

St Anne's RC Primary School

Clarendon Road, Audenshaw, Manchester, M34 5QA

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- There is a positive climate for learning. Pupils make good progress through the school and achieve well. They have positive attitudes and are keen to learn.
- Teaching is good and there are examples of outstanding practice. Teachers manage classrooms well so they are calm and friendly places in which to learn.
- Pupils' behaviour is exemplary. They are very polite, courteous and considerate to others. Attendance is above average and pupils are punctual in coming to school.
- The strong leadership of the headteacher has been central to the school sustaining and building upon its good performance at the previous inspection in teaching and progress. Self-evaluation is accurate and ensures that the correct areas for development are identified and prioritised. The governing body is confident in providing professional challenge to hold the school to account.

It is not yet an outstanding school because:

- There is not enough outstanding teaching.
- Pupils in Years 5 and 6 are not adept at writing in a variety of styles, such as narrative and instructional writing, across subjects.
- Pupils' quick mental recall skills and their ability to use them to solve number problems are not well developed.

Information about this inspection

- The inspectors observed 16 lessons or parts of lessons taught by 10 teachers. Four joint observations were carried out with senior leaders.
- Discussions were held with the Chair and other members of the Governing Body, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Inspectors listened to groups of pupils read.
- Insufficient responses were available on the on-line questionnaire (Parent View) for the lead inspector to access. Account was taken of the school's own parent survey in carrying out the inspection.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Full report

Information about this school

- St Anne's is an average-sized primary school.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action and at school action plus, or with a statement of special educational needs, is broadly average.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion whose first language is not English.
- Increasing numbers of pupils are starting school with little or no spoken English.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress.
- It has gained a number of national awards, including the Active Mark, and holds Healthy School status.

What does the school need to do to improve further?

- Raise achievement further in writing and mathematics by:
 - improving the skills of pupils in Years 5 and 6 in using a variety of writing styles to express their ideas
 - quickening pupils' mental recall skills and improving their ability to use them to solve number problems.
- Increase the proportion of outstanding teaching by:
 - ensuring that all teachers use questioning effectively to challenge pupils' thinking and deepen their understanding
 - increasing opportunities for pupils to reflect upon their learning and decide for themselves how to improve
 - formally sharing with staff the outstanding practice evident in school.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from their skill level on entering school, which is well below that expected. They make good progress and attain broadly average standards in English and mathematics by the end of Year 6.
- Children make a good start in the Early Years Foundation Stage, settling in quickly and showing enthusiasm in all their activities. They particularly enjoy using the spacious outdoor area. Children make good progress, working well together in pairs and small groups to complete tasks.
- Through the rest of the school, pupils are keen to learn and are able to concentrate for lengthy periods. They are willing to make contributions to class and group discussions and are appreciative of the views of others. This was evident in a science lesson for pupils in Year 5 in which they were finding out about the relationship between predators and their prey. Here they listened intently to what other pupils had found out and gave detailed accounts of their own findings.
- In Key Stage 1 there is good emphasis on pupils learning how to link letters and sounds and this contributes positively to their progress in reading. This good progress is sustained effectively in Key Stage 2 and by the end of Year 6 pupils have reached broadly average standards in reading.
- Pupils speak clearly and confidently to share ideas and express their views. They read widely and are eager to talk about their favourite books and authors.
- The ability of pupils in Years 5 and 6 to use a variety of writing styles is not as well developed as in other classes. The curriculum has been adapted from Year 1 onwards to provide more opportunities for pupils to develop these skills. These changes have now been extended to these two classes but have not had time to impact fully on pupils' skills.
- In mathematics, pupils persevere when faced with difficulty and enjoy talking about the strategies they have used to complete tasks. However, they are not proficient in using quick mental recall to solve number problems in a variety of real-life situations.
- Disabled pupils and those who have special educational needs make the same progress as other pupils. The school quickly finds out what each individual needs to do better and then provides a personal scheme of teaching that helps each of them improve. Pupils at an early stage of learning to speak English make quick gains because of well-targeted extra support being provided on an individual basis and so by the end of Year 6 they perform in line with other pupils.
- Pupils eligible for the pupil premium make good progress because their specific funding has been spent wisely. It has enabled the school to employ staff to provide small group and individual support to extend their literacy and numeracy skills.

