

St Anne's Church of England Primary School

Hewish, Weston-Super-Mare, Somerset, BS24 6RT

Inspection dates 21–22 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The achievement of pupils is good. Progress made by all groups of pupils, regardless of their starting points, is good.
- The headteacher and senior team have ensured that changes needed to improve the school have been made. Their clear vision and drive are shared by all staff and the commitment to further develop the school, for example in mathematics, is clear.
- The learning that takes place in the Reception class is a strength of the school. Activities provided for children are exciting and help them make good progress so that they begin Year 1 with skills and understanding that are at, or above, national expectations.
- Teaching is good with some that is outstanding. Reading is taught well and, as a result, pupils read with growing confidence as they move through the school.
- Behaviour is excellent. In lessons, pupils are fully engaged in their learning. Pupils are well cared for and feel safe in school.
- The governing body is much improved and now works well to monitor work of the leadership team and support their efforts to ensure the outcomes for pupils continue to improve.

It is not yet an outstanding school because

- Pupils' achievement in mathematics is not yet as good as it is in English.
- The quality of teaching is not outstanding because pupils are not always given precise feedback on their work in all subjects that would allow them to understand how to improve their work.

Information about this inspection

- Inspectors observed 11 lessons and undertook a number of short visits to watch some of the support sessions that were taking place. Three of the lessons were jointly watched with the headteacher. Inspectors also watched a whole-school assembly.
- Meetings were held with groups of pupils, both formally and informally, the Chair of the Governing Body, and senior and middle leaders.
- Inspectors listened to pupils read and looked at samples of the pupils' workbooks.
- Inspectors looked at a wide range of documents, including the school's own information on pupils' recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account the 37 responses to the online questionnaire (Parent View) and one letter from a parent. In addition, inspectors held informal discussions with parents and carers when they dropped their children off on the second morning of the inspection. They also took account of the responses to 22 staff questionnaires.

Inspection team

David Hogg, Lead inspector

Additional inspector

Mary Usher-Clark

Additional inspector

Full report

Information about this school

- St Anne's is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (extra money provided to schools by the government) is below average.
- The proportion of pupils from minority ethnic backgrounds is below average with very few speaking English as an additional language. Children from a local Roma/Gypsy heritage attend the school.
- The proportion of pupils who are supported by school action plus or have a statement of special educational needs is above the national average. The proportion of disabled pupils or those with special educational needs and those who are supported at school action is below average.
- There is a higher proportion of girls in most year groups except the current Year 3 and Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the achievement in mathematics by providing more opportunities for pupils to apply their mathematical skills in other subject areas.
- Improve further the rate of pupils' progress through increasing the proportion of outstanding teaching by:
 - ensuring that pupils are consistently given precise written feedback in all subject areas and are then given opportunities to respond to the guidance provided to enable them to improve their work
 - increasing the opportunities for pupils to review their own work, and that of their peers, and act on immediate next-steps to improve their work.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with levels of skill that are expected for their age. By the end of Year 6, they reach above-average standards in English and mathematics and achieve well. As a result of effective teaching of sounds and letters (phonics), pupils make good progress.
- The outside environment is used effectively in the Reception class and this encourages the children to become independent. Good induction processes and high-quality teaching and learning ensures that pupils have a good start to school.
- The school's systems for tracking of pupils' progress are now more robust and are used by classroom teachers to monitor how well their pupils are doing. Meetings are held with the headteacher and the classroom teacher to review the progress of the pupils to assess if additional support is needed if pupils begin to fall behind.
- Improvements in teaching have successfully reversed the decline in English and staff are working to raise the attainment in mathematics to that in English. External tests and the school's own information currently show that progress in mathematics is now in line with national expectations or better in some year groups.
- Pupils' written work in Year 6 demonstrates they have a good understanding of writing for particular purposes, for example in recent newspaper articles they had produced. The work by younger pupils after a visit to a landfill site demonstrated their abilities to recount events and write about their 'Rubbish Trip' in detail.
- Disabled pupils and those with special educational needs benefit from well-targeted support in both the classroom and in intervention sessions. This enables them to make similar progress to their peers. Pupils who are eligible for the pupil premium grant also make similar progress to other pupils and the school is working to close the gaps in achievement by the end of Key Stage 2.
- Pupils from Gypsy Roma Traveller heritage increasingly enjoy attending school and clearly value their learning, and as a result, make good progress.
- The teaching of reading is a strength of the school and pupils progress well in this area of English. The school runs a book club where pupils can come and discuss what they are reading. As a result of good phonics teaching, pupils are confident readers with pupils reaching above national expectations by the end of Year 2.

The quality of teaching is good

- The quality of teaching and learning seen on the inspection was typically good or better. Over time, improvements in teaching have accelerated progress and raised the attainment so that pupils achieve well.
- Teachers try to provide clear guidance to pupils so that they understand what they are learning. Activities are well matched to the abilities of the pupils in English and mathematics but less so in other subject areas. The senior leaders are aware of this and are looking to develop this aspect during this year.
- Pupils can locate and understand their targets well. The marking and feedback they receive often provides helpful guidance on how to improve their work, particularly in literacy and numeracy. However, it is not as helpful or clear in other subject areas. In addition, pupils are not always given sufficient opportunities to make the improvements that have been highlighted in order to check each other's work so they can compare and learn from their peers. Other adults support and work with pupils of different abilities in class and in small group sessions. In some of the best sessions, teaching assistants actively taught their groups as the teacher led the main lesson and, as a result, the learning was well matched to the abilities of the pupils.

