

# St Anne's Fulshaw C of E Primary School

Nursery Lane, Wilmslow, Cheshire SK9 5JQ

## Inspection dates

6–7 December 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The strong leadership of the school has sustained the good quality of education since the last inspection.
- Governors provide very strong support and challenge to school leaders. This helps to ensure that the school continues to improve.
- The school provides a nurturing, highly inclusive environment where all pupils feel valued and make excellent strides in their personal development.
- Pupils' behaviour is exemplary. Their highly positive attitudes to learning make a significant contribution to their good progress.
- The curriculum is a strength of the school. Pupils experience a broad range of interesting activities and extra-curricular experiences which promote much effective learning.
- Pupils make good progress over the course of their time at the school from their starting points.
- Teaching is effective. Teachers know pupils' skills and capabilities well and use this knowledge to plan activities which ensure that pupils make good progress in their learning. On occasion, learning is not matched closely enough to pupils' needs.
- Leaders closely monitor the progress that pupils make. They plan to refine systems to monitor pupils' progress to ensure that they provide a more comprehensive overview of pupils' progress across different subjects.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress due to effective additional support.
- Teaching ensures that the most able pupils are challenged to achieve well.
- Children make good progress in the early years and are well prepared for the transfer to Year 1.
- Parents are overwhelmingly supportive of the school. A typical comment was praise for the school, which 'recognises children's strengths, nurtures them and gives them opportunities to seek wide and varied experiences'.

## Full report

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

- Further accelerate progress by ensuring that expectations of pupils and planning of activities more closely match pupils' needs and abilities.
- Implement plans to refine leaders' monitoring of progress to ensure that leaders and governors have a more comprehensive overview of progress across subjects with which to inform future planning.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher provides strong and committed leadership. The headteacher, deputy, subject leaders and governing body comprise an effective leadership team. Together they have ensured that the school has sustained the good quality of education since the last inspection. Improvements to subject leadership and recent improvements to the teaching of writing and mathematics have ensured that pupils continue to make good progress at St Anne's Fulshaw.
- Leaders have ensured that the school provides a nurturing, encouraging environment in which pupils thrive. They place a high priority on making sure that pupils develop as confident and responsible individuals who are well prepared for the next stage of their learning. This ethos is fully shared by staff and leaders alike.
- The quality of teaching is closely monitored to ensure that the good quality is sustained and that staff skills are developed. For example, following the weaker results in mathematics in 2016, leaders acted promptly to make sure that all staff received training in the teaching of mathematics. Work in pupils' books shows that this is having an impact in promoting pupils' consistently good progress.
- The school's curriculum is vibrant, exciting and captures pupils' interest. Pupils say that learning is fun and that teachers make it interesting. For example, Year 5 and 6 pupils enjoy writing 'fake news' stories and making short films to illustrate their ideas. Learning is enriched by a broad range of extra-curricular activities, such as gardening, cookery and Spanish.
- Leaders monitor pupils' progress well so that any pupils falling behind are quickly identified. Support is then put in place to make sure that pupils make the progress of which they are capable. Pupils' progress is monitored across different subject areas. The current system is not sufficiently refined to provide leaders with a precise overview of pupils' progress across the curriculum. Leaders have plans in place to introduce this improvement.
- Pupils' spiritual, moral social and cultural learning is threaded though learning in assemblies and discussions in class. Pupils learn to accept and value differences in each other.
- The local authority has provided helpful support to the school. In light of the school's particularly high proportion of pupils who have SEN and/or disabilities, it agreed extra funding to enable the school to provide further support for this group of pupils. This funding is used effectively to provide adult support and resources to meet pupils' needs. As a result, pupils make good progress and are fully included in the life of the school.
- Parents value the school highly. Parents who shared their views via text message or through talking with the inspector expressed their positive views of the school. In particular, they praised the nurturing nature of the school, their children's good progress and the broad range of extra-curricular experiences provided. A typical description of the school was a 'safe, secure atmosphere where children can grow and shine'. Of those who responded to Parent View, 97% would recommend the school to another parent.

## Governance of the school

- Governors are ambitious for the school. They are very effective in providing both support and challenge to school leaders.
- Governors have an accurate view of the school, its quality of teaching and pupils' progress. They are quick to question to be certain that they have an accurate understanding of information about the school. They appreciate the impact of small numbers and newcomers on the results of national assessments.
- Governors have developed their roles since the last inspection to support the development of subject leadership. Governors are linked to a curriculum subject. They hold regular meetings with the subject leaders to provide support and challenge in monitoring progress and improving outcomes in their subjects. This has had a positive effect on improving progress in subjects, such as in science.
- Governors oversee the spending of funding for disadvantaged pupils and those who have SEN and/or disabilities vigilantly. They take decisions to make sure that the funds are used to best effect in supporting pupils' progress.

## Safeguarding

- The arrangements for safeguarding are effective. Leaders have created a culture where safeguarding is given the highest priority. Staff are well trained and knowledgeable about how to be alert to and act upon any concern about a pupil.
- Leaders work closely with parents, and with other agencies, such as early help and social care, to meet pupils' needs in a timely way.
- Leaders make sure that adults working with pupils and visitors to the school are checked appropriately. When new staff are appointed, effective systems are in place to ensure that the required checks are carried out on staff suitability to work with children.
- Pupils say that they are safe in school and parents agree that this is the case.

