



St Anne's CofE Lydgate Primary School

Inspection Report

Unique Reference Number 105689
LEA Oldham
Inspection number 277391
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Mr Joe Peacock CfBT Lead Inspector

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

Type of school	Primary	School address	Cedar Lane
School category	Voluntary controlled		Grasscroft
Age range of pupils	4 to 11		Oldham, Lancashire OL4 4DS
Gender of pupils	Mixed	Telephone number	01457 873777
Number on roll	186	Fax number	01457 873777
Appropriate authority	The governing body	Chair of governors	Mrs P Lord
Date of previous inspection	13 September 1999	Headteacher	Mr Howard Buckley

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is smaller than average. It is situated on an elevated site in an attractive village in the lower Pennines, near Oldham. There are a very small number of pupils who come from a minority ethnic family background but all speak English without difficulty. The proportion entitled to free school meals is well below average and the number with learning difficulties and/or disabilities is broadly average. Attainment on entry to the reception class this year is below that normally expected. An experienced acting headteacher has been drafted in to cover for the headteacher, who is on long-term sick leave.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, which is giving good value for money. This represents a significant improvement from the previous inspection when serious weaknesses were identified in leadership and management. These have been successfully eliminated by the decisive action of staff and governors. As a result, there has been a steady improvement in the level of pupils' achievement and in the quality of teaching and learning. Inspection judgements mostly agree with the school's good self-evaluation. Pupils' personal development and well-being are good and pupils say that they feel happy and safe. The good curriculum and the good quality of care and guidance for pupils demonstrate the school's developing strength in recognising the needs of the individual.

Attainment on entry to the reception class varies from year to year. The majority of the present reception class have skills below those normally expected. Overall, they make good progress in all areas of the Foundation Stage curriculum, although the area designated for the outdoor provision is inadequate. By Year 6, standards in English, mathematics and science are broadly average. School data indicate that pupils of all abilities achieve well. The assessment of pupils' progress is good and a developing strength.

The leadership and management of the school are good. The acting headteacher is supported exceptionally well by the deputy headteacher. They have together maintained a good pace of improvement. Developing the role of subject coordinators is on-going and training has been arranged for them to begin monitoring the quality of teaching and learning. Governance is satisfactory. The governors are not yet sufficiently active in helping the school to identify strengths and areas for development. The school's capacity to further improve is good.

What the school should do to improve further

- Continue to improve the quality of leadership and management by establishing a regular timetable for subject leaders to rigorously monitor and evaluate the quality of teaching and learning in their subjects.
- Further extend the responsibilities of governors to ensure that they are more involved in the monitoring and evaluation of all aspects of the school's work.
- Improve the outdoor play area for children in reception.

Achievement and standards

Grade: 2

Standards by the end of Year 6 are broadly average. Achievement overall is good. Recent improvements in leadership and management, coupled with the support from the local authority, have resulted in a steadily rising trend in standards and achievement throughout the school.

Good quality teaching and learning in the reception class and a good adult to child ratio enable all the children to achieve well. As a result, all are on course to reach the levels expected by the end of the reception year.

By the end of Key Stage 1, Year 2 pupils reach standards in reading which are above the national average. This represents particularly good progress. Standards in writing, mathematics and science are broadly average. Detailed records show that this represents good achievement for pupils of all ability levels. Good teaching in this key stage has removed the apparent difference in the achievements of boys and girls.

By Year 6, the pattern of attainment is similar with above average standards in reading and broadly average standards in writing, mathematics and science. This represents particularly good achievement for this year group, considering their starting point. Almost half of the current Year 6 have joined the school within the last four years. The school is successfully implementing more challenging targets to ensure that the more pupils achieve their potential. Pupils with learning difficulties and/or disabilities achieve well in relation to their capabilities, because good help and support is available for them.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The school provides an environment in which pupils feel safe, happy and respected. Parents view this very positively and pupils enjoy coming to school. The Parents Forum enhances provision. Their close contact with other parents provides a valuable link between all parents and the school staff and governors. Pupils have very upbeat views about their education. Inspectors were impressed by the enthusiasm shown by pupils when they talked about their school. The considerable emphasis placed on moral and social aspects of their education, within a Christian ethos of gospel values, leads to pupils' growing understanding of justice and self-respect. This is preparing them well for the responsibilities of adulthood. All these aspects are taught well and are having a considerable impact on the pupils, resulting in good attitudes and good behaviour. Pupils are developing responsibility for themselves, others and their surroundings. They respond well to opportunities to participate in the running of the school, for example, by their involvement in the school council. Pupils develop a good awareness of the school and local community and they make contributions to both, for example, participating in the cross-borough 'unity through sport' programme. This contact with other pupils, some from different cultural backgrounds, adds to their cultural awareness and knowledge, which is good. Pupils engage enthusiastically in the extensive extra-curricular programme and particularly enjoy the musical activities. All know and follow safe practices well. These include those associated with internet access, as well as those that impact on their physical well-being. Attendance is above average.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning throughout the school is good. This is largely responsible for the improving standards. In the best lessons, teachers plan carefully and set clear learning objectives. They make good use of resources, particularly the new, interactive whiteboards. Most teachers challenge pupils' thinking through good question and answer sessions. In the few lessons where the quality of teaching was satisfactory, teachers did not always ask sufficiently probing questions to encourage deeper thinking. Consequently, some pupils were not sufficiently challenged by the tasks, which were too easy.

