

# St Anne's Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	108957
<b>Local Authority</b>	City of Bristol
<b>Inspection number</b>	377854
<b>Inspection dates</b>	28–29 September 2011
<b>Reporting inspector</b>	Michael Merchant

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laurence Rae
<b>Headteacher</b>	Gareth Jones
<b>Date of previous school inspection</b>	17–18 June 2009
<b>School address</b>	Lichfield Road St Anne's Park Bristol BS4 4BJ
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons or part lessons were observed, taught by eight different teachers. Meetings were held with pupils, members of the governing body, staff, the acting headteacher and an officer from the local authority. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including those for safeguarding pupils and the school development plan. In addition, questionnaires from 63 parents and carers, 69 pupils and 12 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of strategies to improve pupils' attainment.
- The accuracy of teachers' assessments and the use made of the resulting information to plan further steps in learning.
- How well the school supports those pupils with particularly low levels of prior attainment and those that arrive midway through the school year.
- The impact of actions taken by school leaders and managers to improve the quality of teaching and learning and drive school improvement.

## Information about the school

This school is smaller than most other primary schools. Most pupils live locally and the majority are from White British backgrounds. Just over a third of the pupils are from a range of minority ethnic backgrounds and the largest group are of other White backgrounds. The proportion of pupils who speak English as an additional language is average. The proportion of pupils who are known to be eligible for free school meals is above average. The percentage of pupils who have special educational needs and/or disabilities is above average and their needs relate mainly to moderate learning difficulties. A below-average proportion have a statement of special educational needs. The school has a breakfast club and an after-school club on the site. There is also a children's centre attached to the school that is not managed by the governing body and so is subject to a separate inspection. In 2009, the school gained Healthy School status. During the inspection the school was led and managed by the deputy headteacher while the headteacher was on paternity leave.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' low attainment in Key Stage 2.

Attainment by the end of Year 6 has been low and declining over recent years. Attainment in the current Year 6 is still low but changes to the curriculum and improvements to teaching and assessment mean that most pupils are now making satisfactory progress in their learning. More pupils are now working at expected levels for English and mathematics in most year groups. Pupils in Year 4, especially girls, have made particularly good progress over the course of last year because of carefully targeted and effective support programmes and small-group teaching in reading. However, not enough pupils are yet making the accelerated and secure progress needed to make up for the lost ground of recent years and raise attainment. Therefore, pupils' achievement is inadequate.

The headteacher, with strong support from the deputy headteacher, has tackled the school's weaknesses with energy and passion, although there has been insufficient time for actions introduced to overturn the legacy of underachievement. Teaching is satisfactory and there is still not enough good teaching to make up for lost ground. In lessons, activities are not always closely matched to the capabilities of different pupils. In some, too much time is spent listening to the teacher talking with limited opportunities for pupils to work with each other or on their own. The curriculum ensures that learning is meaningful but links between subjects have yet to be fully exploited to provide more opportunities for pupils to practise skills, such as extended pieces of writing. Pupils seldom use higher-level mathematical skills to solve problems.

Pupils and, when required, their families, receive good care, guidance and support from staff and this enables all pupils to feel safe, happy and valued as individuals. Pupils' great enjoyment of school is reflected in their rapidly improving attendance rate, which is now average. Parents and carers are very supportive, and even those who have some criticisms recognise that their children love coming to school. One pupil said, '...it is like one family here'.

The headteacher has ensured that all school leaders now have a thorough

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understanding of how the school is doing and what needs to be done to improve. As a result, self-evaluation is accurate and well founded. This, together with better teaching, improved pupils' progress and strongly increasing attendance rates, means the school has a satisfactory capacity to sustain improvement. However, the roles and responsibilities of middle managers have not been developed well enough for them to be accountable for pupils' attainment, progress and care in their respective areas of responsibility. The governing body supports the school well and plays a key role in promoting effective safeguarding of pupils and good links with parents and carers. It provides challenge in some areas of the school's work and engages with the school's development but not all governors are confident in their ability to set strategic direction and hold the leaders and managers to account.

**What does the school need to do to improve further?**

- Raise attainment so that most pupils reach the levels expected nationally for their age, or above, in English and mathematics, by:
  - giving pupils more opportunities to practise extended writing skills across a range of topics
  - developing pupils' higher-level problem-solving skills in mathematics
  - ensuring that swift and effective interventions are implemented to address underperformance.
  
- Improve the quality of teaching and learning so that it is consistently good or better in the overwhelming majority of lessons in all year groups by:
  - making sure that there is a sharper match between work set and the different abilities of pupils
  - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class.
  
