

St Anne's Church of England Primary School, Edgeside

Ashworth Road, Waterfoot, Rossendale, Lancashire BB4 9JE

Inspection dates

1–2 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have a clear vision and high expectations. Their drive for improvement is shared by a committed staff and governing body. Consequently, the quality of teaching has rapidly improved since the last inspection.
- The headteacher provides good leadership. She shows a keen determination to provide the best possible education for all pupils who attend the school.
- Staff are committed to bringing about further improvements and morale is high. There is a strong sense of teamwork across the school.
- Governors have an in-depth knowledge of the school because of their rigorous questioning of senior leaders.
- Across the school, almost all pupils are making good progress and achieving well. However, there are times when teaching does not challenge the least able groups of pupils.
- Teachers' good subject knowledge allows them to make effective links between curriculum subjects to make learning interesting.
- Behaviour is good. Pupils are polite and welcoming and love coming to school. They show great respect for each other. They are eager to explain their learning and share their ideas. However, they do not always take pride in presenting their work, especially in key stage 1.
- The overwhelming majority of parents and carers are very positive about all aspects of the school's work. Parents typically comment that they would not want their children to attend any other school because 'it's simply fantastic'. Staff are described as 'caring, dedicated and hardworking'.
- The varied and diverse curriculum offers pupils many exciting opportunities to learn. Pupils' spiritual, moral, social and cultural development is strong.
- Children in the early years get a good start to their education. They make good progress from their starting points and are well prepared for the key stage 1 curriculum.
- Attendance has improved for most pupils. However, a small group of pupils are regularly absent from school, particularly those who are disadvantaged.

Full report

What does the school need to do to improve further?

- Improve the leadership and management of the school by refining the school's tracking system so that it enables leaders to analyse and monitor effectively the progress of the least able groups of pupils across the school.
- Improve the quality of teaching, learning and assessment by:
 - ensuring that work fully challenges the least able pupils by accurately matching their needs
 - establishing in all classes the same high standards of presentation and pupils' pride in their work as seen in some areas of the school.
- Improve pupils' personal development, behaviour and welfare by reducing the proportion of pupils, particularly those who are disadvantaged, who are regularly absent from school.

Inspection judgements

Effectiveness of leadership and management

Good

- Pupils, parents, teachers, senior leaders and governors talk with great enthusiasm about how this school has improved since the last inspection. One governor shared, 'We are on our way to being awesome.'
- The headteacher provides strong, sharply focused leadership. She is supported well by senior leaders, a strong staff team and an invigorated governing body.
- Leaders and governors have maintained a secure focus on improving the school's performance. Because of their firm leadership, the quality of teaching has improved and, across the school, almost all pupils now make good progress.
- Leaders have clear, ambitious aspirations for the school and these are shared and understood fully by the whole community. Staff have high expectations of their pupils and of themselves and they feel nurtured and supported by the leadership team. This contributes to the friendly and highly caring ethos across the school.
- Leaders and governors work together to ensure that they have a clear understanding of their school and the main issues they need to address to improve the school further. School improvement planning is clear and effective. Detailed plans include appropriate priorities based on leaders' accurate evaluations and the contributions of staff, governors and pupils. Regular evaluations of progress drive continued improvement in the school at a strong pace.
- Senior leaders carry out regular monitoring of the quality of teaching and the standard of work in pupils' books. These processes have had a substantial, positive impact on standards across the school. Monitoring has helped teachers to improve the quality of teaching and to know how well pupils are progressing.
- Senior leaders have introduced more effective systems to track pupils' progress across the school. Teachers discuss pupils' progress at termly review meetings. As a result, teachers now respond more swiftly to address pupils' underachievement. Nonetheless, the tracking system does not fully analyse and monitor the progress of the least able group of pupils.
- Performance management arrangements are rigorous and robust. They are highly focused and outcomes are scrutinised closely by the senior leaders and governors. Teachers report that feedback from senior leaders, especially through performance management, improves their practice and teaching overall.
- Middle leaders are relatively new to their posts. They have quickly gained a clear overview of their areas of responsibility. This has enabled them to take effective actions to improve the quality of teaching and learning.
- Leaders and governors track the impact of the use of pupil premium funding rigorously to improve provision and outcomes for disadvantaged pupils. They have a clear understanding of which of their targeted interventions have the greatest impact on learning. They are also quick to change and modify less-effective interventions. As a result, disadvantaged pupils make good progress.

