

Standish Lower Ground St Anne's CofE Primary School

Inspection report

Unique Reference Number	106468
Local Authority	Wigan
Inspection number	309138
Inspection dates	26–27 September 2007
Reporting inspector	Michael Onyon

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	115
School	
Appropriate authority	The governing body
Chair	Rev P Dennison
Headteacher	Mrs L Parkinson
Date of previous school inspection	2 June 2003
School address	Wigan Lower Road Standish Lower Ground Wigan Lancashire WN6 8JP
Telephone number	01942 511348
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

St Anne's is a smaller than average primary school. It serves an area of mixed social and private housing. The proportion of pupils with learning difficulties and/or disabilities is below average. An average number of pupils are entitled to receive free school meals. There are no pupils at an early stage of learning to speak English. Overall attainment on entry to the school is below that expected for their age. The school has achieved the Investors in People award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school in which pupils' personal development and well-being is good. It is also a very caring school and staff ensure that pupils feel safe, secure and valued. 'My children have thrived at the school and I know they are safe and secure,' is a comment that typifies the views of parents. They also say that the school is friendly and they feel happy to approach staff about their children.

Children enter the school with standards that are below those expected for their age. The Foundation Stage ensures that by the time children enter Year 1, although many have not yet reached the goals set for their age, they have made satisfactory progress. Pupils are helped to make good progress in Key Stage 1. Teaching here is imaginative and the curriculum designed to engage the pupils well; consequently, standards at the end of Year 2 are broadly average. The progress made by pupils slows in Key Stage 2 and pupils once again make satisfactory progress reaching standards that are broadly average by the end of Year 6. Standards are higher in science than they are in English and mathematics because some of the more able pupils are not suitably challenged in the latter subjects. Pupils with learning difficulties and/or disabilities are included well in the life of the school, adequately supported and consequently make similar progress to others. The leadership team have put in place a system for tracking pupils' progress but this is not used consistently across the school. This means that some pupils who are not reaching their potential are not always challenged or supported quickly enough.

Relationships between staff and pupils are good and this underpins pupils' good behaviour. They learn to take on tasks and responsibilities as play leaders and school councillors, for example. This helps them to grow in confidence and express their views clearly. They have satisfactory basic skills; they play and work well with each other and older pupils are prepared adequately for secondary school. The curriculum is well planned and meets the majority of pupils' needs well. The curriculum for pupils' personal, social and health education is good. As a result, pupils have a good understanding of how to eat healthily, keep safe and why it is necessary to take exercise. A good range of extra-curricular activities, including sports, gives pupils opportunities to learn team skills and contributes to pupils' enjoyment of school life.

The leadership and management of the school are satisfactory. The school's leaders are very caring and encourage an ethos in which pupils can achieve well in their personal development. Subject leaders are developing in their role and monitor their subjects. School improvement planning identifies strengths to build on but leaders have not ensured that the tracking of pupils' progress is used consistently to intervene and support the learning of all pupils, particularly the most able. The school provides satisfactory value for money.

Effectiveness of the Foundation Stage

Grade: 3

Children enjoy their time in the Foundation Stage and are helped to be aware of the needs of others. They enter school with skills below those expected and are helped to make satisfactory progress in all areas of their learning. They make particularly strong progress in their personal and social development. There is an adequate balance between adult and child-led learning activities. Leaders have a clear understanding of areas that need to improve further and have developed positive working partnerships with other local schools to further enhance the planned learning activities for the children.

What the school should do to improve further

- Raise standards in English and mathematics in Key Stage 2.
- Set more challenging work for the more able pupils, especially in Key Stage 2.
- Make consistently effective use of the tracking of pupils' progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average overall, although this is not a consistent picture across the whole school. Pupils in Key Stage 1, for example, are helped to make good progress by the time they reach Year 2. The progress pupils make in the Foundation Stage and Key Stage 2 is satisfactory. More able pupils are not identified rigorously enough to ensure they reach their full potential, particularly in English and mathematics. Pupils who have learning difficulties are adequately supported to make satisfactory progress overall. Standards by the end of Year 6, although higher in science than English and mathematics, are broadly average overall.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Focused work to promote healthy lifestyles is effective and pupils talk confidently about healthy eating and taking regular exercise. Pupils are attentive in class and behave well in their lessons and around the school. They talk about how much they enjoy school; they like lessons and say that school is safe and secure and that teachers look after them so they feel safe. Pupils say the 'Buddy Stop' ensures that 'everyone has a friend and someone to play with at playtime'. Members of the school council learn to help support the running of the school. Older pupils work enthusiastically as play leaders and prefects, eagerly accepting opportunities to play a part in the school community. Attendance is satisfactory and the school is working hard to improve it so that pupils can make better progress.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, although not consistent across the school. Where teaching is imaginative and work carefully targeted to accurately match pupils' specific needs, learning is fun and exciting and pupils make good progress in these lessons. Some teachers vary their approaches, and this helps engage all pupils in learning, maintaining their interest well. Such variety and enthusiasm are less evident in other classes and occasionally the pace of lessons is insufficiently brisk to capture the interest of all pupils. Most teachers match work to different abilities in their planning, but it is not always at the correct level especially for the more able pupils who lack suitable challenge. A helpful feature of all lessons is the good relationships that staff have with their pupils. Behaviour is managed in a positive and

