

St Anne's CofE Primary School

Warwick Road, Bishop Auckland, County Durham, DL14 6LS

Inspection dates 8–9 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- In this school, the behaviour of pupils is outstanding. Pupils feel exceedingly safe and secure because of their excellent relationships with each other and with adults.
- Pupils' spiritual, moral, social and cultural development is outstanding and this has a highly positive impact upon their behaviour.
- Effective provision in the early years ensures children are well prepared for learning in Year 1. Pupils continue to make good progress in Key Stages 1 and 2.
- By the end of Year 6, standards in reading, writing and mathematics are above average over time.
- Teaching is good. Pupils engage very well with their teachers and show a strong work ethic.
- Regular checks are made on the progress pupils make and good support is provided for those who need to catch up.
- A wealth of experiences gives pupils a deeper understanding of the world and there are increasing opportunities for pupils to use their skills in English and mathematics across other subjects.
- The headteacher has a clear vision and is supported very effectively by all leaders and managers who have a good understanding of the school. Together their skills and determination are driving improvement shown in the quality of teaching and achievement of pupils.

It is not yet an outstanding school because

- Achievement in mathematics is not as high across the school as in reading and writing. This is because progress in mathematics is not as good as that in reading and writing.
- Too often pupils repeat work they can already do rather than be challenged at the right level.
- Pupils do not always have the right resources to help them to understand mathematical concepts.
- There are too few opportunities to use and apply skills learnt in mathematics through activities which challenge pupils to think creatively as they investigate and solve problems.

Information about this inspection

- Inspectors visited 18 lessons and learning sessions, which included a number of short visits to the teaching of small groups and individuals, and listened to pupils reading. The headteacher and deputy headteacher each took part in a joint observation with an inspector.
- Separate discussions were held with the headteacher and deputy headteacher, staff, members of the governing body and a representative from the local authority. The opinions of 18 members of staff were also considered from their questionnaire responses.
- Inspectors observed the school's work, looked at children's learning journals, staff planning journals, data on pupils' progress, planning and monitoring documentation and information relating to the welfare of children and safeguarding.
- Inspectors took account of the 46 responses to the online questionnaire (Parent View) and the results of the school's most recent questionnaire to parents.
- Inspectors observed pupils during morning playtime and lunchtime, and attended the whole-school assembly for collective worship.

Inspection team

Kate Pringle, Lead inspector

Additional Inspector

Julie McGrane

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of disadvantaged pupils, who are supported through the pupil premium funding, is below average. This additional funding is allocated to those pupils known to be eligible for free school meals and pupils looked after by the local authority.
- The vast majority of pupils are of White British background.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club each morning.
- Out of hours care on the school site is provided by a private provider. The work of this provision was not considered by this inspection and is inspected and reported upon separately.
- Children in the early years provision attend full time.

What does the school need to do to improve further?

- Raise pupils' achievement in mathematics to be similar to that in reading and writing, by:
 - making sure a greater proportion of pupils make consistently good progress across the school
 - providing practical equipment that supports pupils' learning at the right level
 - making sure tasks are based upon past achievement and that daily learning builds on this
 - providing greater opportunities for pupils to use and apply their mathematical skills in a range of creative, investigative and problem-solving activities.

