

St Anne's Primary School

St Anne's Road, Denton, Manchester, M34 3DY

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well from their starting points to reach standards that are above average by the time they leave the school.
- Good teaching is having a positive impact on learning and is providing pupils with good opportunities to practise new skills.
- Pupils are good at working with each other and behaving well in lessons. They are always welcoming and polite.
- Leaders and teachers are very caring and pupils say that they feel safe in school.
- The quality of teaching and achievement has improved since the last inspection. The headteacher and senior leaders have identified what could be even better and worked hard to make sure that improvement continues at a good pace.
- Governors know the school well and provide good support to ensure that the school continues to build on its many successes.

It is not yet an outstanding school because

- There is not enough inspirational teaching to enable pupils to make outstanding progress over time.
- Pupils' progress in reading and writing is not quite as rapid as in mathematics.
- Pupils are not always clear about how they can improve their work.

Information about this inspection

- Inspectors observed 13 lessons and parts of lessons and 9 teachers as well as scrutinising pupils' work, hearing groups of pupils read and observing pupils at play, moving around the school and at lunchtime.
- Two lessons were observed jointly, one with the headteacher and one with an assistant headteacher.
- Inspectors met with staff, pupils, parents, members of the governing body and the local authority representative.
- Inspectors observed the school's work and considered a number of documents. In particular they checked the school's own evaluation of its performance, its improvement plan, policies and minutes from governors' meetings.
- The inspectors took into account staff questionnaires and the 22 responses to the on-line questionnaire (Parent View) as well as considering information from previous school surveys carried out with parents and pupils.

Inspection team

Jonathan Woodyatt, Lead inspector	Additional Inspector
Frank Carruthers	Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average sized primary school.
- Since the previous inspection there have been changes to the leadership with the appointment of a new headteacher and two assistant headteachers.
- The great majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium (additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority) is much lower than average.
- The proportion of pupils with special educational needs who are supported through school action is similar to that in most primary schools. The proportion supported at school action plus or with a statement of special education needs is much lower than in most primary schools.
- The school meets the government's current floor standards, which is the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching overall and particularly in reading and writing in order to further accelerate progress by :
 - ensuring that more teaching is outstanding by increasing the proportion of inspirational teaching
 - making certain that marking helps pupils to be clear about what they need to do to improve their work to reach higher standards.

Inspection judgements

The achievement of pupils is good

- Most children start in the Reception class with skills that are typical for their age. They make good progress in the Early Years Foundation Stage and achieve well. They start Year 1 well-prepared for their next stage of learning.
- In Key Stage 1 pupils continue to make good progress in reading, writing and mathematics and standards have been rising over time. Consequently, in recent years attainment at the end of Key Stage 1 is above average.
- By the end of Key Stage 2 attainment is also above average, but is not quite as high in reading and writing as in mathematics. Standards in mathematics are higher because teachers are clear about how well pupils are making progress and have worked hard to provide pupils with the right tasks in lessons. Recent changes in the teaching of reading and writing are accelerating pupils' progress and bringing the standards in these subjects closer to those in mathematics.
- Phonic skills (the skills of matching letters and sounds) are taught well in the school. Checks on pupils' phonic skills carried out in Year 1 show that pupils exceed the levels expected for their age.
- Pupils who need extra help to improve their skills or are falling behind in their learning are supported well by the school so that they can improve their attainment. There are a number of ways that the school provides support such as through one-to-one tuition and small-group sessions that help pupils to practise their skills, such as in mathematics. These activities take place both during and after school.
- Pupils with disabilities and those with special educational needs do well because they are supported effectively and are provided with opportunities to learn in ways which meet their needs.
- Pupil premium funding is having a good impact. Point scores in national tests show that pupils supported by this funding do broadly as well as other pupils in the school in reading and writing and better in mathematics. This demonstrates the school's commitment to providing equality of opportunity for all its pupils.
- Scrutiny of work confirms that a large proportion of pupils are making good progress over time throughout Key Stages 1 and 2. This is evident in the amount and quality of work completed. Pupils are given opportunities to use skills learnt in other lessons, for example pupils were writing answers in their science lessons using skills learnt in their literacy lessons.

The quality of teaching is good

- All teaching observed was good which accurately reflects the impact on progress over time. There was no outstanding teaching seen by inspectors and no teaching was less than good. Lessons are organised and delivered well but are not always inspirational.
- An important feature of the good teaching is the way teachers ensure that work is matched to individual pupils' needs and current levels of understanding. All adults have high expectations of what pupils can achieve. Teachers routinely check pupils' understanding and challenge them to think more deeply through focussed questioning.
- Teaching in the Early Years Foundation Stage is good. The staff team ensures that activities are exciting, well-organised and closely matched to children's interests and abilities. As a result, children get on with their tasks and enjoy learning. For example during 'Pirates' Day' children were building pirate ships using blocks and drawing ships using a computer programme.
- Teaching of mathematics, reading and writing is good, but the standards reached by pupils in mathematics has been higher than those in reading and writing. As a result the school has further improved its assessment system so that teachers can provide even more difficult work for pupils who are capable of reaching the higher levels in reading and writing.

