

# St Anne's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109159
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	356489
<b>Inspection dates</b>	14–15 September 2010
<b>Reporting inspector</b>	Jane Neech HMI

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

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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 of pupils on the school roll</b>	304
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Cleary
<b>Headteacher</b>	Sean Quinn
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	School Road Bristol BS30 6PH
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<b>Email address</b>	Stannesprimary.school@southglos.gov.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 14 lessons. They carried out joint lesson observations with senior staff, held meetings with senior leaders, governors, the School Improvement Partner, staff, groups of pupils and parents and carers. They observed the school's work, and looked at performance data, the school development plan, governor minutes, pupils' work, policies and plans. The questionnaire responses from 90 parents, 138 pupils and 27 staff were analysed.

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

- the quality of teaching and learning for individuals and groups of pupils in English and mathematics
- the extent to which the curriculum challenges pupils and contributes to pupil responsibility and their understanding of cultural diversity
- the extent to which actions taken by the school to monitor the quality of teaching and learning and the use of assessment have ensured consistency so that pupils achieve as well as they can.

## Information about the school

St Anne's Church of England Primary School is larger than average and serves Oldland Common and the surrounding area. The proportion of pupils believed to be entitled to free school meals is below the national average. Most pupils come from White British backgrounds, with a small number from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is above average. Pupils are taught in 11 classes, most of which contain more than one year group. A lower proportion of pupils than usual join or leave the school partway through their primary education.

**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

Central to this good school is the recognition that every pupil is an individual. The school is quite rightly proud of its caring approach. As a result, pupils are safe and learn and develop with confidence. Standards are broadly average and progress and achievement are good. The school is led effectively. Parents appreciate the positive ethos of the school set by the headteacher and staff. They praise the varied opportunities offered to their children. One parent summed up the views of many by saying, 'My children just love coming to school.'

The school has a good capacity to accelerate improvement across all aspects of its work due to:

- the strong focus by staff and governors in supporting the development of pupils' learning
- the good use of the creative curriculum which provides opportunities for active learning
- the good teaching
- the strong self-evaluation procedures, which have ensured the school has an effective understanding of its strengths and weaknesses
- the clear system for tracking pupils' progress, which is being used effectively to provide timely intervention for pupils in danger of underachieving.

St Anne's is much respected in the local community because the school responds well to the needs of its pupils. All groups show enthusiasm for learning in lessons and so achieve well. Pupils are polite and friendly, and they behave well. During the inspection, pupils were keen to engage with inspectors and offer their positive thoughts about how the school celebrates their work and personal development. There are effective links with a broad range of partners, such as the local church. These wide-ranging sporting and arts opportunities benefit both pupils and the local community. Parents and carers speak with pride about their children's achievements in the school performances which are well supported. However, opportunities for pupils to learn about the life and culture in other parts of the world are yet to be routinely established through the curriculum.

The good teaching is as a result of the effective systems for monitoring and supporting staff and reflects improvements made since the last inspection. This has contributed to the improving picture of pupils' progress. Inspectors found evidence of focused marking which gave pupils the opportunity to respond and assess parts of their work. However, pupils are not always sufficiently clear about how well they are doing. The assessment of pupils' progress to generate ongoing small steps in learning activities is not yet consistently embedded in all lessons.

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## What does the school need to do to improve further?

- In English and mathematics lessons, teachers should make more precise use of assessment so that pupils understand how well they are doing.
- The school should provide a range of cultural experiences across the curriculum to enable pupils to learn about the diversity of international communities.

## Outcomes for individuals and groups of pupils

2

The youngest children begin school with skills, knowledge and understanding that vary from year to year, but are usually in line with expectations for their age. Attainment is currently average. A key strength of the school is the strongly improving picture of pupil performance at Key Stage 1 and Key Stage 2. School data shows increased performance in English, mathematics and science for last year's Year 6 and significantly increased performance for last year's Year 2 pupils, including the more able pupils, in reading, writing and mathematics. These positive changes in recent attainment represent the good work in place to bring about improvements to pupils' learning. All groups of pupils, including those with special educational needs and/or disabilities, make good progress. Where there is a variation in progress, such as in the performance of older girls in mathematics as compared to boys, there is clear evidence of recent improvements in girls' achievement. Pupils enjoy active learning and consequently respond well in lessons. In a mathematics lesson, older pupils worked enthusiastically in pairs discussing ways of recording answers to numerical problems.