Inspection judgements

The leadership and management are good

- The headteacher is passionate about the school and inspires pupils, staff and managers. Morale is high because everyone believes they have a role to play and, as a result, there is a considerable team spirit.
- Senior, and middle, leaders are both positive and supportive helping to guide improvement through their individual roles and responsibilities. They maintain a strong focus upon developing the quality of teaching through focused training for all staff. Leaders are committed, motivated and an integral part of improving outcomes for pupils.
- There is a good understanding of how well the school is performing. Leaders and managers rightly identify strengths and have a set of well-timed actions to address areas needing improvement. The regular monitoring of teaching is raising the quality of teaching and improving pupils' achievement.
- All staff have individual targets to work to and there are regular reviews over the course of the year to identify how well staff are working towards these. The links between teaching, pupils' outcomes and progression in teachers' pay are securely established.
- Pupils' achievement is checked regularly. Tracking is used by teachers to quickly identify individual pupils who are not progressing as well as they should and identify who needs additional learning support. Although this has worked very effectively in reading and writing over recent years because of the focus upon these two areas, progress in mathematics is not as good because teachers do not always make best possible use of their understanding of what pupils can do and need to learn.
- The pupil premium funding has been used very effectively to support disadvantaged pupils in reading and writing. Leaders and managers are aware of the impact it is having upon these pupils to accelerate the progress they make in these two areas. Present funding is now more directed towards mathematics in order to achieve similar outcomes for pupils.
- The primary school sports funding is used highly effectively to support lunchtime and after-school activities. A designated coach has developed competitive opportunities with local schools, and is improving staff expertise in the teaching of physical education. There is now a wider range of sport on offer, greater participation of pupils, success in sports in the locality and improvements in the teaching of physical education.
- The school promotes equality of opportunity as an individual right and all pupils are included in all aspects of learning, whatever their need or disability. Staff make every effort to ensure all pupils are happy in school and that they care for each other without discrimination. This contributes highly to pupils' positive relationships and their outstanding behaviour.
- Pupils' spiritual, moral, social and cultural development is outstanding because pupils are encouraged to consider others, to reflect and work together in harmony, celebrating similarities and differences. A wide range of visits and visitors to the school, including links with schools nationally and internationally, additional activities during lunchtime and after school and involvement in a number of environmental projects prepares pupils well for life in modern Britain.
- The school holds a number of awards which reflect the breadth of the curriculum. Learning through topic themes provide opportunities for pupils to understand how different subjects are linked. Teaching through individual subjects ensures the in-depth study of an individual subject.
- Strengthened links with other schools are helping St Anne's to develop best practice, for example, in the work to assess pupils' achievement without levels. There are equally strong links with the local authority to secure high quality teaching and to support the roles of governors and leaders.
- Safeguarding requirements are all established, well monitored and meet statutory requirements.
- **The governance of the school:**
 - Governors play a key role in school development. Working closely with the headteacher and other staff governors evaluate performance and drive improvement. They understand school data and the strengths of the school, and identify where development is needed. Individual governors' expertise is recognised and used effectively to lead committees. Gaps in individuals' knowledge are identified and appropriate training addresses individual needs. Because of this better understanding of the school, governors are in a much better position than they were to challenge the school, which they do regularly.
 - Governors know how the pupil premium funding has been allocated and its impact. For instance, they recognise that available funding to help develop reading and writing has brought about improved outcomes for pupils and that now there needs to be re-direction of funds to address the relatively weaker aspects of learning in mathematics. Similarly, they understand the allocation of the sports funding and the increase in pupils' involvement in sport and the improvement in teaching. Overall,

governors manage the school's finances very well making sure that funding is spent on the correct priorities from the school development plan.

- An effective performance management system holds school leaders to account. Information about the quality of teaching is fed back to governors, underperformance is tackled and good teaching rewarded.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. These polite and considerate pupils show respect for others in their lessons and informally around school. Pupils confidently talk to each other and to adults, listening to what others have to say without interruption.
- Pupils feel valued and the 'pupil voice' within the school is a real strength through various roles pupils' take on, such as buddies and the junior management group. Pupils know their ideas will be listened to and acted upon by teachers and other staff.
- By holding various positions of responsibility across the school, pupils, and older pupils in particular, understand that they are responsible for their own actions and the consequences of these. They increasingly take on responsibility for pupils younger than themselves.
- Pupils are fully engaged in the whole-school system to identify good behaviour. They fully understand poor behaviour will result in loss of rewards or incur sanctions.
- Pupils believe that misbehaviour is rare. They recognise the different forms bullying can take and are adamant that such instances are few. A small minority of parents believe that bullying is not addressed well within the school. Discussions between pupils and inspectors indicate that when bullying does occur it is very quickly and successfully addressed by staff who have full discussions with all involved. Inspectors agree with pupils that any poor behaviour or bullying is successfully addressed.
- The appointment of a school chaplain has had a significant and positive impact to further promote pupils' spiritual, moral, social and cultural development and for their families through care, support and kindness towards each other.

