

St Anne's CofE Lydgate Primary School

Cedar Lane, Grasscroft, Oldham, Lancashire, OL4 4DS

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is inconsistent. As a result, pupils' progress from year to year is uneven.
- The teaching of letters and sounds (phonics) is not matched to individual pupils' needs.
- Disabled pupils and those with special educational needs and those pupils who are known to be eligible for pupil premium funding make less progress than their peers in English and mathematics.
- Despite pupils reaching above-average levels of attainment by the end of Year 6, too few pupils, especially those of high ability, make more than expected progress. This results in some pupils not reaching the level of attainment of which they are capable.
- In some classes, teachers do not make enough use of the information about pupils' attainment and progress when planning lessons to ensure that the work set is well matched to pupils' different abilities.
- Leaders do not use the regular checks on the school's performance sufficiently well to develop plans which are sharply focused on key actions to bring about rapid improvements in teaching and learning.
- Governors have not challenged the school well enough about its performance.

The school has the following strengths

- Pupils say they enjoy school and feel safe. This is reflected in their attendance, which is above average. Behaviour is good and pupils' social, moral, spiritual and cultural awareness is strong.
- Children make good progress in the Early Years Foundation Stage.
- The new headteacher is aware of the school's strengths and shortcomings and has swiftly taken action by appointing a leadership team.
- The governing body has been strengthened by the addition of new members.

Information about this inspection

- Inspectors observed 10 lessons or part lessons, one of which was a joint observation with the headteacher. In addition, the inspectors listened to pupils read and observed teaching assistants working with pupils.
- Discussions were held with two groups of pupils, with the Chair of the Governing Body and with teachers, including senior and middle leaders. A brief discussion was held with a local authority representative and with the before- and after-school provision leader.
- Inspectors took account of 82 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents during the inspection, as well as considering information from previous school surveys carried out with parents. Information from 31 staff questionnaires was also considered as part of the inspection.
- The inspectors looked at a range of documents, including plans for improvement, the school's monitoring information, safeguarding and attendance documents, governing body documentation and school policies.
- A broad range of other evidence was also scrutinised by inspectors, including pupils' current work in their books and the school's own data and monitoring records of how well pupils progress in their learning.

Inspection team

Naila Zaffar, Lead inspector

Additional Inspector

Maureen Hints

Additional Inspector

Full report

Information about this school

- St Anne's CE Lydgate Primary School is similar in size to an average-sized primary school. The proportions of pupils from minority ethnic groups and with English as an additional language are below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average as is the proportion of pupils supported through school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is significantly below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching and raise achievement by:
 - providing high quality training for all the teaching of letters and sounds (phonics)
 - ensuring teaching assistants support groups of pupils during sessions in which they learn to read using the links between letters and the sounds they make (phonics)
 - ensuring that the teaching of letters and sounds is better matched to pupils' needs
 - raising teachers' expectations of what pupils are capable of achieving, especially those of high ability
 - ensuring that teachers use information from assessments to tailor tasks carefully to match pupils' different abilities and make sure all pupils are challenged
 - providing more well-planned opportunities for pupils to apply their mathematical skills to meaningful, problem-solving activities
 - ensuring marking and feedback to pupils is consistent throughout the school.
- Improve leadership further at all levels, including governance, so that the quality of teaching improves at a faster rate by:
 - checking the information collected about pupils' attainment and progress more effectively so that any potential underachievement is quickly identified and remedied
 - ensuring that the school's plans for improvement contain clear targets and milestones so that leaders can measure how effective their actions have been
 - improving arrangements to check the performance of teachers so that they understand precisely what they need to do to improve their teaching
 - ensuring that all governors have a thorough understanding of the school's provision and outcomes, enabling them to support and challenge the school more effectively.

Inspection judgements

The achievement of pupils

requires improvement

- The most recent results of national tests (2012) for Year 6 pupils, data provided by the school and work in pupils' books indicate inconsistencies in the rates of progress from year to year and also across the school. Although there are pockets of good progress, overall achievement requires improvement.
- Most pupils make the progress expected of them from their individual starting points but not enough make more than this. The picture is uneven between classes, linked to the quality of teaching. Teaching and progress are best in Years 2 and 6 but in other years too many pupils are allowed to stay at the same level of attainment for too long before moving to a higher level. This means that the promotion of equal opportunities is not yet fully effective.
- The more-able pupils do not always make enough progress, especially in writing and reading. The school is extending effective opportunities for writing and this is improving pupils' confidence, although some work lacks imagination. Books reveal spelling is a weaker aspect for some pupils: they are less confident in attempting new words as their knowledge of letters and sounds is weak.
- Children start school in the Early Years Foundation Stage with skills and knowledge that are broadly typical of their age and reach above-average attainment in problem solving, communication, language and literacy by the time they enter Year 1. This represents good progress.
- Attainment at the end of Year 2 is average in mathematics and writing and below average in reading. Attainment at the end of Year 6 is more variable, dipping from well-above average to average in 2011-2012. Currently, inspection evidence indicates that pupils in Year 6 are on track to reach above-average attainment in mathematics, reading and writing due to improvements in the quality of teaching in Year 6.
- The attainment of disabled pupils and those with special educational needs is below average in reading, writing and mathematics in comparison to their school and national peers. Their achievement is in line with other pupils in the school.
- In national tests in 2012 at the end of Year 6 the attainment of pupils known to be eligible for free school meals in English and mathematics was more than three terms behind that of their peers in school. The school is now successfully closing this wide gap in attainment. Extra resources for pupils in receipt of pupil premium funding are provided and additional teaching assistants have been appointed to support pupils' learning.

