

St Anne's Park Primary School

Inspection report

Unique Reference Number	108957
Local Authority	Bristol, City of
Inspection number	324865
Inspection dates	17–18 June 2009
Reporting inspector	John Carnaghan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	164
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Lawrence Rae
Headteacher	Heather Forrest
Date of previous school inspection	2 October 2000
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lichfield Road St Annes Park Bristol BS4 4BJ
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Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

St Anne's Park Primary School is smaller than average. It has about double the national average of pupils eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is more than twice the average. The largest group of these pupils has behavioural, social and emotional difficulties. The school experiences a high turnover of pupils. It has fewer pupils than average whose first language is not English. The Early Years Foundation Stage comprises a Nursery and Foundation class. The school runs breakfast- and after-school clubs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St Anne's Park Primary School strives to make a difference in the lives of its pupils. Despite considerable barriers, it is largely successful, providing a satisfactory standard of education.

Children start the Nursery with skills and aptitudes that are well below expected levels for their age. Achievement in the Early Years Foundation Stage is satisfactory but even so, most children enter Year 1 with well below expected standards. By the time they leave Year 6, standards are below average, with English, in particular, writing, remaining a significant area for improvement. Pupils' achievement is satisfactory.

Whilst there is strong support from some parents, others have little to do with the school. Very few parents returned inspection questionnaires. Most responses were supportive. A concern of a minority is pupils' behaviour. One parent correctly summed up the situation, writing, 'I think the school itself works hard to encourage good behaviour, but other influences, family values for instance, make this almost impossible.' An enormous range of initiatives to develop parent partnerships is having some success. The school rigorously promotes attendance. Attendance is unsatisfactory and too many pupils are regularly late in arriving at school.

The school takes great pains to nurture pupils, providing a sanctuary for many. Pupils report their teachers are very important to them and appreciate the consistent care. Pupils' personal development is satisfactory. Their behaviour is satisfactory. It can be good or better where they are subject to their teachers' firmly benign influence, especially in classrooms.

Teaching is satisfactory. It is positive and lessons are often fun. Firm, alert classroom management means pupils rarely get a chance to stray and their learning is satisfactory. They are well supported by having the right level of challenge in their learning and by capable teaching assistants. Some pupils are reluctant to learn and many would benefit from marking that gave them greater guidance on how to improve. The curriculum is satisfactory. It offers full coverage of what is required and develops links between subjects to engage pupils' interest more. School clubs provide sociable opportunities for pupils at the start and end of the school day.

The headteacher is the engine that propels the school forwards. She has strong support from senior managers and the whole staff, who share her vision of a fully inclusive school. Governors are supportive and increasingly confident. The school has numerous links with outside agencies. However, the extensive nature of the needs that children present, means that the school requires further help to overcome these barriers. The school's plans for the future are clear and relevant. Its improvement since the previous inspection is satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children start school with very low levels of skills and abilities, especially in language and communication and personal and emotional skills. They leave the Reception class with improved skills, but below levels expected of typical five-year-olds, especially in writing. Achievement is satisfactory and teachers' good work encourages all children to be happy and settled in school. Arrangements to ensure children's welfare are effective.

Planning is well judged to meet the many learning needs of children. Staff assess and track progress with increasing accuracy. Children's additional needs are identified early and new

10-week booster programmes assist children with particular difficulties. There is evidence that progress is accelerating and leaders have identified the way forward to maintain this. Teaching is satisfactory and relationships very nurturing. However, on occasions, children are expected to sit passively for too long.

Leadership and management of the Early Years Foundation Stage are satisfactory. Thoughtful monitoring and analysis lead to improvements. Progress has been boosted by more opportunities for speaking and listening, for example by increasing interventions in children's role play. Planning shows that children are encouraged to initiate their own activities and to act independently. However, Nursery children have no easy access to outside areas and this restricts their opportunities to work independently out of doors. Home visits and other initiatives designed to develop a partnership with parents are beginning to work well.

What the school should do to improve further

- Ensure a sharp focus on improving pupils' achievement, especially in literacy.
- Improve pupils' attendance and punctuality.
- Expand the support the school gives pupils and parents to overcome barriers to education.

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

Pupils enter Year 1 with standards that are below those expected for their age. Their writing skills are particularly low and further improvement in writing is a continuing priority. Teachers promote speaking and listening opportunities and use these to develop pupils' writing skills. Pupils with specific difficulties are taught in small groups to assist with developing their skills. These recent initiatives are starting to bear fruit. The standards of pupils currently in Year 2 show improvements and are generally close to average, but below in writing.

Pupils' standards at the end of Key Stage 2 tend to fluctuate annually, dependent on the characteristics of each group and, particularly, on the proportion of pupils who entered the school during Year 5 and Year 6. This number was high for the current Year 6 and standards are below those of the 2008 group, which were broadly average. Despite teachers' efforts, standards in English continue to lag behind those in other subjects. However, there has been an upward trend in mathematics results in recent years. Given the current Year 6 pupils' generally low starting points, achievement is satisfactory. The school's strong emphasis on inclusion ensures that the achievement of all pupils, including those with behavioural, social and emotional difficulties, is satisfactory. Inadequate attendance significantly limits pupils' achievement.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are cheerful and friendly and speak openly about what is on their minds. They enjoy school and speak warmly of the caring, kind adults who help them. Behaviour in lessons is often good, especially where teaching is interesting. Pupils often try hard, have a go and show enthusiasm. Behaviour out of lessons is not always acceptable. Where there are incidents the school has lately taken a much tougher line. Exclusions briefly escalated this year but are now diminishing, although

some pupils are not as responsive as they might be to the school's efforts. Attendance has improved slightly but remains below average. A minority of families do not give the school their full support, either in getting their children to school every day, or in ensuring they arrive punctually.

