

# St Annes (Stanley) Junior Mixed and Infant School

## Inspection report

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<b>Unique Reference Number</b>	104622
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	324079
<b>Inspection dates</b>	20–21 May 2009
<b>Reporting inspector</b>	Kathleen McArthur

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	365
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Pat Winrow
<b>Headteacher</b>	Mr Paul Bolger
<b>Date of previous school inspection</b>	25 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Prescot Road Old Swan Liverpool Merseyside L13 3BT

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<b>Age group</b>	3–11
<b>Inspection dates</b>	20–21 May 2009
<b>Inspection number</b>	324079

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This large primary school serves a socially and economically disadvantaged area. The proportion of pupils entitled to free school meals is more than twice the national average. Most pupils are White British, a small number are from minority ethnic origin, mainly Chinese, and a few speak English as their second language. The proportion of pupils with learning difficulties and/or disabilities is similar to that found nationally. The Early Years Foundation Stage provides a part-time Nursery class and two Reception classes.

There is an out-of-school club on site which is run by a private provider and is subject to a separate inspection and report.

The school holds the Activemark, Healthy Schools and Basic Skills awards and an Outstanding Provider Certificate award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school is an oasis of calm, in which pupils learn and play happily and harmoniously together. It provides education and care of the highest quality that is appreciated and valued by pupils and their parents and carers. The inspectors agree with the school's evaluation of its effectiveness. Team work is at the heart of this school. Outstanding leadership by the headteacher has created a strong team of staff and governors with a single aim; to improve every aspect of the school to benefit pupils and the community it serves. Parents and carers are overwhelmingly supportive, describing the school as 'fantastic', and 'great', with a welcoming, family atmosphere and many commented that they are very pleased with their child's progress.

Achievement is outstanding. From low starting points when they enter school, especially in language and personal skills, pupils make big gains in their learning and personal development. Their limited speaking skills often diminish the quality of pupils' writing as they move through the school. They get off to a flying start in the Early Years Foundation Stage and make excellent progress as they move through the school. Outstanding teaching provides stimulating lessons that really capture pupils' interests. Consequently, they work hard, become enthusiastic learners and reach above average standards by the time they leave Year 6.

Pupils feel happy, safe and confident, really enjoy school, and agreed with one who said, 'Our school is actually perfect'. Outstanding provision for pupils' personal development and well-being enables them to become increasingly mature and responsible. Excellent relationships fully support learning. Pupils know how to care for their health, eagerly contribute as play leaders or councillors. Their efforts are valued, rewarded and appreciated by the whole school community. Behaviour is excellent and pupils move around the building and use the stairs sensibly, with very good regard for their own and others' safety. Pupils develop team-building skills and very good attitudes to learning which prepare them well for their future.

The outstanding curriculum is very rich, meets the needs of all pupils most effectively and contributes to their enjoyment of learning and personal development. Pupils are extremely well cared for, guided and supported so that they feel secure and make excellent progress. Their academic performance is extremely well monitored and pupils have a sense of ownership of and take responsibility for, their own learning.

Not content to rest on previous successes, the dedicated and committed headteacher continues to inspire all who work in the school. There has been excellent improvement since the last inspection. Standards have risen. Improvements to the building provide pupils with a spacious, attractive learning environment. The strong leadership team gives the school an outstanding capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Excellent provision results in outstanding achievement. Staff know the children and their families very well. Children happily leave their parents or carers, eager to try all the exciting practical, investigational activities that grab their imagination. They flourish in the warm, welcoming atmosphere and make excellent progress. First-rate welfare arrangements, which fully meet requirements, enable children feel very safe and secure. They become increasingly confident and independent as they move through the Nursery and Reception classes and show concern

for others and play safely. They have a growing understanding of how to care for their health. For example, Nursery children talk enthusiastically about how fruit and vegetables are good for them. Exemplary leadership is based on very good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Children experience a well balanced blend of adult-led learning activities and of opportunities for them to explore and follow their own interests. For instance, they were particularly enthralled to watch their baby chicks grow. Wet weather clothing enables children to learn and play outside every day, riding bikes and building dens. Excellent teaching, using very careful assessments and rigorous tracking, ensures that children are constantly supported and challenged. By the end of Reception, the vast majority are working close to the levels expected nationally for their age, in most areas of their learning. However, their speaking, listening and writing skills are relatively weaker.

### **What the school should do to improve further**

- Improve younger pupils' speaking and listening skills to enhance the quality of their writing.

## **Achievement and standards**

### **Grade: 1**

Pupils make excellent progress as they move through the school. Those learning to speak English as an additional language and those with learning difficulties and/or disabilities, receive skilled support and carefully adapted learning activities to enable them to progress at the same rate as their classmates. Over time, pupils in Key Stage 1 have consistently matched the national average in reading, writing and mathematics. However, their limited oral skills and a narrow vocabulary, hinder many pupils' ability to organise thoughts and ideas for writing. In 2008, a big drive to improve writing proved effective and standards rose to just above the national average. However, few pupils reached the higher Level 3 in mathematics. As a result, this is now a major focus, with additional input in school supported by games and challenges for pupils to do at home.

Standards have gradually risen at Key Stage 2. In 2008, Year 6 pupils made particularly good progress and exceeded their targets. They attained above average standards in English and mathematics, and exceeded national averages at the higher Level 5 in all subjects. Pupils currently in Year 6 are on course to meet targets that are lower than for previous cohorts. This year group has experienced unusually high mobility; 39% of pupils joined the school after the start of their education.

