

Standish Lower Ground St Anne's CofE Primary School

Inspection report

Unique Reference Number	106468
Local Authority	Wigan
Inspection number	355958
Inspection dates	7–8 July 2011
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Rev P Dennison
Headteacher	Mrs L Parkinson
Date of previous school inspection	26 September 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed four teachers. The inspectors held meetings with representatives of the governing body, the staff, and groups of pupils. They observed the school's work and looked at a range of documentation, including essential policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 41 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether more-able pupils make enough progress in writing.
- Whether attendance is high enough.
- How well the curriculum matches the needs of boys.
- To what extent do all leaders and managers contribute to school improvement.

Information about the school

The school is a smaller-than-average sized primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is higher than usual. The school has achieved Healthy Schools status, the Activemark and a Silver Eco Schools award.

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

This is a good school. Pupils of all abilities, including those with special educational needs and/or disabilities, progress well as a result of good teaching and learning and an outstanding curriculum. The effective care, guidance and support the school provides and the excellent partnerships with parents and carers ensure that pupils possess at least good and sometimes outstanding personal qualities. The headteacher provides a clear direction for future improvement. She is well supported by an increasingly effective staff team, where everyone contributes to school improvement. The knowledgeable governing body contributes well to rigorous monitoring procedures that ensure accurate evaluation of the school's work. The pupils' attainment and progress and the quality of provision have developed well since the last inspection and, as a result, the school has a good capacity for sustained improvement.

The school is successful in helping groups of pupils of all abilities, including those who are potentially vulnerable due to their circumstances and the more able, to reach challenging targets. Pupils' attainment is above average in English and mathematics by the time they leave school in Year 6. In a very few lessons, relative inconsistencies in the quality of teaching mean that some pupils do not make the progress of which they are capable. Pupils have a good understanding of how to stay safe from harm. They are very friendly and considerate towards each other and their behaviour is good. Pupils have an excellent knowledge of how to live a healthy lifestyle and take full advantage of challenging physical activities. Their attendance is broadly average. Pupils make a good contribution to the school and local community. For example, the school council has been involved in improving the playground facilities. Pupils are reflective and thoughtful and their spiritual, moral, social and cultural development is good.

The quality of teaching is good overall. Relationships are very good and teachers make lessons exciting through the good use of information and communication technology (ICT), games and puzzles. Lessons are generally brisk and challenging. Very occasionally, the work during lessons is not matched closely enough to all pupils' learning needs. Teachers make good use of marking to help pupils improve their work. The lively and imaginative curriculum and excellent partnerships with others provide very positive opportunities for pupils to follow their interests and participate in a very good range of extra-curricular activities. Robust procedures to identify and support vulnerable pupils and to ensure everyone's safety contribute to the good care, guidance and support provided. Parents and carers are extremely proud of the school. 'I have nothing but praise for this school. All my children have made excellent progress and are very happy,' is a comment typical of their views.

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What does the school need to do to improve further?

- Hasten pupils' progress further by:
 - ensuring that work set throughout the lesson accurately matches the needs of all groups of pupils
 - making sure that pupils quickly settle to their work so that they are as productive as possible in lessons.

Outcomes for individuals and groups of pupils

2

Pupils take pride in their work and present it well. They enjoy learning and are ambitious to achieve well. Pupils read fluently and accurately. Pupils of all abilities write with imagination and care for a wide range of purposes. They spell accurately, use punctuation well and make good use of different sources of reference, such as ICT and dictionaries. They combine their skills in writing, mathematics and ICT to produce exciting pamphlets and multi-media presentations about their school. Pupils' calculation skills are good and they apply them well in practical problem-solving activities, such as calculating the prices and profits for items they have produced for the garden fete. All these skills contribute well to the progress that pupils of all abilities make and equip them well for their future learning.

