procedures are well developed. All the required checks on adults who work in school have been made and diligently recorded.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The coordinator provides good leadership and ensures that good relationships exist with

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staff, parents and carers, other local pre-school providers and children. There are good induction procedures for new children and their parents or carers. Start-of-day procedures are outstanding in the way that learning commences from the moment parents or carers bring children into the classroom. This is so well organised that parents or carers can talk to staff without the pace of learning being affected. Standards on entry to the Early Years Foundation Stage are well below those expected especially in social development and literacy. However, children make good progress and enter Year 1 with standards below average. All staff in the Nursery and Reception classes work closely together in a very caring environment. Progress, which is regularly monitored, is good as a result of skilled teaching. Children benefit from an exciting range of resources with a good-size outdoor area. Learning in the classroom is linked to experience outdoors to reinforce the children's understanding. Adults provide a broad range of activities to promote all areas of learning. Planning takes good account of children's differing needs. There is a good balance of adult-directed activities and those that children choose for themselves. Provision for children to move freely from one activity to another has been introduced but is not yet fully embedded into the daily routine. Assessment information is used well to modify plans to meet individual needs as well as to provide a 'learning journey' as a permanent record for parents and carers.

Behaviour is good. All groups of children are happy, play and learn well together in a safe and caring environment. Their social skills are developing well. Staff know the children well, are aware of any specific needs, and all procedures to support the welfare of children are fully in place.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

About one third of parents and carers expressed their views with the vast majority of these very happy with all aspects of the school. A few parents and carers wrote individual supportive comments such as how the teachers and staff are doing a great job. A very few had individual concerns, which were considered as part of the inspection process.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anns Well Primary School 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	78	15	22	0	0	0	0
The school keeps my child safe	52	75	17	25	0	0	0	0
The school informs me about my child's progress	38	55	29	42	2	3	0	0
My child is making enough progress at this school	43	63	25	37	0	0	0	0
The teaching is good at this school	49	71	20	29	0	0	0	0
The school helps me to support my child's learning	47	68	21	30	1	1	0	0
The school helps my child to have a healthy lifestyle	40	58	29	42	0	0	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)	40	59	28	41	0	0	0	0
The school meets my child's particular needs	44	64	25	36	0	0	0	0
The school deals effectively with unacceptable behaviour	44	65	23	34	1	1	0	0
The school takes account of my suggestions and concerns	43	64	24	36	0	0	0	0
The school is led and managed effectively	44	68	21	32	0	0	0	0
Overall, I am happy with my child's experience at this school	52	75	17	25	0	0	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



3 February 2010

Dear Pupils

Inspection of St Anns Well Primary School, Nottingham, NG3 3PQ

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you in your school and seeing you learn and play together. Your school gives you a good education. You make good progress in your work and are able to do the all things that we usually expect by the time you are in Year 6.

There are many things we admired about your school and these are a few of them:

- your behaviour is good
- adults look after you well and you feel very safe
- you have very good relationships with your teachers and with each other
- teachers monitor your progress well and make sure the work they give you matches your skills
- school leaders work extremely well with other specialists to support your learning and care.

There are a few things we have asked the school to do to make it better.

These are to:

- involve you more in assessing your own work and help you to become independent learners
- ensure that teaching is good in all year groups
- provide more opportunities for you to meet pupils from different backgrounds
- provide a more creative curriculum to help you make quicker progress
- work with the parents and carers of those of you with poor attendance records to ensure that everyone attends school as often as possible.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead Inspector

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