## **Personal development and well-being**

### **Grade: 1**

Pupils clearly enjoy school and say 'Everyone is friendly and helpful'. They are enthusiastic learners who behave exceptionally well because they receive consistent praise and rewards. They help to establish school rules and think they are fair. Healthy lifestyles are promoted successfully through the 'Healthy Schools' programme and pupils are keen to improve their physical skills and organise sporting activities, for example, a hockey tournament. They know how to stay safe and have opportunities for cycling proficiency training. They are keenly aware of the risks associated with living in a busy city area. Most pupils attend well, but mobility is high and a small percentage of families do not appreciate the importance of regular attendance. The school does all it can to support these families with increasing success. Pupils' personal and enterprise skills, and the many opportunities for them to take responsibility, prepare them very well for their future. For example, older pupils design, make and sell 'Snappy Cards'. Pupils'

spiritual, moral, social and cultural development is outstanding. They clearly know right from wrong and care for each other well. For example, older pupils act as play leaders with the younger ones. The vast majority of pupils are at all times polite and helpful and show respect for other faiths.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Examples of outstanding teaching and excellent progress in lessons are evident throughout the school. Staff have high expectations and use their excellent subject knowledge to set very well planned tasks that meet the learning needs of all pupils. Teachers make clear the purpose of lessons, use questions very effectively and maintain a brisk pace. This results in a definite 'buzz' as pupils tackle their tasks. For example, in a Year 6 science investigation well planned activities challenged and fully involved pupils of all abilities. Consequently, a sense of enjoyment was very evident and pupils made excellent progress. Pupils gain increasing responsibility for learning through assessing their own and other pupils' work. Able classroom assistants play an integral part in promoting pupils' excellent achievement through their very skilful teaching of very well tailored programmes to pupils with specific needs. Teachers make good use of resources and promote lively discussion. Excellent behaviour and strong relationships are major factors in pupils' outstanding progress.

### **Curriculum and other activities**

#### **Grade: 1**

A parental comment that the school 'consistently provides effective and enjoyable learning activities' is reflected in the strong emphasis on learning through practical first-hand experiences and through opportunities to link subjects creatively. Displays, including very high quality art work, make corridors and classrooms bright and vibrant and give pupils a real sense of pride in their efforts. The carefully structured programme of personal, social and health education helps pupils develop a very good understanding of how to keep safe, fit and healthy, and enables them to consider their feelings and emotions. The extensive range of enrichment opportunities include a wide variety of popular after-school activities, for example, the Spanish and French Club in Years 3 and 4. Many visitors and visits enhance the curriculum and pupils' social skills most effectively. For example, learning about Tudor life at Smithills Hall and residential trips promote pupils' personal and cultural development significantly. The school makes full use of Liverpool's cultural opportunities and parish links with the Cathedral. Events such as the 'Mothers Day' sale, during which pupils help organise the buying and selling of products, prepare them very well for their future economic well-being.

### **Care, guidance and support**

#### **Grade: 1**

Highly committed staff successfully ensure that pupils enjoy their education in a safe, secure environment. Safeguarding arrangements meet all current requirements. Pupils trust staff and know who to turn to if they need help. Parents and carers are encouraged to be partners in their child's education and say they feel very welcome in the school. Links with parents, outside agencies and local schools are used especially well to promote pupils' well-being. The school successfully provides extended services to pupils and their families through well attended

before and after-school clubs and booster classes for mathematics and English. Excellent assessment systems ensure that teachers know exactly what their pupils can do, are able to spot any underachievement and can then plan tasks that challenge each pupil according to their individual needs. Pupils say that they are regularly informed about their personal and academic targets and what they must do to improve even further. Clear procedures ensure that pupils with learning difficulties and/or disabilities and those learning to speak English as an additional language, are identified as soon as possible. There is excellent provision for these pupils. Very effective transition arrangements enable pupils to move between key stages and on to secondary school happily and confidently.

## **Leadership and management**

### **Grade: 1**

Leaders' and managers' rigorous monitoring and evaluation of provision, based on detailed and accurate analysis against challenging targets, have resulted in excellent rates of progress and improved standards in Key Stage 2. Very clearly delegated lines of responsibility and well focused professional development of staff have made a positive impact on accelerating pupils' progress. The promotion of community cohesion is exemplary; the school is a very happy, harmonious community within which diversity is celebrated and all learners have equal access to everything the school offers. The needs of pupils, parents and the community have been rigorously evaluated and the school meets these needs very effectively, for example, a weekly drop-in session linked to the local Sure Start centre. Governance is excellent. Governors have a wealth of experience, are actively involved and use their good knowledge to challenge and hold the school to account. Shrewd budget management supports ambitious plans, while ensuring the school is very well resourced, safe and provides excellent value for money.



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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Inspection of St Annes (Stanley) Junior Mixed and Infant School, Liverpool, L13 3BT

The inspectors have asked me to write and thank you for welcoming us when we inspected your school. We really enjoyed meeting you all because everyone was so friendly, polite and helpful which really helped us complete our work. Your smiling faces and excellent behaviour really impressed us, as did the way you worked hard in lessons and looked after each other so well.

You are given an outstanding education. Here are some of the most important things that make your school excellent.

- The leaders, staff and governors run the school extremely well.
- Children have a super start to their education in Nursery and Reception.
- The progress you make in your learning is excellent.
- You develop into very caring young people and know how to look after yourselves.
- Your teachers make your lessons very interesting and help you to get on really well with your work.
- You are extremely well cared for.

No wonder you all said you are so happy and proud of your school. Your parents told us they are very pleased with the school, too. The staff are always looking for ways to make St Annes even better for you. To help with this I have asked them to make sure that your speaking and listening skills are better so that you can improve your writing. I am sure that you will try to help them as much as you can.