The quality of teaching is good

- In the Early Years Foundation Stage, adults work effectively as a team to provide practical and motivating activities that capture and maintain children's interest. There is a good balance between adult led activities and those chosen by children. There are times, when children are working independently, that adults miss opportunities to intervene and ask them questions to further develop their understanding of what they are learning.
- In Years 1 to 6, teachers plan lessons well to meet the needs of different groups. They provide activities that build well on previous work so that pupils can use what they already know to support their current learning. Teaching assistants are deployed well to support all pupils, especially disabled pupils and those who have special educational needs.
- Classroom management is good and ensures lessons run smoothly with minimal disruption to learning. Good use is made of a variety of resources, including new technology, to enhance learning. Marking is used well to guide pupils to their next steps in learning.

- Not all teachers are adept at framing questions that probe pupils' understanding by getting them to think deeply about what they are learning rather than just recalling facts. There are not enough opportunities for pupils to reflect about what they have learned and to decide for themselves how they might improve.
- The key elements of the outstanding teaching observed were highly motivating activities that enthused pupils, teachers challenging pupils to plan for themselves how to complete tasks and high expectations of pupils' performance and behaviour. Such teaching was seen in a literacy lesson for pupils in Year 6, in which they made exceptional progress in writing a flashback, using present tense, metaphors and similes, for a short story.
- Pupils' spiritual and moral development is promoted well through opportunity to use first-hand experience to learn about the world around them and to discuss how their actions impact on others. Social and cultural development is fostered by teachers encouraging pupils to work collaboratively and by opportunity to deepen their understanding of cultures different to their own.

The behaviour and safety of pupils are outstanding

- Pupils' exemplary behaviour contributes positively to the progress they make and enhances the life of the school by creating a very friendly atmosphere for learning. They show a deep respect for others, even when their views differ from their own. Pupils are highly considerate and very supportive of each other in lessons.
- They have a comprehensive understanding of the different kinds of bullying and know how to react if such incidences occur. They say bullying is rare and are confident that staff will deal with it quickly if it does. The views of parents, staff and pupils and scrutiny of behaviour logs confirm that behaviour is excellent and has improved over time.
- Pupils have an excellent knowledge of how to keep themselves and others safe. They understand the dangers associated with roads, railways and water and what to do if a stranger approaches them. Pupils say they feel very safe in school at all times.
- They have positive attitudes to learning and are keen to do well. One pupil comment is typical, 'Our school is a place where we work hard and get a good education.' Pupils' enjoyment of school is shown in their attendance, which has improved over time and is above average.
- Pupils' willingness to take on a variety of responsibilities makes a significant contribution to enhancing school life. School councillors give a voice to all pupils as to how the school should develop. For example, they play an integral role in the process for interviewing and appointing new teaching staff.

The leadership and management are good

- The headteacher provides clear focus for the way the school develops. Her ambitious vision for improvement is shared by all staff and governors and there is a shared commitment to ensuring pupils reach their full potential. The senior leadership team lead by example, consistently communicating high expectations of staff and channelling their efforts effectively to drive improvement.
- The leadership of teaching, including performance management and professional development, is effective in meeting whole school and individual staff needs. Lesson observations are undertaken regularly and precise areas for development communicated to teachers. These observations have accurately identified outstanding practice but leaders do not formally share this with other staff in order to further develop their expertise.
- Rigorous self-evaluation gives leaders and the governing body a clear picture of the school's strengths and weaknesses. It enables them to prioritise areas for development and take action to bring about improvement. The effectiveness of these actions is checked regularly, so that any necessary adaptations quickly ensure success.
- The promotion of equality of opportunity and tackling of discrimination is good. This is

exemplified in the way the school has effectively used the funding for pupils eligible for the pupil premium to narrow the gap between their performance and that of other pupils.

- The care and welfare of pupils is at the heart of the school's work. Pupils are treated as unique individuals and are able to flourish in an atmosphere of mutual respect and tolerance. Parents are very appreciative of this aspect of school life, with one comment being typical, 'This is a lovely school and I'm very happy to send my child here.'
- Relationships are excellent at all levels and contribute positively to pupils' achievement. Staff model professional standards well, showing respect and courteousness to pupils and other adults.
- The local authority provides light touch support for this good school.
- The curriculum has been successfully modified since the previous inspection to provide stronger links between subjects. It is enhanced by extracurricular activities and visits, such as to local museums and art galleries. The curriculum effectively promotes pupils' spiritual, moral, social and cultural development.
- **The governance of the school:**
 - The governing body ensures that safeguarding requirements are met. Governors are systematically involved in evaluating the school's performance and in influencing its further development. They have formed an accurate view of the quality of teaching and of the pupils' progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106257
Local authority	Tameside
Inspection number	403006

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Father James Clarke
Headteacher	Eileen Gaffney
Date of previous school inspection	23 April 2008
Telephone number	0161 370 8698
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