- The special educational needs coordinator has a clear understanding of those pupils who require extra support. Interventions are put in place and reviewed on a regular basis. Consequently, individual pupils make good progress. The funding for pupils who have special educational needs (SEN) and/or disabilities is spent wisely.
- Leaders ensure that all pupils experience a broad, exciting curriculum. As a result, pupils are inspired to know more about the world around them. The development of pupils' skills and understanding in reading, writing and mathematics is supported well across other subject areas.
- Pupils have excellent enrichment experiences that contribute both to their spiritual, moral, social and cultural development and to their understanding of fundamental British values. The school offers many opportunities, such as learning to play an instrument, performing in the school choir or joining a range of extra-curricular clubs. Pupils talk enthusiastically about engaging with their local community and beyond. They recounted with pride their recent visit to parliament and how they impressed the whole community with a recent performance at the local theatre.
- The overwhelming majority of parents are supportive of the work of the school. All parents would recommend the school to another parent. They believe that the school is well led and managed. Parents fully recognise and appreciate that there have been 'lots of improvements' since the last inspection. Parents shared views such as 'The school is now simply fantastic' and 'I can't speak more highly of the headteacher and staff.'

Governance of the school

- Governors are enthusiastic and passionate about the school. They are clear that they share 'the driving seat' in helping steer the school towards its 'awesome' future. Their clarity of vision helps motivate the whole school community and ensure that actions to improve the school are tightly focused.
- Since the previous inspection, governors have undertaken a review of how the governing body works and have implemented an action plan to address areas for improvement. The governing body was reorganised and new governors were recruited, based on the skills they could offer.
- Governors work alongside other leaders to gain first-hand knowledge of how the school runs on a day-to-day basis. They receive high-quality information from school leaders, which they use to inform their work. They are not afraid to ask challenging questions or take decisive actions when they have concerns.
- Governors have a clear understanding of the school's strengths and weaknesses so they know the issues to be tackled.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding procedures and policies help to ensure that information about a wide range of pupil welfare matters is recorded carefully by staff, reviewed thoroughly and

acted on by senior leaders. Information is shared promptly with outside agencies whenever necessary. The support offered by the school for pupils who have a multi-agency plan makes a very positive difference to the lives of these pupils and their families.

- Leaders ensure that staff have regular updates about current safeguarding issues and child protection. Leaders share good practice and learning from a range of local and national organisations. As a result, staff are robust in their actions to ensure that pupils are safe.
- Leaders carry out rigorous checks to ensure the suitability of adults working on-site. Governors support this work by checking leaders' actions and ensuring that their own knowledge is up to date by accessing relevant training.
- All parents who responded to Ofsted's online questionnaire or in writing felt that their children were safe and they praised the quality of care provided by the school.

Quality of teaching, learning and assessment

Good

- Leaders and staff have created a happy, purposeful environment which helps pupils to become independent and confident learners. Staff have built positive relationships that enable pupils to develop self-esteem. As a result, pupils have eager and positive attitudes towards their learning and enjoy their lessons.
- Pupils are encouraged to discuss their learning and work collaboratively in many lessons. Where teaching is having the most positive impact, teachers display good subject knowledge, and this enables them to question, probe and develop pupils' knowledge and understanding.
- Teachers' high expectations have raised pupils' aspirations and achievement. Teachers' use of cross-curricular links enables them to make learning interesting, while also ensuring that pupils develop their understanding. For example, in one writing class in key stage 2, the teacher used the subject of deforestation and its impact on the environment to inspire pupils and develop their understanding of persuasion.
- Leaders and teachers have developed an appropriate assessment system to help guide their work. This underpins learning across the school and helps to ensure that most pupils have work set at appropriately challenging levels. Leaders routinely use the information to target pupils and provide support where it is needed. However, at times, the least able pupils are given work that does not challenge them sufficiently.
- The teaching of reading has improved greatly. Reading is now a strength of the school. The teaching of phonics is carefully developed in the early years and key stage 1 and, as a result, most pupils get off to a good start with their reading. Pupils read fluently and widely. They talked readily about the books they enjoy and offered their opinions about different authors. Many pupils have developed a passion for reading and parents said that their children now read for enjoyment at home.
- Pupils write well because teachers are now skilled at demonstrating and explaining different styles of writing. Pupils deepen their knowledge and understanding over time because concepts are developed systematically and build upon what they have learned previously. Pupils write at length and for a wide variety of purposes. Teachers

encourage pupils to use ambitious vocabulary to make their writing interesting. Teachers develop pupils' writing skills in a range of styles by threading writing tasks through the themed topics.