Pupils enjoy coming to school and attendance is good. During a lesson focused on pupils' personal and social well-being, younger pupils spoke confidently about what makes them happy. As one pupil put it: 'I'm happy because I am in this school.' They use the 'worry box' or talk to an adult if they have concerns. Pupils fulfil a variety of leadership roles, including those in the school council, who are involved in the recruitment of senior staff. Since the last inspection, the school has developed its use of the extensive grounds well and the work of the Eco Warriors is reflected in the award of the Silver Eco-schools Mark. The school recognises the need to provide more opportunities for all pupils to take on responsibilities which will develop their skills for the future. Pupils have a good understanding of how to stay healthy and this is reflected in the comments made by parents and by the school's achievement of Healthy School status.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

The needs of all groups of learners, including those with special educational needs and/or disabilities, are well met because of the positive atmosphere created in each class. Clearly targeted support for potentially vulnerable pupils enables them to achieve well. Teaching assistants and teachers plan work together and this contributes to the good progress made by all groups of pupils. Class teachers quickly establish high expectations of behaviour and very positive learning climates in lessons where pupils were confident to 'have a go'. For example, younger children were able to demonstrate high levels of independence for their age by creating their own art pictures because of the very good classroom organisation by the teacher and teaching assistant. Teachers have strong subject knowledge which is used effectively to provide interesting learning opportunities which challenge pupils. During the inspection, a literacy lesson for older pupils was full of suspense when pupils were taken outside to a 'forbidden place' to take on the characters they were preparing to write about. As a result, the work produced by pupils was of high quality. In a mathematics lesson for older pupils, the introduction of the lesson was well linked to the main activity. Pupils' understanding of place value was reinforced at the start, providing them with the tools to solve problems set in the main part of the lesson. Occasionally, teachers miss opportunities to support younger pupils' writing by helping them use a range of interesting vocabulary. Pupils can explain how they use marking ladders to improve their work. For example, in a literacy lesson, younger pupils scanned their marking ladder to make sure they had added the correct punctuation to their writing. However, assessment is not yet broken down to pinpoint small steps in learning in lessons so that pupils are clear about how well they are doing

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and how they might improve.

The redesigned creative curriculum contains a varied range of cross-curricular approaches to learning, such as written work in English linked through the topic of 'Shipwreck'. The extensive school grounds are used effectively. The curriculum is further enhanced by use of the outside learning environment, as well as by frequent musical and art opportunities. The creation of a playground wall mural, involving a story scene idea created by the pupils, is being developed by work with an outside artist. There is a wide range of extra-curricular clubs, such as the after-school club, cookery club and gardening club, which are particular favourites with pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The governing body challenges and supports the school well in its focus on continual improvements in pupils' learning. Recent results show that the school has been successful in achieving the challenging targets it sets itself. The governors possess an in-depth knowledge of the school's strengths and weaknesses. Together with school leaders, they are well placed to continue with strategic actions to bring about further school improvement. Induction arrangements for new governors are comprehensive and training requirements are continually being evaluated. There have recently been changes in staff, and selection procedures are rigorous. The headteacher, supported by his recently established leadership team, displays an unflinching commitment to improving outcomes for all pupils. He has led important steps to bring this about. For example, the development of teaching through regular monitoring and support has resulted in a strongly improving picture in the attainment and progress made by pupils. Everyone in a school is becoming a leader. Subject leaders are beginning to take responsibility for the quality of teaching and learning within their subject, the results of which can be seen in improved pupil performance. The staff team is committed to ensuring that equal opportunities are promoted and discrimination in any form is tackled. Parents are very appreciative of the specific support that vulnerable pupils receive. Safeguarding procedures are good. The school gathers the views of parents through surveys and questionnaires. Results show that parents are consistently happy with their children's education. Careful thought is given to the deployment of resources. This has been confirmed by the award of the Financial Management Standard in Schools. Although the school promotes community cohesion particularly well within the

