

# The St Annes College Grammar School

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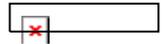
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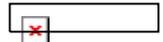
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**Introduction and summary**

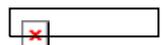


**Purpose and scope of the inspection**



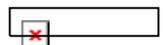
This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

**Information about the school**



St Annes College Grammar School is an independent co-educational school. It has three departments, a kindergarten, a junior school and a senior school (the grammar school). The senior school offers facilities for boarding. The school settled in St Annes in 1886 and moved to its present site in 1902. Clifton Tutorial College is affiliated to the school and shares many of its facilities.

**Summary of main findings**



St Annes fulfils its aims and objectives in offering to its pupils a friendly environment where learning is an enjoyable experience. The curriculum is broad, balanced and relevant at all key stages. Teaching is good and assessment is effective. Work in information and communication technology (ICT) is of a high order. Support for pupils with special educational needs (SEN) and English as an additional language (EAL) is very good. Good opportunities are provided for the spiritual, moral, social and cultural development of the pupils. School policies for the welfare of pupils are generally good. The central site of the school is largely self-contained and is well maintained. Pupils'

behaviour is generally good, and pupils relate well to adults and to each other. The school runs well on a daily basis. The boarding is being successfully developed in relation to the National Minimum Standards, and retains its family atmosphere.

### What the school does well

- it provides a good, secure spiritual, moral, social and cultural education for its pupils;
- it offers a broad and balanced curriculum across the age range;
- it supports pupils very well whatever their needs in gaining access to the curriculum, and pays great attention to their welfare;
- it offers high standards of provision for ICT in the senior school; and
- pupils achieve high standards in literacy and numeracy in the junior school.

### What the school must do in order to comply with the regulations

- provide adequate facilities for pupils who are ill.

### Next steps

Whilst not required by the regulations, the school might wish to consider the following points for development:

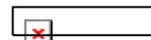
- increase provision for discrete areas for older pupils to work quietly; and
- pay further attention to the use and expansion of the libraries and their stock

### Compliance with the regulations for registration

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### 1. The quality of education provided by the school

#### The quality of the curriculum



Across the age range the curriculum is broad, balanced and relevant. Core subjects are allocated appropriate time, and policies and schemes of work ensure sound provision. ICT in the senior school is particularly effective, and business studies is offered at General Certificate of Secondary Education (GCSE) level.

The quality of the curriculum is good for the Foundation Stage and Key Stages 1 and 2. There is a well-detailed written policy supported by thorough subject policies and schemes of work. Most curricular planning is based on National Curriculum guidance and on published schemes of work, for example, in mathematics and religious education. However, there is no specific scheme of work for design and technology (DT). Curricular planning for each year group is very good. Long- and medium-term planning is detailed and provides a secure foundation for teaching and learning. The curriculum is extended with opportunities for dance and drama, and for French from Year 1. Provision for ICT is improving and the school has recently extended this with an interactive whiteboard.

Curricular provision for the core subjects of English, mathematics and science has appropriate emphasis. Other subjects of the curriculum are given sufficient attention and time. The school prepares pupils thoroughly in the basic skills of reading, writing and mathematics. Pupils have physical education each week consisting of gymnastics and games together with swimming from Year 1.

Pupils make good progress in their writing skills as they move through the junior school. Opportunities are provided for pupils to write for specific purposes, for example, extended creative writing, descriptive writing in history and geography, recording findings in experiments in science, poetry writing and book reviews.

The school has an appropriately planned programme for personal, social and health education (PSHE), which helps to develop pupils' self-esteem and confidence successfully. It fully supports the school's philosophy and values, pervading lessons and interactions between staff and pupils.

Pupils in the Foundation Stage are given an appropriate range of experiences, with due regard to national guidance for this age group. They make good progress towards achieving all of the early learning goals for this stage of education. The high quality curriculum is planned thoroughly for the kindergarten and reception pupils who make good progress. The Foundation Stage co-ordinator liaises effectively with the kindergarten staff and ensures that there is continuity and progression for the pupils throughout the key stage.

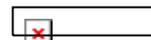
The same high standards apply in the senior school. The subject policies and schemes of work largely follow the NC for Key Stage 3, and external certification at GCSE is offered in Key Stage 4 and in Advanced Level for the sixth form. High standards have been achieved in many subjects over the last three years, in particular in ICT, and achievement in the core subjects is consistently sound.