- Teachers promote skills in mathematics systematically across the school. They build learning by teaching concepts discretely and then providing opportunities for pupils to use and apply their skills in different contexts. Pupils' learning is developed by placing a strong emphasis on mental calculation which supports their thinking before moving them on to more abstract number work. For example, in Year 5, pupils were observed solving division problems and thinking carefully about the most efficient strategy to use. Inspectors also observed pupils developing their mental calculation skills when finding the perimeters of shapes.
- By the time pupils enter key stage 1, they are enthusiastic learners, willing to share and show their learning. However, expectations of presentation are not consistent, and pupils are not taught to take pride in their work. Teachers do not insist strongly enough that pupils' handwriting and the presentation of their work are neat and well organised.
- Teaching has improved significantly since the last inspection, so that it is now typically good. Teachers and leaders spoke of the positive learning culture that is now evident across the school. Teachers are encouraged to undertake a wide variety of training, and there are increasing opportunities to share good practice.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and enjoy coming because they say teachers and teaching assistants help them to understand their learning in lessons. Parents share this viewpoint and are overwhelmingly supportive.
- Pupils and parents speak fondly of the nurturing relationships that exist throughout the school. Parents typically commented, 'The school provides a caring and supportive environment', 'Children are calm and happy', 'The atmosphere within the school is kind and caring' and 'Every teacher leaves a lasting impression on each child.'
- Pupils are courteous and positive and have pride in their school. Relationships and friendships are key themes throughout a pupil's life in the school.
- Pupils are taught how to be safe and said that they feel safe. Pupils spoke about the work they have done on safety, such as in their anti-bullying, e-safety and fire safety lessons. Health and safety are promoted throughout the curriculum.
- Pupils are confident that any incidents of bullying and racism are dealt with promptly by staff. Pupils say incidents of bullying are rare but, if issues do arise, they trust the staff to sort them out quickly. Pupils are happy to talk to staff about their concerns. Pupils show a good understanding of the different types of bullying and spoke confidently about how they were aware that everyone is different: 'We all like to do different things.'

Behaviour

- The behaviour of pupils is good.
- Leaders have high expectations of pupils' behaviour that are robustly and consistently implemented across the school. Pupils are kind, considerate and courteous to one another and work alongside each other to share ideas and check the quality of their work. They routinely held doors open for inspectors and asked us how we were enjoying our time at their school. They were keen to discuss their school with us and talked with great pride about all aspects of school life.
- Staff have highly effective relationships with all pupils. These relationships have created a culture of openness in which pupils can learn safely and are not afraid to 'have a go'.
- Playtimes are usually friendly occasions when pupils play happily together. Pupils were able to talk about their friendship groups and the games they enjoy. When arguments do happen, pupils know which adults to approach to help them resolve their differences.
- Leaders have worked hard to improve pupils' attendance and most pupils now attend school regularly. Pupils' attendance is broadly in line with the national average this academic year. The proportion of pupils who are persistently absent from school is falling. However, leaders are aware that a small group of pupils, particularly those who are disadvantaged, do not attend school regularly. Leaders have a suitable plan of action to tackle this issue.

Outcomes for pupils

Good

- Outcomes for pupils have improved since the last inspection and work in pupils' books shows this improvement is being sustained and enhanced as pupils move through the school.
- Most children begin at the school with skills that are below those typical for their age. In the last three years, the proportion of children achieving a good level of development by the end of the Reception Year has been above the national average. Children leave the early years foundation stage with a good start to their education.
- For the last three years, the proportions of pupils passing the national phonics screening check in Year 1 have steadily increased to above the national average.
- Attainment data in 2017 shows that pupils in key stage 1 attain broadly in line with national averages for reading, writing and mathematics at the expected standard and the higher levels. Teachers now build carefully on the knowledge, understanding and skills pupils gain in the early years.
- Published achievement data at key stage 2 shows an improving picture. The proportions of pupils reaching the expected and higher standards are increasing towards the national average. In 2017, by the end of key stage 2, most pupils, including disadvantaged pupils, made good progress from their starting points in reading, writing and mathematics. Particularly noteworthy was the progress pupils,

including those who are disadvantaged, made in reading, which was in the top 10% nationally.