- Teachers are using more 'real life' topics that help pupils to understand the relevance of the learning and enjoy their lessons. In a literacy lesson pupils were challenged to consider how a young person in a story might deal with being bullied about not having a mobile phone.
- Pupils regularly work with other pupils in small groups and are encouraged to discuss their work with each other in order to solve problems. Pupils in Year 6 described how they are encouraged to ask each other for help three times before they ask the teacher or teaching assistant. They say that this has encouraged them to take more responsibility for their own learning.
- Teaching assistants support pupils well because they explain the learning clearly and give pupils the opportunity to practise their skills.
- Marking of work in books is regularly carried out and teachers often write comments that encourage pupils. However written guidance to pupils on how they can improve their work does not always provide pupils with clear advice about what they could do to improve the standards of their work.

The behaviour and safety of pupils are good

- Pupils are very polite and talk confidently to teachers and visitors. They are friendly, helpful and thoughtful. For example pupils moved to the side of corridors to let others go past or waited at the door without being asked.
- Pupils were often enthusiastic about their learning and co-operated well with each other in group activities in lessons. Pupils responded well to the requests of teachers and would quickly settle for their learning activities. Only very occasionally did they struggle to meet the school's expectations of behaviour in lessons or at playtime.
- They understand the school's behaviour policy very well and are clear about the rewards and consequences of any misbehaviour. Evidence from the school's records shows that the number of sanctions, such as exclusions, is low and has reduced over time.
- Behaviour in the small playground and outdoor area at playtimes and lunchtimes is lively and managed well by staff.
- The vast majority of parents and all staff that expressed a view consider behaviour to be good and that children are safe in the school. Pupils say they feel safe in the school because adults will act quickly to stop any misbehaviour. Pupils say that they are happy to talk to adults and that adults care for them.
- Older pupils told inspectors that bullying is rare, when it does happen it is in the form of name-calling and it is dealt with quickly and effectively by teachers. Pupils are taught how to recognise different forms of bullying and how to respond to them.
- Pupils help to improve the school through the work of the school council as well as being Eco-Warriors. Eco-Warriors check that lights and computers are turned off in order to save electricity.
- Attendance levels are high and above the standards achieved in the majority of primary schools. This is because pupils are very happy coming to the school and parents say that the school is popular because the children do well.

The leadership and management are good

- The headteacher shares a clear vision for the school with everyone in the school. All are working well together to achieve the best outcomes for pupils. Improvement plans are clearly based on the careful checking of data and the robust monitoring of teaching. As a result, all the areas for improvement identified in the previous inspection report have been tackled successfully and the achievement of pupils has improved.
- Senior leaders have taken a rigorous approach to ensuring that the quality of teaching in the school is continually improving through regular observations of teachers in lessons. In the joint observations with inspectors, senior leaders were accurate in their judgements of the standards of teaching and learning in the school. Evidence from records and discussions indicates that teachers are set targets to increase their effectiveness and that leaders, including governors, ensure that if they achieve their targets they are awarded pay increases.

- The combined expertise of the headteacher, the assistant headteachers and governors in tackling any underperformance of staff demonstrates the school's capacity to continue to improve the quality of teaching and outcomes for pupils.
- The curriculum offers a wide range of ways to promote and extend social, moral, spiritual and cultural development. For example pupils can take part in swimming, dance, sports and educational visits. All pupils in Years 4 and 5 play a brass instrument.
- The school tackles discrimination through teaching pupils about different religions and promoting tolerance and respect. Its commitment to equal opportunities is demonstrated by the way that the progress of all groups of pupils is carefully checked.
- The school is part of a local cluster of schools that provide support to each other. The headteacher is looking to do more work with the partnership to improve the quality of marking and further improve the standards of teaching.
- The local authority provides 'light touch' support for this good school.
- **The governance of the school:**
 - Governors have a good understanding of the performance of the school and the quality of teaching based on their knowledge of the data on the school's performance. Records of meetings indicate that they use performance management effectively to tackle any underperformance and hold the headteacher to account. They make decisions to secure the best opportunities and resources for the pupils in the school. They have high expectations for the pupils and work well with the headteacher. The governors are aware of the positive difference being made by pupil premium funding. They have ensured that arrangements for safeguarding meet all the statutory requirements.

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	106213
Local authority	Tameside
Inspection number	403003

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 of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Allison Gwynne
Headteacher	Sheena Hyman
Date of previous school inspection	24 September 2007
Telephone number	0161 3362956
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