

St Anne's Primary School

Inspection report

Unique Reference Number	106213
Local Authority	Tameside
Inspection number	309055
Inspection date	24 September 2007
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	199
Appropriate authority	The governing body
Chair	Cllr Allison Gwynne
Headteacher	Ms G Dyer
Date of previous school inspection	19 May 2003
School address	St Anne's Road Denton Manchester M34 3DY
Telephone number	0161 3362956
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This average size primary school serves an urban area of broadly average social and economic characteristics. Nearly all pupils are of White British heritage. The proportion of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is average. However, the proportion with statements of special educational need is below average. The school does not have a Nursery facility so children join the Foundation Stage in Reception from a variety of pre-school settings.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement, personal development and well-being, and care, guidance and support. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with senior members of staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

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 with outstanding features. The pupils' personal development and well-being are truly outstanding. So, too, is the quality of care, guidance and support the school provides. Parents value highly the education the school provides. 'My children love going to school. They are growing in self-confidence and I know that their care and safety is paramount,' was a typical parental comment. The school has successfully tackled the issues identified in the last inspection report. The headteacher, ably supported by the deputy headteacher, is providing the school with a clear focus on improvement. As a result, standards have been rising steadily in recent years, particularly in Key Stage 2. Very positive and effective leadership is giving the school outstanding capacity to raise standards even further.

Good teaching and a good curriculum enable pupils to make good progress and achieve well as they move up through the school. Teaching assistants make a very significant contribution in helping pupils to achieve well. From broadly average starting points in Reception, standards by the end of Year 2 are above average in reading and mathematics. In writing, however, standards are broadly average and not yet high enough. Standards by the end of Year 6 have been rising steadily in recent years and are now consistently above average, although standards in writing are not yet as high as in reading, mathematics and science. This improvement has been brought about by improved focus on the teaching of science, the introduction of more effective assessment procedures and improvements to the way targets are set to support pupils in understanding what they need to do to improve their work.

Visitors are given a warm welcome when they enter the school. The pupils are very well mannered and respectful to each other and adults. They are proud of their school and are keen for visitors to know all about it. Their enjoyment is obvious in their smiling faces. 'I love it here. The teachers help us when we need it and most lessons are fun!' one pupil commented. Behaviour in class and around school is exemplary. Pupils understand how important their own safety is and that of others. As one pupil pointed out, 'We've only got a small playground so we have to take extra care when we run around so that we don't run into the little ones and hurt them.' Pupils' spiritual, social, moral and cultural development is excellent. They show impressive knowledge of other faiths and cultures. Assemblies are used very effectively to give them opportunities for reflection. When asked, pupils can explain why it is important to eat healthily and take physical exercise. Pupils enjoy taking on positions of responsibility such as becoming play mentors and buddies. They play a valued role in the local community by supporting charity fundraising events, for example. Large numbers join in the outstanding range of enrichment activities. These add significantly to developing pupils' self-confidence and self-esteem preparing them well for the next stages in their education.

Care and support are at the heart of all the school does. Child protection procedures and policies are in place. Health and safety are given meticulous attention. The Victorian building is beautifully kept giving the pupils a safe and welcoming environment in which to work and play. Pupils with learning difficulties and/or disabilities are identified at an early stage and appropriate intervention is given to make sure they, too, make good progress and achieve well. The school makes excellent use of outside agencies to support vulnerable pupils. Assessment procedures are thorough and are starting to have a positive impact in supporting pupils' academic progress.

Leadership and management are good overall. The excellent leadership of the headteacher and senior leadership team, and good management mean the staff have a good understanding of

its overall effectiveness, even though the evaluations are too modest for the two aspects judged as outstanding in this report. The development planning clearly identifies those areas, which will have most impact on raising standards and achievement even further. Considerable disruptions to staffing in recent years caused by circumstances beyond the school's control have been very effectively managed to minimise any impact on standards and achievement. There is strong teamwork evident in the teachers' commitment for improvement to make sure that the school continues to go from strength to strength.

Effectiveness of the Foundation Stage

Grade: 2

Children enter Reception with skills broadly in line with those expected of their age. A rich variety of activities and sensitive, purposeful teaching enable them to make good progress overall, so that standards by the end of Reception are generally above age-related expectations in most aspects. However, the lack of suitable outdoor provision for the Reception children acts as a barrier to their outdoor curriculum and physical development, where progress is no better than satisfactory. Good management and leadership make sure that children's progress is tracked accurately. Children with potential learning difficulties are identified early. Programmes to support these children are developed to match their specific needs.

What the school should do to improve further

- Raise standards in writing across the school but particularly in Key Stage 1.
- Provide suitable outdoor provision for children in the Reception class.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of St Anne's Primary School, Denton, M34 3DY.

Thank you for making me so welcome when I came to visit your school recently. I enjoyed meeting you and talking to you. What you told me helped me a great deal in reaching my judgements.

You will be pleased to hear that I think you go to a good school. I was particularly impressed with how well you behave and how well you get along together. I think you are very well mannered and respect each other and the adults who work hard to make sure you enjoy your time at school. Your teachers go to great lengths to take good care of you and help you to make good progress in your learning. You are doing well in your reading and mathematics and science but your writing should be better so I am asking your teachers to concentrate on helping you improve your writing skills. Although your building is old, your headteacher and her staff make sure it is well cared for and provides you with a bright and attractive environment for you to work in. However, the children in Reception need better outdoor play facilities to encourage them to be more active and develop physically at a faster rate. You told me that you enjoy school and I saw that for myself in how well you take part in lessons and how enthusiastic you are about the wide range of additional activities the school offers you.

I am confident that you will continue to work well with your teachers to make sure that school goes from strength to strength in future.