- The school's own information and work in pupils' books show that current pupils are making good progress and are attaining well in reading, writing and mathematics. As a result of a legacy of weaker teaching from previous years, pupils in some year groups are still catching up. Leaders have identified this and have responded by placing their strongest teachers to support these groups. Progress in these year groups had slowed but recent assessments show accelerated improvements in all subjects.
- Through effective tracking, targeted teaching and careful planning of next steps, the school ensures that disadvantaged pupils and those who have SEN and/or disabilities make good progress over time and achieve well.
- Outcomes for the least able pupils are strengthening. However, inspectors' scrutiny of school information and of pupils' books showed that work set for these pupils varies in the level of challenge. Pupils are given too few opportunities to apply their learning and leaders do not have a consistent understanding of their progress.

Early years provision

Good

- Leadership of the early years is good. The early years leader is highly skilled and knowledgeable in her role. She has an accurate overview of the strengths and weaknesses in the development of the children's skills. She plans their learning effectively to enable them to make good progress.
- Children in the early years make a good start at the school. They enter the Nursery class with standards below those typical for their age. Children make good progress and achieve well in relation to their starting points. Interventions are targeted carefully and, as a result, children make good progress.
- The quality of teaching in the early years is good and improving. This is because of effective monitoring and support from leaders, and the careful evaluation of information to identify where improvements are necessary. Leaders ensure that assessments are accurate by regularly checking them with other providers and external quality assurance professionals.
- Children are polite and confident, and eager to talk to adults and each other. They work and play happily together and help one another with their learning. Children take turns and listen carefully to the adults and their classmates. Children are curious and readily choose from the range of activities on offer that interest them.
- Teachers are enthusiastic and engaging. They share warm relationships with the children and are attentive to their needs.
- Children behave well and listen to their teachers. They settle into school routines quickly and grow in confidence, learning to do things for themselves, such as collecting the resources they need. They usually persevere with the activities they have chosen.
- Staff have established positive relationships with parents, helping to promote security and consistency in the children's lives. Parents are kept well informed about their children's progress and are encouraged to contribute to their learning. Advice and

support are also given to parents to help them in developing their children's learning at home.

- Children are kept safe because well-trained and vigilant staff implement the school's safeguarding policies with rigour and act quickly and appropriately to deal with any concerns.
- Leaders ensure that welfare requirements are met.

School details

Unique reference number	119454
Local authority	Lancashire
Inspection number	10046505

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Mrs K Slaughter
Headteacher	Miss C Hartley
Telephone number	01706 214 081
Website	www.st-anne-edgeside.lancs.sch.uk
Email address	head@st-anne-edgeside.lancs.sch.uk
Date of previous inspection	17–18 May 2016

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- The majority of pupils are of White British heritage.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below the national average.
- The school manages breakfast and after-school clubs.
- Since the last inspection, a new chair of governors has been appointed.

- In 2017, the school met the government's current floor standards, which are the minimum expectation for pupils' attainment and progress by the end of key stage 2 in reading, writing and mathematics.

Information about this inspection

- Inspectors observed teaching and learning in a wide range of lessons, covering all classes in the school. The headteacher accompanied the lead inspector on some observations.
- Meetings were held with the headteacher, assistant headteachers and other leaders from across the school.
- The lead inspector also met the chair of the governing body and other governors.
- The lead inspector spoke to the school improvement partners for the school.
- Inspectors talked to a group of pupils on the first day of the inspection. The inspection team also talked to pupils about their learning in lessons and at breaktime.
- Inspectors observed the breakfast club.
- Inspectors talked to parents as they dropped their children off at school. Pupils' behaviour was observed during lessons, lunchtimes and playtimes.
- Inspectors examined extensively the quality of work in a wide range of pupils' books. They discussed pupils' work and their learning with them in lessons.
- Inspectors looked at the school's work and considered documents, including the school's self-evaluation, the school improvement plan, curriculum plans and information relating to pupils' achievement and safeguarding.
- Inspectors took into account 31 responses to Ofsted's online survey, Parent View, and 23 free-text responses from parents.

Inspection team

James Blackwell, lead inspector	Ofsted Inspector
Sally Aspinwall	Ofsted Inspector

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