Provision for extra-curricular activities is good. These include dance, chess, choir, recorders, ballet, band practice and football. Short tennis is available in the summer term. An interesting range of out of school visits includes science museums and history and geography field trips. There is a theatre visit each spring term. Pupils in Years 4 to 8 visit France staying in a chateau. Residential ICT activity weekends include archery, mountain biking and go-karting.

The school's provision for pupils with SEN is very good. Nine pupils have been identified in the junior school as having SEN. The school has an appropriate policy. Pupils have individual education plans which are monitored carefully by the school's SEN co-ordinator (SENCO) and class teachers. The targets are reviewed each term. The SENCO provides very good support to individual pupils who are timetabled to work with her each week, usually on a one-to-one basis. Specific attention is given to ensuring that provision complements work in class and that pupils have a balance of activity. Teachers provide useful additional support by planning work in lessons that is closely

matched to the pupils' needs. The pupils make good progress overall. Provision for those pupils with a statement of SEN meets the requirements set out in the statement documentation.

### **The quality of the teaching and assessment**



Teaching is never less than satisfactory and in over two thirds of lessons it is good. The best lessons are characterised by good planning and subject knowledge, awareness of the needs of all the pupils, encouraging pupils to participate and think for themselves and varied activities. They feature good initial explanation and effective plenaries which summarise pupils' learning.

The quality of teaching in the Foundation Stage and Key Stages 1 and 2 is good. Lessons are well planned with learning objectives which are often shared with the pupils. When work is well matched to the range of pupils' needs, as observed in literacy and numeracy lessons, they make at least good progress, ensuring that pupils achieve levels appropriate to their abilities. In lessons where the whole class attempt the same task, progress is not always as even.

Teachers use questioning effectively to link pupils' prior learning with current learning. This allows pupils to make relevant and meaningful connections. For example, pupils were asked to use their persuasive speaking and writing skills to deter or promote the building of a motorway outside of the school. The pupils were encouraged to think from different standpoints. A strength of the teaching throughout the junior school is the use of paired work to encourage the pupils to work collaboratively.

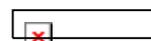
Good relationships with pupils are fostered throughout the school. In discussions, pupils are encouraged to listen to and respect the views of others. Pupils know that their teachers have high expectations of both behaviour and achievement. All classes are managed effectively.

Assessment is good. There is a whole school policy and the best practice ensured that pupils knew what their marks meant and could learn from the comments made in their books. Much feedback comes in oral form. In the Foundation Stage, the pupils undertake a baseline assessment in their first six weeks and again at the end of the reception year. Progress is recorded suitably and discussed with parents. In addition, each pupil is assessed with the Foundation Stage profile through kindergarten and the reception class. Appropriate reading tests are undertaken in each year group in the junior school. The school regularly assesses pupils against nationally agreed criteria, although the results are not externally moderated. The school also uses the benchmarks required for the various entrance examinations of other establishments. Comments written by teachers on pupils' work are constructive and generally indicate success as well as defining what needs to be done to meet objectives.

#### ***Does the school meet the requirements for registration?***

Yes.

### **2. The spiritual, moral, social and cultural development of pupils**



Provision for these aspects of pupils' development is very good. Pupils are given a range of responsibilities whether through involvement in the elected school council (one representative per form), as school or house captains or as monitors of forms, assisting in the dining room and helping

to keep the school orderly, well organised and clean. The head girl from Year 13 works hard to help the younger pupils and guides them at playtime. Pupils were active in organising assembly and ensuring the event ran smoothly and well. Pupils have a clear sense of right and wrong. They work well with each other and relate well to adults. They move sensibly and with care around the school and communicate easily in all their activities.

Assemblies seen focused on inclusion and the commitment to be aware of the needs of those with difficulties. The headmaster spoke simply and relevantly on the subject, and in another assembly pupils staged a dramatisation which was moving and effective.

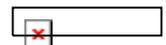
The school has a wide programme of activities and has taken parties to ski in Scotland. The list of visits and contacts with communities near and far is extensive.

St Annes has links with schools abroad. It stages concerts with whole school involvement, mounts book fairs and helps raise funds for at least one charity per half term.

***Does the school meet the requirements for registration?***

Yes.