Children enter the Early Years Foundation Stage with skills which are generally below those typically expected for their age. Pupils of all abilities make good progress in reading, writing and mathematics and their attainment by Year 6 is above average. This is reflected in a good trend of Year 6 national test results and the teacher assessments at the end of Year 2. Very occasionally, pupils do not make the best progress they could during lessons when they are not fully occupied with work that best matches their needs. More-able pupils make good progress and rise to the challenge of the very clear targets set when their work is marked. Pupils with special educational needs and or/disabilities make good progress, developing both their good basic skills and very positive attitudes to learning. The rich curriculum ensures that both boys and girls achieve well in a wide range of subjects, and there are many good examples of high quality work in art, design and technology and history throughout school.

Pupils work and play in harmony. Older pupils take good care of younger ones in roles, such as 'playground buddies,' and behaviour is good. They show kindness and consideration towards each other and are attentive to adults and other children. Pupils say they feel very safe and explain their reasons for this well. They are very well informed about safe and unsafe situations, particularly those that they may face in later life. Pupils have a good knowledge and involvement in the school and its immediate community and benefit from the school's strong partnership with parents and carers. Pupils are thoughtful and enjoy the many opportunities for prayer and reflection. For example, they played a key role in developing the school's mission statement. Pupils are very aware of what constitutes a healthy meal. They enjoy the challenge of the daily 'wake and shake' sessions. They are competitive and successful in a range of sports and activities, such as 'street dance'.

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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	2
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	1
The extent to which pupils contribute to the school and wider community	2
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

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

How effective is the provision?

Detailed lesson plans ensure the needs of different groups of pupils are met well. Teaching is sometimes outstanding and is always at least satisfactory; overall, it is good. Teachers and teaching assistants work very closely together to ensure that pupils of all abilities make good progress. Teachers challenge pupils to think deeply and solve problems and to carry out investigations by carefully targeting their questions. Expectations are generally high and pupils strive hard to meet them. This is particularly evident in the high quality well-presented written work and art work. Lessons are regularly brought to life through the use of ICT, role play, competitions and games. On a few occasions, teachers do not make the best use of pupils' time in lessons by ensuring that they are consistently engaged in tasks that are closely matched to their abilities. Very occasionally, they do not make certain that pupils settle immediately to their work and are as productive as they could be. Teachers make good use of marking and 'target ladders' in English and mathematics to help pupils to improve their work and to reach challenging targets.

Very imaginative themes and visits make learning relevant and stimulating. A range of extremely well-planned topics, such as those on the local history and 'international and enterprise weeks', make learning practical and meaningful to all groups of pupils. The application of literacy, numeracy and ICT skills are very skilfully interwoven into the curriculum and make a significant contribution to pupils' love of learning. An excellent

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range of extra-curricular activities, often in partnership with other schools or sporting organisations, enrich pupils' personal and physical development. The school plays a leading role in supporting other schools in developing a creative curriculum. The provision for pupils with special educational needs and/or disabilities is extremely well planned, as are the opportunities for those with a gift or a talent. Pupils have good opportunities to learn a modern foreign language and participate in musical events. Parents and carers make a very good contribution to pupils' learning through their involvement in a wide range of school activities and the role of homework.

The school has good systems to support pupils who are potentially vulnerable due to their circumstances. Enthusiastic and well-trained staff maintain meticulous records of pupils' personal development and academic progress, ensuring that their needs are met well. This work is successful in breaking down significant barriers to learning and has been enhanced by the development of the role of a learning mentor since the last inspection. There are robust and effective procedures to care for pupils and good systems to monitor and improve attendance and behaviour. The school provides a very good range of information on pupils' progress and gives parents and carers frequent and useful guidance on ways for them to support their children's future learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The thoroughness and enthusiasm of all staff in ensuring that good practice is shared and embedded into all aspects of its work, is a hallmark of the school's effectiveness. The headteacher has created an ethos where every member of staff, not just the senior leadership team, has a clear role in school improvement and all feel valued. They are supported well by a proactive and well-informed governing body. Monitoring procedures, such as the subject coordinators incisive learning walks and the governing body's literacy and numeracy audits, make a good contribution to increasingly accurate self-evaluation. This is supported by very effective systems to gather and act upon the views of pupils, parents and carers and involve them very well in decision-making and school improvement.