- Activities in the class promote active learning and engage the pupils well. In one class, pupils were given a challenge to calculate the area of a wall ready for painting that had the added complication of windows and display boards that had to be removed for the calculation. The school uses outside resources and materials to good effect. In the Reception class, chickens and baby rabbits were brought in to support the work based on a recent visit to a farm. Pupils were able to work in the 'greengrocers shop'. This was set up with fresh vegetables that the pupils could identify and buy using real money.
- In the Reception class, children took part in a phonics treasure hunt activity in which the pupils searched the outdoor area for pictures that included the sounds they had been working on. Pupils thoroughly enjoyed searching out the clues and demonstrated very good understanding of the sounds and how they could be represented by combinations of letters.

The behaviour and safety of pupils are outstanding

- Behaviour is excellent both around school and in lessons where pupils engage with the learning activities enthusiastically and with purpose. In lessons, pupils demonstrate excellent skills when working together on tasks and also show they can work on their own for extended periods of time without close adult supervision. Pupils and staff get on well together and pupils' attitudes to learning are exemplary.
- Pupils enjoy school and say they feel safe. Incidents of bullying and unkindness are rare and, if they do occur, pupils feel that the adults around them will help to sort out problems. Pupils are aware of the systems in place to manage behaviour consistently and this has raised standards.
- Pupils have a good understanding of specific safety issues, for example safe use of the internet or personal safety. The school supports this with the use of information and communication technology (ICT) materials and visitors to the school.
- School attendance is much improved and the school works hard with families from different communities to try to ensure that pupils attend as regularly as possible.
- Pupils take an active role within the school as peer mentors and playground buddies. Some pupils work as members of the learning council, which has a role in reviewing the quality of teaching and learning that takes place in classes and feeding this back to the teachers.
- Pupils are polite, self-disciplined and have high aspirations for the future. They are very proud of their school and say 'it is definitely the place to be'. They themselves are great ambassadors for the school. Parents and carers agree.

The leadership and management are good

- The current headteacher has led a successful drive to change the culture of the school and the outcomes for pupils. New policies have been brought in and, with them, more robust systems and procedures to monitor the progress of the pupils and the quality of the teaching. Expectations have been raised across the school.
- In a short space of time, the senior team have been the main drivers for improvement. The school is now disseminating these and, as a result, subject leaders and classroom teachers have been given increased responsibility and accountability for the outcomes of their pupils. Staff are increasingly confident in using and analysing information on pupils' progress so that support is more precisely matched to the needs of individual pupils in English and mathematics. The school is beginning to analyse how effective the allocation of resources is in securing better outcomes for pupils who are eligible for the pupil premium grant.
- Monitoring of classroom teaching is rigorous. Staff development is now closely matched to the school improvement plan and there is a strong linkage between performance management and

salary progression for staff.

- The local authority has worked closely with the school and has been supportive of the headteacher's efforts to bring about the improvements in the school. It has also utilised the expertise of the Early Years leader within the county.
- The classroom activities are good and offer exciting learning opportunities for all groups of learners. The work promotes high engagement by the pupils and, as a result, excellent behaviour. The school looks to widen pupils' experiences with visits to places of interest and by having visitors come to the school, such as the Viking warrior or the small animals which enchanted the children in the Reception class during the inspection. The school draws on the experiences from groups within its own community to celebrate differences and to challenge misconceptions. Working with the Traveller Advisory teacher, pupils explored houses and homes that were different from the traditional view. Such opportunities promote the pupils' spiritual, moral, social and cultural development.
- The school works closely with families to support their children's learning. The school's links with outside agencies are strong and ensure that support is sought when necessary to enable disabled pupils and those with special educational needs to remain in school. The school looks to ensure that all pupils have equality of opportunity and this ethos was remarked on by both parents and carers, and staff, when they described St Anne's as 'a small school with a big heart'.
- The issues and points to develop identified in the last inspection have been addressed and the school leaders' determination to further raise the quality of teaching and the achievement of pupils is clear. Although leadership and management are not yet outstanding, due to pupils' achievement not having been sustained over time, the school has good capacity to move forward and improve further.

■ **The governance of the school:**

- The governing body is much improved and now is able to hold the school to account for the progress of pupils. Through the training and support of the local authority and the headteacher, the governors are better informed to review and analyse achievement data. With this information, they now are able to offer challenge to the school and have asked the school for additional information regarding the progress of some groups of pupils. The governors are now raising questions about the progress of specific groups, for example those pupils in receipt of the pupil premium grant. They take an active role within the school visiting lessons to review the quality of teaching and have a good understanding of the school's performance management systems and links between teacher performance and salary progression. Governors attend the monthly parents' forum and take an active part in the 'Take 5' coffee mornings that encourage a sense of community and friendship amongst families. The governing body monitors closely the financial position of the school. Safeguarding arrangements and procedures are reviewed and meet statutory requirements.
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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	109217
Local authority	North Somerset
Inspection number	405226

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Ellie Frake
Headteacher	Helen Fenn
Date of previous school inspection	16–17 February 2011
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