Safety

- The school's work to keep pupils safe and secure is outstanding. Staff quickly pick up any concerns which could affect pupils' well-being or learning and make sure the best support is made available to help them and their families.
- Pupils say they feel safe in school and the vast majority of parents agree with them. Pupils understand the rules in place help to keep everyone safe from harm. A range of extremely effective programmes support pupils' growing responsibility of how to keep themselves safe. They show a growing understanding of the risks of everyday life, for example finding safe places to play and safe use of the internet, whether this is at school or at home.
- A number of pupils regularly attend the breakfast club each morning which is run by two teaching assistants. A healthy breakfast is provided within a calm and safe environment.
- Attendance is consistently high with few pupils who are persistently absent.

The quality of teaching is good

- Pupils enjoy school and this is shown in their exceptional relationships with teachers and other staff. Pupils show perseverance as they settle quickly to work to achieve what is asked of them. As they encounter new learning or struggle with concepts, many show considerable resilience. Pupils always listen carefully and are strongly motivated to learn. Parents believe their children are taught well and are happy in school.
- Teachers have good subject knowledge and use this to motivate learning. They use assessment well to identify who is falling behind and make sure that appropriate support enables pupils to catch up and make good progress.
- Teaching assistants are well trained and work closely with teachers to support good quality learning either alongside other pupils in class, in specialist groups or individually. Such strategies help to accelerate learning.
- New initiatives in the teaching of phonics (the blending of letters and sounds) have had a good impact upon teachers' knowledge of the teaching of reading and the impact is evident in the improving standards.

- Teachers use the interesting curriculum to engage pupils' interests and increase their skills and understanding. In one class, a visiting birds of prey specialist brought in two birds and pupils were greatly absorbed in the detail of their care and the intricacies of handling them safely.
- Good opportunities are made to share targets with pupils who know what they have to 'do' to achieve these. Older pupils, in particular, are beginning to be involved in measuring their own progress
- In some classes, and particularly in mathematics, teachers do not match learning tasks well enough to pupils' needs. On these occasions, previous assessments of what pupils can do are not used well enough to identify the next starting points for learning. When this happens progress for some groups can slow. Sometimes pupils are not given the opportunity to develop their skills and understanding of mathematics to solve mathematical problems or investigations. This means pupils make less progress.
- Books are well presented and pupils have increasing opportunities to use their reading and writing in other subjects. Marking is regular and is consistently applied by teachers. Pupils are asked to respond to teachers' comments and have opportunities to return to past work and correct past errors or improve sections of work. This enables pupils to learn from their mistakes and understand how to increase their progress.