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local community, leaders acknowledge that work related to developing pupils' understanding of international diversity is insufficiently well established.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Parents rightly speak highly of the induction arrangements and as a result their children settle quickly into school. Children display confident attitudes towards their new school because all adults know them well and pay particular attention to their needs. Children respond well to their new friends and to the adults in school. An example of this was observed on inspection. The class teacher and teaching assistant work seamlessly as a 'double act', in one instance inviting children to respond to different sounds made by percussion instruments. As a result, all children were keen to participate. Exciting learning and assessment opportunities are planned for children. During the inspection, a group of children were being assessed on their knowledge of the letter sounds by an adult using a bag of different objects beginning with the letter 'T'. Somehow a misplaced plastic spider got in the bag, causing much excitement amongst the children! In this way adults plan learning inside and outside to make it fun.

The Early Years Foundation Stage is well led by an experienced practitioner.

Consequently the team continuously make effective use of learning journeys to evaluate progress and amend plans according to the interests of the children. The leadership and management of the Early Years Foundation Stage are good.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A very large majority of parents and carers are happy with all aspects of their children's experience at school. Some parents new to the school felt it was too early in the school year to respond to all the statements on the questionnaire. A very few individuals felt that incidents of poor behaviour were not responded to. During this inspection, inspectors observed positive behaviour and attitudes from pupils in lessons, during playtimes and lunchtimes.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's C of E 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 304 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	71	23	26	3	3	0	0
The school keeps my child safe	63	70	26	29	0	0	1	1
The school informs me about my child's progress	28	31	53	59	3	3	1	1
My child is making enough progress at this school	25	28	55	61	3	3	0	0
The teaching is good at this school	39	43	38	42	0	0	0	0
The school helps me to support my child's learning	34	38	47	52	2	2	0	0
The school helps my child to have a healthy lifestyle	32	36	51	57	2	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)	26	29	54	60	2	2	0	0
The school meets my child's particular needs	38	42	43	48	2	2	0	0
The school deals effectively with unacceptable behaviour	23	26	51	57	6	7	0	0
The school takes account of my suggestions and concerns	27	30	41	52	4	4	1	1
The school is led and managed effectively	38	42	41	46	2	2	1	1
Overall, I am happy with my child's experience at this school	52	58	33	37	2	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 September 2010

Dear Pupils

Inspection of St Anne's Church of England Primary School, Bristol  
BS30 6PH

Thank you for welcoming the inspection team to your school on our recent visit. We enjoyed our time with you. We liked the way many of you talked to us about your school. We were impressed with your behaviour and your work. We were pleased to hear your views and these helped us to make our judgements. This letter is to tell you what we found.

Your school knows each one of you well, looks after you and supports you in everything you do. You have different opportunities to try new things and you families really appreciate this. Your curriculum is exciting and you enjoy being active in your lessons. You know how to be healthy and how to keep yourselves safe. There are opportunities for you to take part in local sporting, musical and cultural events and these you enjoy. We were particularly impressed to hear about your school performances and your families think your achievements in these are great! Those of you who have just started school play happily together. In your work, you are making good progress overall. Those of you with special educational needs and/or disabilities are doing well. We were pleased to see that older girls are now making better progress in mathematics. I know that your headteacher and staff are working hard to help all of you do even better in the future.

I have asked your headteacher, staff and governors to work on some areas to improve your learning and achievement further. The first is for your teachers to help you know how well you are doing in your work and how to improve by giving you small steps to success in lessons. We have also asked your teachers to help you learn more about what it is like to live in other parts of the world by planning opportunities for you to do this across all areas of your curriculum.

I am confident you will do all you can to help by continuing to work hard and enjoy school. Best wishes.

Yours sincerely

Jane Neech Her Majesty's Inspector

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