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Mrs Kirsty Rimmer
Headteacher
St Anne's Primary School
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Dear Mrs Rimmer

Short inspection of St Anne's Primary School

Following my visit to the school on 12 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since your recent appointment as headteacher in September 2017, you have quickly pinpointed the school's strengths and weaknesses. You have identified the correct priorities for improvement accurately. You have a clear vision for pupils and want them to achieve their full potential and be happy and motivated. Your vision is shared by staff, governors and pupils. The quality of teaching has improved since the previous inspection. Pupils make good progress and enjoy learning.

The school is a vibrant and welcoming community. The school's motto, 'Only my best is good enough for me', is at the heart of everyone's work. All of the staff who responded to the online survey say that they are proud to work in the school and feel well supported. One teacher commented: 'The school is like a community. Everyone cares and wants the best.'

Pupils are polite and well mannered. They say that they love coming to school, and this is shown by their above-average attendance. A typical comment from pupils is that 'Everyone is kind and our teachers are friendly and approachable.' Pupils behave well in lessons and around the school. All the parents that I spoke to were very positive about the school. As one parent commented: 'Education here is top notch. My child is settled and happy.'

Governors are passionate about the school and visit the school regularly to see its

work for themselves. One governor commented: 'Pupils enjoy themselves and look after each other.' Governors provide good support and challenge to leaders. They have a clear idea of the school's strengths and areas for improvement. You appreciate the support and challenge of governors and the local authority adviser.

At the previous inspection, the inspectors asked you to ensure that pupils made faster progress in their reading and writing. Since the last inspection, leaders have given reading and writing a higher profile across the school. Pupils enjoy reading and writing activities. The proportion of pupils achieving the expected standard in reading at the end of key stage 1 was above the national average in 2016 and is still high in 2017. The unvalidated overall progress score for reading at the end of key stage 2 in 2017 is higher than the national score and represents a significant improvement on last year. The proportion of pupils achieving the expected standard in writing was above the national average at the end of key stages 1 and 2 in 2016 and is still high in 2017. You are determined to improve the standards that disadvantaged pupils reach in reading and writing in key stage 1.

Safeguarding is effective.

There is a strong culture of keeping pupils safe in school. Leaders have ensured that safeguarding arrangements are fit for purpose. Records are detailed and of high quality. There are comprehensive procedures in place for the recruitment and selection of staff. Appropriate training ensures that staff have up-to-date knowledge of safeguarding. This means that they are all well placed to spot any signs or symptoms of potential risk or abuse. Governors regularly check that the school's safeguarding procedures are up to date. Links with external agencies are strong, including those with the local authority. Pupils at the school feel safe. Pupils say that bullying is rare and that they know whom they can turn to if they have concerns. The overwhelming majority of parents who completed Ofsted's online questionnaire, Parent View, feel that their children are safe and well cared for.

Inspection findings

- The inspection focused on a number of key lines of enquiry, the first of which related to the areas from the last inspection. You have focused on ensuring that pupils make the best possible progress in reading and writing. Pupils' progress in reading at the end of key stage 2 in 2016 was below the national average. Leaders have introduced a range of initiatives to improve pupils' progress. For example, there is a whole-school focus on exploring texts to make deductions and infer meaning. During guided-reading sessions, teachers and other adults help pupils to improve their comprehension skills. Pupils who read to me used their knowledge of phonics accurately and could explain clearly what they were reading about. You celebrate reading by holding a book week and giving out awards for reading. Current assessment information shows that attainment and progress in reading in key stage 2 have improved on last year. Leaders have strengthened the moderation of pupils' work. The work in pupils' books shows that pupils develop their ideas more fully and write at length. The unvalidated overall progress scores for reading and writing in 2017 are above the national scores.

- A further line of enquiry related to the progress of disadvantaged pupils in reading at key stage 2. Leaders had already identified that these pupils did not make rapid enough progress last year. Leaders now check on the progress of disadvantaged pupils more closely. Teaching assistants provide extra support for those pupils who may have fallen behind. Inspection evidence shows that these pupils are now catching up. However, you acknowledge that the progress made by disadvantaged pupils in reading and writing in key stage 1 is not good enough.
- My final line of enquiry was related to the progress of the most able pupils in mathematics. Most-able pupils did not perform as well as their peers nationally at the higher levels in mathematics at the end of key stage 2 in 2016 and 2017. In response to this, leaders have raised expectations for the most able pupils. Teachers have benefited from training to develop pupils' mathematical reasoning skills. Work in pupils' books and the school's own data indicate that most of the activities set by teachers are closely matched to the ability of the pupils. However, you acknowledged that there is further work to do to ensure that the most able pupils are challenged to deepen their thinking.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the standards that disadvantaged pupils reach in reading and writing at the end of key stage 1 continue to improve
- the most able pupils are challenged more rigorously in mathematics, so that they can reach the highest standards at the end of key stage 2.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Tameside. This letter will be published on the Ofsted website.

Yours sincerely

Ahmed Marikar
Her Majesty's Inspector

Information about the inspection

During this short inspection I met with you, the deputy headteacher, a group of middle leaders and a group of teachers. I met with two members of the governing body, including the chair of the governing body. I also held a telephone conversation with a representative from the local authority. I met with eight pupils from key stage 2 and I spoke with others during breaktimes. I visited a number of classes, where I observed teaching and learning, looked at pupils' work and spoke with pupils. I also heard pupils from Year 2 and Year 6 read. I carried out a work scrutiny of pupils' work across the school. I spoke with parents as they dropped

their children off at school. I took account of 28 responses to Parent View, the Ofsted online questionnaire, including 23 free-text responses. I also considered the views of 16 staff through Ofsted's online questionnaire. No responses were received to the online questionnaire for pupils. I looked at a range of documentation, including the school's self-evaluation and information about pupils' attainment and progress. I also evaluated safeguarding procedures, including policies to keep children safe, records of training, safeguarding checks and attendance and behaviour information. I also undertook a review of the school's website.