The quality of teaching

requires improvement

- Although good and outstanding teaching was observed, this is not consistent between year groups and, overall, teaching requires improvement. This leads to a rise and fall in progress as pupils move from year to year because skills acquired in one class are not extended in the next one.
- The teaching of letters and sounds (phonics) requires improvement. Teaching assistants are not deployed effectively to support small groups of pupils in tasks that match their level of learning.
- Where teaching requires improvement; lessons lack the excitement that sustains pupils' interest. Assessment is not always used successfully; work is sometimes too easy and at other times too hard. The pace is not fast enough and pupils have too much time to complete an easy task. This was the case in Year 3 when high-ability pupils spent a long time copying a worksheet into books and the time to apply their mathematical skills was reduced. Some pupils in the lesson had misconceptions about taking away and negative numbers and this error was not identified during the lesson.

- Where teaching is good and better, teachers share their enthusiasm and chivvy pupils along with much banter. This is especially the case in Year 6 where pupils close the gaps in many areas of learning. Teachers show good subject knowledge in these lessons, the pace is brisk and demands on pupils are high.
- Teaching in the Early Years Foundation Stage is good, with examples of excellence when children choose from an imaginative array of activities. Adults encourage independence rather than do things for the children. Children develop confidence to contribute to discussions and are beginning to help assess each other's learning.
- There are good examples of marking in Year 6, where pupils are given time to respond to the marking and improve their work. In other classes there is evidence of unfinished and unmarked work and inconsistencies in the use of the marking policy with a heavy reliance on worksheets.

The behaviour and safety of pupils are good

- There is a very welcoming atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults. They enjoy school and are keen to learn. They are expected to behave well, and the large majority do.
- In lessons, pupils work hard and there is always a good show of hands to answer questions. Pupils appreciate the opportunities to share their ideas with a classmate and this is especially useful in mathematics, where they exchange different methods to solve problems. Only when lessons fail to keep them interested or when they are unclear of what is expected of them do pupils occasionally become restless and inattentive.
- Pupils can articulate understanding of systems to support and promote behaviour and safety. They know how to keep themselves safe in the playground and in the classrooms. Sports leaders from Year 6 organise challenging activities for younger children during lunchtimes. For example, one challenge is to bounce the ball ten times then answer a question, 'What is six plus six?'. This helps pupils to improve their numeracy skills.
- Safeguarding systems are well established. High expectations for pupils' safety are promoted by all staff and the governors. Pupils have a well-developed sense of keeping themselves safe. They understand that they might have to face difficult situations, for example when using the internet, and know how to deal with them.
- Pupils have a good understanding of different types of bullying and are quite sure that very little goes on. Pupils say that occasionally there are some arguments in the playground but they get sorted quickly.

Attendance is above average. This is the result of the school's work to promote and celebrate good attendance, challenge absence and support families to improve punctuality.

The leadership and management requires improvement

- Leadership is beginning to secure improvements, especially in reading and mathematics, but overall it still requires improvement as changes have not yet fully eradicated weaker aspects. Nevertheless, the management team has been strengthened and is led by a determined headteacher and deputy. As a result, the school is in a stronger position to move forward.
- A detailed evaluation of what is happening in school is carried out but this does not result in a precise and accurate view of how well it is performing. As a result, the priorities in the school's improvement plan lack precision and the focus on raising attainment is not sharp enough. Governors are not fully involved in setting priorities and it is not easy for them to measure how successful the school is in addressing them.
- The quality of teaching is checked and assessed; the leadership team knows what needs improving and is achieving some success in raising the quality of teaching, although more needs to be done.

- Subject leaders are not involved enough in rigorously checking and analysing the quality of teaching and learning in order to ensure the best outcomes for pupils.
- More rigorous tracking of pupils' progress is making it clearer how well pupils are doing. However, as yet this data is not used effectively to ensure that progress is good in all year groups. Meetings to discuss progress are held with staff, who are expected to explain any potential underachievement but these meetings are not frequent enough. In some years, too long a period of time elapses before action is taken to narrow the gaps in pupils' attainment.
- The school's strategies for engaging with parents through workshops are successful but some parents have expressed little confidence in the school through Parent View, letters and by meeting with the inspectors.
- The curriculum includes links between English and mathematics and other subjects such as history, geography and information and communication technology. There is good evidence of pupils' work on display and it is well celebrated. Good attention is given to personal development and this promotes effectively pupils' spiritual, moral, social and cultural development.
- Alongside the wide range of clubs and activities on offer, the school has recently developed a more creative approach to lessons in order to stimulate pupils' imaginations and help them make connections between different areas of learning such as creating a coat of arms using their art, literacy and history skills.
- The local authority provides good training and advice on monitoring teaching and learning and regular reports to the governing body.
- **The governance of the school:**
 - Governors are starting to ask more searching questions than they did in the past. Although action has not always been swift enough to challenge a lack of improvement, this is strengthening as governors review data and gain an insight into pupils' progress. Governors are aware of the quality of teaching and the actions being taken to improve it. They check that salary increases are linked to the quality of teaching and pupils' progress. Money is spent prudently, including the pupil premium. Governors fulfil their statutory duties; including ensuring that safeguarding meets requirements.

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	105689
Local authority	Oldham
Inspection number	413130

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	208
Appropriate authority	The governing body
Chair	Debbie Butterworth
Headteacher	Jane Fraser
Date of previous school inspection	8 June 2009
Telephone number	0161 7708661
Fax number	Not applicable
Email address	info@stannescelydgate.oldham.sch.uk

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