encouraging manner so that lessons run smoothly. Teaching assistants offer effective support, especially for pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 2

The school has given good attention to adapting the curriculum to the needs of the majority of pupils. Opportunities are planned well to include the basic skills of literacy and numeracy when other subjects are taught. A focus on enjoyment enables pupils to benefit from visits to interesting places. Visitors also make learning interesting and promote pupils' understanding of the need to keep safe and healthy. This awareness of matching the curriculum to the particular needs of the pupils is also evident in the school's themed approach to planning, which combines subjects and makes learning more relevant to pupils. For example, while learning about Peter Pan and Oliver Twist, older pupils also practised their history, geography and artistic skills. Personal and social development is a strong aspect of the curriculum and leads to a calm and orderly school, which has a positive impact on pupils' learning. The curriculum is enhanced through a good range of after-school activities including physical activities, which contribute well to pupils' understanding of the benefits of keeping fit.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall but the pastoral side of this aspect of the school's work is stronger than the academic guidance offered to pupils. This is a caring school because of the good attention given to pupils' well-being. Parents are happy that their children are well looked after in school. Rigorous safeguarding procedures are in place. The school checks carefully on the background and suitability of all adults working in school. Good links with external agencies are especially beneficial for pupils with learning difficulties and those seen to be more vulnerable. Systems to monitor and advise pupils about their academic progress are satisfactory. The school tracks pupils' progress from one year to another as they move through school. Monitoring on a termly basis identifies pupils who are falling behind but intervention and support are not consistently put in place promptly enough to enable all pupils to make the progress of which they are capable. Systems to guide pupils as they move to secondary school are helpful.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. A strength of the leadership is the headteacher's determination to maintain the school's ethos and promote the care and well-being of the pupils; in this the school is most successful. The headteacher is well supported by the leadership team who have made positive strides in adapting the curriculum to meet pupils' needs. Self-evaluation has accurately identified the need to raise standards, and the tracking of pupils' progress provides information to support interventions in learning. Monitoring and evaluation, however, has not ensured that interventions are undertaken consistently across the school or with all groups of pupils. Governors bring a good range of skills to their work; they are supportive and committed to the school's development. However, they do not challenge the school robustly enough, as critical friends, for the standards achieved. Subject leaders are developing their skills of monitoring the teaching of their subjects and are beginning to use

the results of this to set priorities for improvement. Their action plans make it clear how success can be measured and how they are to raise standards but these plans and the actions taken have not yet had an impact on test results. Improvement since the last inspection is satisfactory, as is the school's capacity to improve further.

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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?	3
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	2

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

I am writing to thank you for making me feel welcome during my inspection of your school and to share my views with you. I enjoyed talking to you and was impressed by how friendly you are, not just towards me but also towards each other and your teachers. I was impressed with how keen you were to talk to me, telling me how much you enjoy school. I saw how well behaved you were in lessons, in the playground and as you moved around school. I looked at other parts of school life, including the way teachers help you to understand how to be healthy. When I asked you about this you knew the importance of the right food and exercise. I agree with you that your headteacher and teachers help you to feel safe and secure in school and listen to you when you have problems.

The adults at your school ensure that you have a very caring place in which to learn. When I came into lessons I looked at the work you were doing. I have now suggested to your teachers that you are given more challenging work so that some of you can reach higher standards, especially in Years 3, 4, 5 and 6. Your teachers work hard and I have talked to them about making better use of the information they have about your progress so that they can help you to improve even more. Your teachers provide you with a good range of activities in and outside normal school time such as, learning French, going on visits to other places and listening to interesting visitors. Your school council talked about how they are involved in decisions about the future of the school. I know the school is doing all it can to improve attendance and I encourage you to attend every day so you can benefit from all the school has to offer.