Pupils know how to stay healthy and fit. They understand safety issues and report that they mainly feel safe in school, but some feel unkindly treated by others. Pupils enjoy doing extra jobs for teachers and support each other well in their learning. The school council provides good opportunities for pupils to express themselves and suggest improvements for their school. They are satisfactorily prepared for the next stage of their education, although some lack the skills and development that would enable them to be confident learners.

Quality of provision

Teaching and learning

Grade: 3

Teachers work very hard to ensure orderly classrooms and provide interesting experiences for pupils. However, many pupils are reluctant learners. Teachers and teaching assistants consistently propel pupils through lessons with an enthusiasm and commitment that many of their charges lack. Lessons are planned carefully to provide varied, stimulating activities and to offer the correct degree of support and challenge to all. Teachers use good subject knowledge to set learning objectives which are clear and this helps pupils know what is expected of them. Capable teaching assistants provide effective help for those who need extra assistance. As they grow older, pupils are afforded more and more opportunities to work in groups, pairs and alone, thus, they slowly develop a satisfactory degree of independence.

Teachers do not plan the closing sessions of lessons thoroughly enough. Too often, these are repetitive and brief, so teachers cannot run informal checks on what has been learned or signpost what is to be covered in the next lesson. Teachers mark pupils' work regularly. They write supportive, encouraging comments, but only occasionally give clear advice about how pupils' work could be improved.

Curriculum and other activities

Grade: 3

The curriculum focuses on literacy, numeracy and pupils' personal development. More links are now being made across subjects and opportunities to learn in practical, hands-on ways are planned. These successfully motivate pupils as they enjoy project work. The views of the pupils are beginning to be taken on board by teachers, as due consideration is given to their learning styles.

There is a satisfactory range of extra-curricular activities, for example in sport, which helps pupils to stay fit and active. Several enjoyable residential trips are run. The visit to Blaise Castle was spoken of with delight by the youngest children and stimulated good opportunities for play as knights on horseback. Provision for pupils with learning difficulties and/or disabilities is satisfactory and helping these pupils to progress at least as well as their peers. Provision for those with behavioural, social and emotional difficulties is very well managed and co-ordinated.

Care, guidance and support

Grade: 3

The team of adults working in the school maintains a consistent focus on supporting and nurturing every child and provides good pastoral support and personal guidance. The identification of pupils' needs is prompt and accurate and individual pupils are tracked and monitored carefully. An example of this is the way attendance is so thoroughly promoted.

- Those pupils who are in care do very well because the school demonstrates a secure understanding of their needs. Links with outside agencies are most effective and every week there is contact with many professionals, be it for help with supporting challenging behaviour, for vulnerable children and their families or for those newly arrived at the school. The learning mentor is a key figure to many pupils and parents and many children turn to him for extra support. Safeguarding checks are robust, including for many volunteers who support the school's work. Pupils are not consistently involved in the process of setting targets and many do not know what they must do for themselves to move on in their learning. They are not given enough opportunities to assess their own and each other's work.

Leadership and management

Grade: 3

The headteacher has an honest view of the school's strengths and areas for development. Her vision for the school as an inclusive community serving both pupils and parents is shared by all staff and informs much of what the school does. Self-evaluation is satisfactory. It feeds into a school development plan that identifies the most important priorities for the school and, although lacking some detail, provides a satisfactory template for the future. The school's capacity for improvement is satisfactory. Senior managers ensure that the school runs smoothly. They enabled the school to function effectively during the headteacher's long absence earlier in the year. During this period, some leadership initiatives faltered and priorities in the development plan were not systematically addressed. Things are now back on course. This pattern means that improvement since the previous inspection is satisfactory. The school tries very hard to engage parents more closely with their children's education. For example, it runs regular and increasingly popular PEEPS (peers early education partnership) sessions for parents of Early Years Foundation Stage children. A number of outside agencies provide valuable extra support for the school. More outside expertise would help to overcome the numerous social and other problems that pupils face. Governors support the school strongly and are developing their own skills. Individual governor's 'attachment' to year groups enables them to monitor provision, although this is irregular. Governors challenge the school, but have not been closely involved with setting and meeting priorities in the school development plan. The school works hard to promote community cohesion locally and its links with a Ugandan school are commendable and enliven pupils' experiences. However, it is at an early stage of developing a clear policy to promote this area.

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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?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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 learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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 eliminated	3
How well does the school contribute to community cohesion?	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**

19 June 2009

Dear Pupils

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

It was good to meet you during the inspection. Your school provides a satisfactory education. Your achievement is satisfactory and the school works hard to develop your abilities. Pupils' standards by the time you leave school are below average and writing skills especially need to improve.

Your teachers and adults work hard to care for you and to provide a nice place for you to learn and grow. You told us that teachers care for you well and the inspectors agree! But we think they could give you better advice about how to improve your work. Your personal development is satisfactory but some of you have poor behaviour and your low attendance spoils the picture.

Lessons are fun and teaching and learning are satisfactory. Teachers try hard to get everyone involved in lessons, even when some pupils do not want to. The mix of subjects you cover is satisfactory and there are popular after-school clubs, especially in sport.

The headteacher and staff lead and manage the school satisfactorily. They really believe every pupil matters and strive to help everyone. They get help from outside experts, but could do with more.

I have asked the school to improve in three important areas.

- Improve the standards you reach, especially in writing.
- Make sure your attendance and punctuality improve. You should help with this by only staying away if you are unwell and always getting to school in good time.
- Get more outside assistance so the school can give even more help to those pupils who find school difficult to cope with.

Once again, thank you for your assistance. Best wishes for the future.

Yours faithfully

John Carnaghan

Lead inspector