- Increase the effectiveness of leaders and managers by:
  - ensuring that subject leaders are consistently accountable for pupils' attainment and progress in the areas for which they are responsible
  - supporting the members of the governing body to acquire the skills, expertise and confidence to enable them to play a robust and strong role in shaping the strategic direction of the school and so to better hold the school to account for its work.

**Outcomes for individuals and groups of pupils****4**

Children join the Nursery class with skills and abilities that are below and sometimes well below those expected of their age. In most of the other year groups, many pupils are working at broadly the levels expected for their age in reading and mathematics but are still below average in writing. Attainment in English is sometimes held back because some pupils have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the

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higher levels. This also limits their ability in mathematics to solve more challenging number problems expressed in words. Pupils’ low attainment in English and mathematics means that they are not well enough prepared for the next stages of their lives.

The quality of learning and pupils’ progress in lessons are satisfactory and in a small minority of lessons they are good or better. For instance, in an excellent Year 4 numeracy lesson, all groups of pupils made rapid progress in developing their number skills and really enjoyed working in pairs to complete the challenging task of helping a ‘nutty mathematics professor’ to solve a range of number problems. Pupils learnt at a rapid pace because of the teacher’s exceptionally high expectations of what she wanted them to learn and the fun-filled, challenging tasks she set for them. However, this is not always the case. The pace of learning in most lessons is not fast enough to make up for the lost ground of previous years and there are occasions when higher-attaining pupils are not consistently challenged. All groups are now making broadly satisfactory progress but there are some variations. Some differences remain in the rates of learning and attainment of boys and girls in lessons. A minority of boys have difficulty listening and lose concentration when they are not actively engaged in lessons. Consequently, boys still make slower progress than girls. Pupils with special educational needs and/or disabilities are supported well in many lessons by teaching assistants and effective use of their individual targets ensures that they make similar progress to their peers.

Pupils report that they feel safe and well cared for in school and have a high degree of trust in and respect for the staff who work with them. They have a good knowledge and understanding of what it means to lead a healthy lifestyle, reflecting the Healthy School status the school has attained. Behaviour in lessons is satisfactory although some instances of low-level, inappropriate behaviour were seen during the inspection when teaching failed to engage pupils’ interest. Absences are routinely and rigorously followed up. In the last year, these steps have brought a strong improvement in attendance, which is now broadly average.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	4
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Parents and carers agree that children are looked after well and appreciate the well-attended breakfast and after-school clubs. Child protection procedures are rigorous and effective. All pupils, especially those whose circumstances make them potentially vulnerable, receive good care. Induction programmes are good for those who arrive throughout the year and the school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education. Recent changes to the curriculum are beginning to make a strong contribution to pupils' learning. The school ensures that learning is meaningful and fun because it carefully and imaginatively plans themes with strong links between subjects. However, the school recognises that it has not done enough to ensure sufficient opportunities for pupils to develop their skills in writing at length across all themes.

Teaching, learning and assessment are satisfactory across the school and no inadequate teaching was seen during the inspection. However, the proportion of teaching that is good is not sufficiently widespread to enable pupils to make up for previous underachievement. In a minority of lessons, pupils benefit from particularly effective teaching from teachers who have high expectations for their achievement. In these lessons, pupils progress rapidly in their learning. However, in too many lessons, weaker aspects to the teaching are inhibiting pupils' progress from being good. Questions are not always used effectively to probe pupils' understanding and the most-able pupils sometimes mark time because the work is too easy. The pace of work in some parts of lessons is pedestrian and opportunities are missed to encourage pupils to explain their ideas fully and so improve their language skills. Teachers sometimes talk too much, which limits the time pupils are actively and independently learning, resulting in slower progress and less time for pupils to talk about what they have learnt.

Assessment procedures to check pupils' progress have improved. Consequently, teachers are more aware of the progress made by different groups of pupils, including those who need to make up lost ground. However, interventions to accelerate the progress of pupils who start to underperform are not yet always sufficiently timely.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
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Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher works tenaciously to improve pupils' educational opportunities and communicates high expectations persuasively to staff. With strong support from the effective deputy headteacher he has set a precise path for improvement based on accurate and constructive self-evaluation. This works successfully to involve staff in improving the school. Consequently, there is shared sense of direction and a feeling they are part of a successful team. Leaders are quick to recognise and praise the good work of staff and pupils and are alert to situations where more advice and guidance are needed. Teachers' aspirations for pupils' achievement have been raised and there is increasingly well-focused teamwork. Procedures for monitoring teaching and learning have improved and are now satisfactory. However, subject leaders do not fully exploit their roles in checking and improving teaching and learning or the quality of pupils' work.

The effectiveness of the governing body is satisfactory. It has ensured, for example, that safeguarding requirements are secure and that relevant policies and procedures are regularly scrutinised and consistently applied. Good practice in safeguarding pupils and child protection is evident in all areas of the school's work. For instance, checks on the suitability of adults to work with children are thorough.