Pupils are well motivated and complete their tasks willingly. Teachers have particularly good relationships with pupils. Good use is made of teaching assistants to support pupils' learning, especially those pupils with learning difficulties and/or disabilities. As a result, they make good progress. A key strength is the way teachers set rigorous but not inhibitive challenges for different groups of pupils. Newly introduced target-setting is helping to accelerate pupils' progress. Challenging targets are based on information from the careful assessment of pupils' progress. As a result, pupils know their targets and, through marking and follow-up discussions, pupils know how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good and well matched to the needs of the pupils. This represents an improvement since the previous inspection. Reception children experience all of the expected areas of learning. The class teacher compensates well for the inadequate outdoor area. The school is a hive of activity both during the day and in after-school activities. French has been introduced for children in Reception and Year 1 and is being included as part of the curriculum provision for some older pupils. There is a good range of well supported clubs for pupils to enjoy. The choir is particularly popular with a waiting list for places. Exceptionally detailed assessment of pupils' attainment and progress ensures that pupils of all abilities have relevant targets and work designed specifically for them. This is a developing strength of the school's work. The importance the school gives to developing pupils' personal, social and health education through the curriculum helps its pupils to live healthily and safely.

Care, guidance and support

Grade: 2

The quality of provision for care, guidance and support is good. A strong ethos of care is evident in all aspects of school life. The school council members think that the school is extremely supportive of them individually and are keen to meet more than once a term. Good behaviour is promoted effectively and pupils are made aware of how to

deal with instances of bullying, should they arise. Child protection and health and safety routines are good and understood by staff. Systems to check on pupils' progress are developing well. These help senior staff to monitor pupils' progress effectively. Induction procedures for reception children are most effective as the teacher takes the time to visit children in their different pre-school nurseries. There are good systems throughout to support pupils who have learning difficulties and a current priority is to improve the provision and support for the highest attaining pupils. Specialist support is readily available for those with learning difficulties and/or disabilities.

Leadership and management

Grade: 2

Leadership and management are good with some developing strengths. This represents a significant improvement since the previous inspection when serious weaknesses were identified. Using her knowledge and expertise, the headteacher has successfully tackled all the previous key issues by ensuring that staff and governors work effectively as a team. This has resulted in an improvement in the quality of teaching and rising standards. 'GOAT', the governors Ofsted action team, together with all staff, have shared the responsibility for bringing about improvement. Parents are very supportive of the school. Assessment of pupils' attainment and progress, and the role of subject leaders are developing strengths. Unfortunately, the headteacher has had to take leave from the school but the improvements made to date have a firm foundation. In recognition of past difficulties, the local authority was quick to draft in an experienced acting headteacher. He has been able to maintain the quick pace of improvement with the full support of the highly motivated and enthusiastic staff.

The school has a clear picture of its strengths and priorities for development. This is reflected in the overall accuracy of the school's self-evaluation. All staff are being trained how to effectively monitor the quality of teaching and learning by observing lessons. Governors carry out their role satisfactorily. For instance, they planned their budget carefully to compensate for the fall in numbers following the previous report. The governors recognise the need to strengthen their role in ensuring that they increase their knowledge of the school by undertaking more focussed visits. The governors recognise the need to strengthen their role in checking on the work of the school and ensuring that improvements are brought about. The school's capacity to improve further is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We really enjoyed talking to everyone and looking at your work. We particularly liked the attractive displays of your work in class and around school. The other things that we liked are listed below.

- How much all of you enjoy school, especially the good range of after school clubs that are provided for you.
- The good relationships that you and your parents have with all the school staff.
- Your good behaviour in lessons and around the school.
- How quickly children settle into the reception class and the good teaching that they receive from the teacher and teaching assistant.
- The enthusiasm of your teachers; they really want you to do well. Their good teaching is helping to raise standards, especially in reading.
- The big difference that your headteacher has made since she came to the school and how hard your acting headteacher and staff are working to keep on improving the school.

We are asking your headteacher, staff and governors to do the following things.

- Give your teachers the time to check the quality of teaching and learning in all subjects by observing lessons. This should help them to spot anything which could be improved to raise standards further.
- Ask governors to come into school more often to see how well you are progressing.
- Improve the quality of the outdoor play area for children in reception.

Thank you again for helping us with the inspection of your school. We hope that you will carry on helping your teachers to make it even better!