**3. The welfare, health and safety of the pupils**



The school's policies for ensuring the welfare, health and safety are good, and successfully fulfil regulatory requirements. Policies are clearly written and accessible. Policies in the boarding house are relevant and meet National Minimum Standards. There is good coverage of all key areas such as anti-bullying and child protection. The school has good links with the fire service, drills are held regularly and to good effect and equipment checks are up to date.

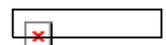
The school has a detailed outdoor adventure activities policy and cites its recent ski trip as a successful example of good practice.

There is no unauthorised absence, and admissions and attendance registers are kept in good order.

***Does the school meet the requirements for registration?***

Yes.

**4. The suitability of the proprietor and staff**



The school has worked hard in this area and is fully compliant with the regulations. The staff are appropriately qualified and suitably deployed. The proprietors serve as headteachers of the senior and junior schools.

***Does the school meet the requirements for registration?***

Yes.

## 5. The suitability of the premises and accommodation



The school is set in and based round a large Victorian building in a discrete location near the sea. It makes good use of the original accommodation, to which it has added considerably without losing all its open space.

There is a good assembly hall which doubles as a stage and auditorium and also specialist areas for science, ICT, DT, art and SEN support. Some classrooms are small but there is enough space in all of them to accommodate the schools' nominated class size limit of 16 pupils. Classrooms are well decorated with pupils' recent work. The library is light and pleasant but small and doubles as a classroom. There is little room for expansion of its facilities and the stock is limited. This is also the case in the junior school. There are at the moment no separate facilities for pupils who are ill during the school day. The buildings are well maintained and are free from graffiti and litter. Pupils enjoy sitting outside in their break time on the various well-placed seats and benches.

The junior school and Foundation Stage classes are housed on the ground floor of the main building and are suitable for purpose. The kindergarten has two inter-linked rooms which are attractive and welcoming. Toilet facilities are appropriate. The reception classroom is sufficiently spacious and well organised. Classrooms for the pupils in Years 1 to 6 are adequate in size for the current numbers on roll. All rooms are enhanced with attractive displays of pupils' work. The furniture is appropriate for the age range. The kindergarten and reception classes have a designated outside play area. Washroom facilities for Foundation Stage and junior school pupils meet requirements.

The school has a well-tended outside hard surface play area, and has good working arrangements with local organisations to supplement this with access to indoor and outdoor sporting facilities for badminton, athletics, football and a wide range of games. The boarding accommodation is good and further facilities for this are being developed.

### ***Does the school meet the requirements for registration?***

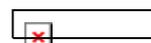
The school meets all but one of the requirements.

### ***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure there are appropriate facilities for pupils who are ill in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(I)).

## 6. The quality of information for parents and other partners

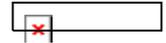


The provision of information is good. Communications are clear, straightforward and unfussy, but reflect great attention to detail. Reports are sent to parents twice a year. The format facilitates the understanding of pupils' efforts and achievements. There are also information newsletters and bulletins which help to inform parents.

**Does the school meet the requirements for registration?**

Yes.

**7. The effectiveness of the school's procedures for handling complaints**

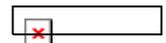


The school's complaints procedure is fully compliant with the regulations. It has been recently revised and allows for parents and pupils to pursue complaints in an appropriate way.

**Does the school meet the requirements for registration?**

Yes.

**School details**



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Name of school:	The St Annes College Grammar School		
DfES ref number:	888/6001		
Type of school:	Boarding and day school		
Status:	Independent		
Age range of pupils:	3 - 19 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 62,	Girls 76,	Total 138
Number on roll (part-time pupils):	Boys 7,	Girls 6,	Total 13
Number of boarders:	Boys 2,	Girls 6,	Total 8
Number of pupils with a statement of special educational need:	Boys 3,	Girls 1,	Total 4
Annual fees (day pupils):	£3,885 - £5,304		
Annual fees (boarders):	£10,885 - £12,304		
Address of school:	293 Clifton Drive South Lytham St Annes Lancashire FY8 1HN		
E-mail address:	principal@collgram.u-net.com		
Telephone number:	01253 725815		
Fax number:	01253 782250		
Headteacher:	Mr & Mrs S R Welsby		
Proprietor:	St Annes College Ltd		
Lead Inspector:	Mr Simon Bennett		
Dates of inspection:	16 - 19 May 2005		