The school forms good relationships with families, including those that may be harder to reach. At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils. Outcomes for all groups of pupils, given their different starting points, are broadly similar, indicating that the school's commitment to equal opportunities is translated into practice. Through monitoring, school leaders are aware of minor differences and are addressing these.

While there are good features in the school's existing work on promoting community cohesion, within the school itself for example, the school is aware that some elements have yet to be developed more fully. It rightly recognises the need, for instance, to forge links with other schools in more ethnically and socially diverse areas in England and enhance other aspects of this work across the curriculum.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and</b>	<b>3</b>
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<b>driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Effective liaison between the school and the children's centre ensures that children settle in to the Nursery classes quickly, are keen to learn, play together well and are well behaved. Staff provide well for children's welfare. In classes, children have access to a varied and stimulating range of activities which supports their personal development as well as other skills. The outside area offers much opportunity for learning and is organised well by adults to help develop children's climbing skills and encourages their physical development well. Opportunities are sometimes missed to develop children's mathematical skills in the outdoor area. The teachers and teaching assistants plan and organise many activities well but sometimes miss opportunities for further enrichment, such as for creative role play or writing. There is a good balance between child-initiated and adult-led activities. Phonics (the learning of letters and sounds) are taught daily. Adults generally support children well and their explanations are clear. All adults observe and carefully assess children's learning. However, this information is not always used rigorously enough to ensure that next steps in learning are sharply focused on children's differing needs. The children move into Year 1 with skills and abilities that are below average and this represents satisfactory progress in relation to their starting points.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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## Views of parents and carers

Forty per cent of parents and carers of pupils registered at the school responded to the Ofsted questionnaire. This is an above average return. The school clearly enjoys the confidence and support of the parents and carers who returned the questionnaires. A number of individual comments praised the high quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those new to the school. The few criticisms were followed up during the visit. For instance, while most parents and carers feel that unacceptable behaviour is effectively dealt with, a small minority expressed concerns. The inspection findings are that behaviour is satisfactory in and around the school. Although a very few pupils do occasionally present challenging behaviour, this is dealt with well. Any more serious incidents, which are few and far between, are fully documented and parents and carers are informed and consulted. A few instances of inappropriate behaviour were observed by inspectors when teaching failed to fully engage or motivate some pupils, especially boys. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne’s Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	54	28	44	0	0	1	2
The school keeps my child safe	38	60	25	40	0	0	0	0
The school informs me about my child’s progress	30	48	28	44	2	3	0	0
My child is making enough progress at this school	24	38	32	51	4	6	0	0
The teaching is good at this school	25	40	35	56	2	3	0	0
The school helps me to support my child’s learning	25	40	34	54	3	5	0	0
The school helps my child to have a healthy lifestyle	24	38	36	57	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	30	42	67	1	2	0	0
The school meets my child’s particular needs	21	33	37	59	4	6	0	0
The school deals effectively with unacceptable behaviour	21	33	36	57	4	6	0	0
The school takes account of my suggestions and concerns	18	29	37	59	2	3	0	0
The school is led and managed effectively	22	35	37	59	2	3	0	0
Overall, I am happy with my child’s experience at this school	28	44	33	52	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 September 2011

Dear Pupils

### **Inspection of St Anne's Park Primary School, Bristol BS4 4BJ**

Thank you for making us feel so welcome when we came to inspect your school. It was great to chat to you about the things you like best about school. We had the chance to talk to many of you and it was really pleasing to hear about how you feel safe and how much you enjoy school. Your behaviour is satisfactory and you mostly get on well with each other and help your classmates if needed. We would like to thank your parents and carers for filling in a form that gave us their views about the school.

We have given the school a notice to improve. This is because, while there are some positive things, the school is not doing a good enough job in helping you to achieve higher standards of work. We have asked the headteacher, teachers and governors to make some urgent improvements. Inspectors will visit the school again to check how well it is doing.

These are some of the things we have asked the school to do to make it better.

- Make sure that far more of you reach the expected levels in the tests you take at the end of Year 6 in English and mathematics by giving you more opportunities to write and solve problems.
- Ensure that the work planned for you in lessons is neither too easy nor too hard and gives you opportunities to find things out for yourselves.
- Help the school governors to play a bigger part in improving the school.
- Make sure the teachers that are responsible for subjects check on how well you are taught and how well you are doing.

Mr Jones, the staff and the governors want the school to continue to improve. You can all help too by making sure you work hard all the time and always do your best.

Thank you once again for being so helpful.

Yours sincerely

Michael Merchant  
Lead inspector

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