The achievement of pupils

is good

- In the past, pupils entered Year 1 with attainment broadly in line with national averages in reading, writing and mathematics. Present standards are now above average in these areas. Over Key Stages 1 and 2, progress is good and pupils leave Year 6 with standards which are above average.
- Progress in reading, writing and mathematics across Key Stage 1 is good as shown in the rising standards by the end of Year 2. However, progress in mathematics is not as rapid as in reading and writing. Present data indicates that standards in Year 2 will continue to rise.
- Standards in Year 6 are typically above average. In 2014, standards in Year 6 fell slightly compared to previous years in reading, although they remained above average. The biggest decline was in mathematics where standards were average. Attainment in writing has improved and is above average.
- Data for the present Year 6 indicates considerable improvement in all subjects, however, achievement in mathematics continues to fall behind achievement in reading and writing. Assessments are secure and standards at the end of autumn 2014 in the current Year 6 are at least in line with the 2014 national average. Pupils are well placed to achieve well-above average standards in 2015.
- Disadvantaged pupils across the school achieve well. In 2014, there was a significant decrease in the attainment gap of this group when compared with other pupils in the school in reading, writing and mathematics. Present assessments for Year 2 in 2015 indicate that the gaps are continuing to close.
- In Year 6 in 2014, there was no gap in attainment evident between disadvantaged pupils and others in school in reading and the gap in attainment in writing narrowed. In mathematics, it widened to two terms behind. Compared to other pupils nationally there is no difference in the attainment of disadvantaged pupils in reading and writing but, again, the gap in mathematics widened to two terms behind.
- The most recent school assessments for disadvantaged pupils currently in Year 6 show attainment of this group to be at least in line others in the school and well above others from the 2014 national data in reading, writing and mathematics.
- Additional support over the past years in reading and writing has had a significant impact upon the achievement of pupils who were identified at working below expected levels. The recent move to extend this support to address mathematics is already showing impact and accelerating pupils' progress.
- Pupils make good progress especially in reading and writing. In mathematics, pupils' progress is not as good across the school because, too often, pupils repeat similar work rather than being challenged to do their best. This means that for some pupils the work is too easy.
- The most able pupils make good progress with increasing numbers attaining at the higher levels. Predictions for 2015 at both Year 2 and Year 6, based upon most recent assessments, indicate that more pupils than ever will achieve above average levels of attainment.
- Pupils who are disabled or with special educational needs are supported very effectively to address their individual needs. As a result, these pupils make good progress.
- Information from the phonics screening check at the end of Year 1 shows rising standards and pupils now achieve above the national average. Changes to the teaching of phonics are accelerating the progress pupils make.
- Attainment in reading is also improving. Year 1 pupils talk about their books and find enjoyment in reading. Those pupils whom inspectors listened to reading attempted to sound out new words using their developing understanding of phonics.

- By Year 6 pupils read confidently and fluently. Their reading levels validate the school's assessment of their abilities. Pupils use their phonic skills well to decode new words and enjoy the opportunity to recommend particular books to their friends. Lower ability pupils progress as well as those who are more able because of the well-focused support.

The early years provision

is good

- Children enter Reception with skills in line with those typically found for their age. Increasingly, children are entering Reception with lower skills in speaking and listening. The progress of children is now good because of the shared understanding by staff of what each child needs to progress well. For example, staff focus upon the development of language, vocabulary and understanding. This has good impact upon children's learning.
- Recently, the proportion of children reaching a good level of development at the end of Reception has increased and is now above average. The proportions reaching a good level of development in mathematics is below that in reading and writing and fewer children progress to the higher levels. Most children, however, are well prepared for learning in Year 1.
- Children who have specific needs are identified very quickly. Appropriate support is put in place for those who are vulnerable, disabled or who have special educational needs. These children progress at a similar rate to other children.
- Children rapidly become confident learners. Behaviour is excellent because children have highly positive relationships with adults and with other children. They listen carefully, respond well sharing and taking turns as they play and learn together.
- Children understand the daily routines and respond well to adults. They show that they feel safe as they happily, and confidently, access all areas of learning independently.
- As they explore the different learning opportunities indoors and outdoors, children show considerable application to the tasks that they choose. Concentrating for long periods of time, they are creative and imaginative as they involve themselves in the various activities. For example, children showed great dedication as they made 'stick men' from play dough, twigs, leaves and other resources. The attractive and detailed models showed considerable skills in reflection and dexterity. One child took great delight in photographing her design.
- There are good opportunities for all children to make choices. Teaching is good with clear outcomes linked to past assessments of what children can do, especially when learning is led by adults. This ensures children make good progress.
- A range of records, including 'learning journals' and children's books show what children achieve over time. Parents are able to access these and understand what their children can do. Recorded assessments are used plan for what children need to learn next.
- The early years' leader correctly identifies the strengths of the provision and identifies those areas where improvement is needed. Working closely with the teaching assistant she rapidly identifies whether training is needed or changes made to improve provision. Overall, leadership of the early years is good.

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	114220
Local authority	Durham
Inspection number	448754

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	212
Appropriate authority	The governing body
Chair	Debra Swinburn
Headteacher	Lynne Sixsmith
Date of previous school inspection	9 June 2010
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