The school has a good understanding of its immediate context and is involved in a number of local projects and initiatives. The commitment of parents and carers to the life of the school is excellent. The school is developing links with communities in other parts of the world. As a result, the promotion of community cohesion is good overall. The school promotes equality of opportunity for success well, for both pupils and staff, taking steps to avoid any discrimination. Robust policies and record-keeping contribute to good quality

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procedures for safeguarding. These are used well on a day-to-day basis to ensure the suitability of any adults who work with pupils, and to keep pupils consistently aware of how to stay safe. The school provides robust financial management and ensures that it gives good value for money.

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	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with skills which are generally below those typical for their age. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, attainment is broadly average and there is a positive trend of improvement. There are good induction systems to support children and to quickly settle them into the Early Years Foundation Stage. Excellent links with parents and carers contribute to the smooth start that children make.

Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good. There are effective systems to share information on children's progress with parents and carers. Fun and imaginative programmes help children to make progress in early reading and writing. As a result of these experiences, the majority of children get off to a good start.

There is a good balance between adult-led activities and those that children can choose for themselves, which contribute well to all areas of learning. Activities are often exciting and meaningful. For example, children have many opportunities for scientific investigations, such as the study of insects, and produce startling and often high quality creative work as a result. The school makes good use of outside areas to provide children with experiences, such as problem-solving and role play. It is further developing the range of resources for all areas of learning following the recent installation of a canopy. Children make good use of a wide range of ICT resources to develop their basic skills and to learn

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more about the world around them. The reflective Early Years Foundation Stage leader and the staff know the strengths and weaknesses of provision well because of the effective monitoring procedures.

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 a third of parents and carers responded to the questionnaire, which is similar to the average. They are wholly supportive of the school and very proud of the education offered to their children. 'St Anne's is a very good all-round school. Staff are helpful and informative. I wouldn't like my children to go anywhere else as they really enjoy school life,' is very typical of their opinions. The views of the parents and carers are reflected in the findings of the inspection because virtually all aspects of its work are at least good and some are outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Standish Lower Ground St Anne's CofE 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	63	15	37	0	0	0	0
The school keeps my child safe	31	76	10	24	0	0	0	0
My school informs me about my child's progress	27	66	14	34	0	0	0	0
My child is making enough progress at this school	27	66	14	34	0	0	0	0
The teaching is good at this school	33	80	8	20	0	0	0	0
The school helps me to support my child's learning	30	73	11	27	0	0	0	0
The school helps my child to have a healthy lifestyle	27	66	13	32	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)	25	61	12	29	0	0	0	0
The school meets my child's particular needs	31	76	10	24	0	0	0	0
The school deals effectively with unacceptable behaviour	24	59	16	39	1	2	0	0
The school takes account of my suggestions and concerns	26	63	15	37	0	0	0	0
The school is led and managed effectively	29	71	12	29	0	0	0	0
Overall, I am happy with my child's experience at this school	33	80	8	20	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 July 2011

Dear Pupils

Inspection of Standish Lower Ground St Anne's CofE Primary School, Wigan, WN6 8JP

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We enjoyed talking to you and seeing you in your lessons and at playtimes.

These are some of the things we found out about your school.

- You go to a good school.
- The headteacher and staff provide good leadership for the school and they take good care of you.
- You make good progress through school and your attainment is above average.
- You feel safe and behave well.
- You have an excellent understanding of how to keep fit and healthy.
- You enjoy your lessons and teachers give you practical and fun things to learn about.
- Your parents and carers are very proud of your school and work very closely with teachers to make the school the best it can be.
- Sometimes the work you are set is not at quite the right level for a few of you during the lesson.

To help your school become even better, I have asked your headteacher and the governing body to:

- make sure all your work is just right for you and that you are helped to produce as much work as you are able to during lessons.

You can help by continuing to attend regularly, by working hard and enjoying school.

Yours sincerely

Andrew Clark
Lead inspector

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