## Quality of teaching, learning and assessment

**Good**

- Teachers establish positive relationships with pupils and provide activities which interest and engage them in their learning. This contributes well to their enjoyment of school and good progress.
- Activities usually closely match pupils' needs. For example, key stage 1 and lower key stage 2 pupils engaged very well in activities to develop their understanding of division, some using practical equipment provided, some with adult support, and others able to complete the tasks 'in their head'. On occasion, planning does not match pupils' needs as closely, with the result that expectations are too high or less able pupils lack the level of support to enable them to make the best possible progress.
- The teaching of mathematics has improved as a result of recent staff training. Pupils develop secure knowledge of basic mathematical skills and learn to apply these to problem-solving. Teachers offer clear explanations and ensure that learning builds on what pupils know and can do.

- Teaching promotes pupils' writing skills effectively. Pupils are motivated to write because teachers provide interesting activities to capture pupils' enthusiasm. For example, pupils enjoyed writing their own novels, complete with front and back cover with blurb. Recently, improvements have been made to the teaching of writing by encouraging pupils to apply their spelling and grammatical knowledge more consistently. This has had a positive effect on improving pupils' progress in writing.
- Teaching promotes pupils' love of reading effectively. Pupils show a keen interest in books and older pupils can confidently discuss their favourite authors.
- Teachers use questioning and model vocabulary well. One example of this was pupils' learning in upper key stage 2, where they were highly engaged in a science activity, devising a short film about a science topic. Adults modelled challenging vocabulary such as 'facetious' and 'provocative' which developed pupils' understanding. Pupils were challenged as they were questioned to explain how their spaceship was durable.
- Teaching assistants are effectively deployed in supporting pupils' learning. Working jointly with class teachers, they make a positive contribution to ensuring that pupils are well supported in their learning. This includes pupils who have SEN and/or disabilities.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' sense of responsibility and care for others is extremely well promoted. Pupils show a high level of pride in their school. Older pupils confidently explain how they help younger pupils by leading lunchtime clubs such as board games club and reading club. They take their responsibilities as school councillors and eco councillors very seriously.
- Pupils' self-confidence and understanding of British values such as democracy and the rule of law are high effectively developed. For example, pupils enjoy the annual 'democracy day', where they vote to allocate different roles for pupils to run the school for the day.
- Pupils say that this is a friendly school where all pupils are included. Those who arrive to the school from other schools settle quickly. Pupils show respect for others' views and opinions. Younger pupils work cooperatively together to share ideas, Pupils in key stage 2 show maturity as they take part in a debate about whether they would have supported the Luddites in their opposition to the introduction of machinery.
- Pupils have a well-developed awareness of the importance of exercise, they relish the many after-school sports clubs available. The school has recently been awarded the platinum school games award in recognition of the strength of this provision.
- Pupils have a very good awareness of the different types of bullying and are adamant that it very rarely happens at the school. They have every confidence in adults to sort out any issues that do arise.
- Pupils know how to keep safe online and in the environment. They are keen to explain about fire safety procedures and road safety.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct in and round school is impeccable. They quietly and sensibly line up to enter school, and move between classrooms and the hall in a calm and orderly way.
- Pupils' attitudes to learning are highly positive. They focus and engage very well, and cooperate effectively with other pupils in their learning. For example, pupils in lower key stage 2 work cooperatively together to share ideas and research facts about explorers. Older pupils work with enthusiasm and focus in small groups to research and plan the making of a short science film. These highly positive attitudes help to promote pupils' good progress.
- Pupils show a mature attitude towards the behaviour of others. Older pupils show a mature understanding of how the particular needs of some pupils may, at times, affect their behaviour.
- Adults manage pupils' behaviour extremely well. They have high expectations for good behaviour which pupils are quick to respond to.
- Pupils enjoy coming to school and this is reflected in their high level of attendance.

### Outcomes for pupils

### Good

- Pupils who join the school in Reception do so with skill levels that are often below those typical for their age. By the time they leave the school their attainment is in line with, and for some pupils above, national averages. This represents good progress over time.
- The previous inspection report stated that this is a complex school. This remains the case. The school provides education for a very broad range of pupils. A much higher than average proportion of pupils have SEN and/or disabilities. Also, a higher than average proportion of pupils join and leave the school each year. In addition, the small number of pupils in each year group means that the achievement of each pupil in national tests has a big effect on the school's overall results.
- Published data for achievement at the end of key stage 2 in 2016 and provisional data for 2017 suggest that pupils made weak progress in writing and mathematics. However, the inspection found that this was not a true reflection of pupils' progress.
- Inspection evidence showed that in both 2016 and 2017 overall progress data was affected by a small number of pupils who had particular learning needs, or who had arrived in school towards the end of key stage 2. Pupils who had been at the school since Reception class did much better. In 2016, pupils who had attained well at the end of key stage 1 did not make the progress expected of them in key stage 2. Leaders took prompt action to remedy this by ensuring a focus on providing challenge for this group of pupils. As a result, in 2017 a higher than average proportion of Year 6 pupils attained greater depth in reading and writing and an improved proportion did so in mathematics.
- Work in pupils' books, observations of learning and school information show that current pupils are making good progress linked to their individual needs. Most are

working at the expected level for their age and so are well prepared for the next stage of their learning.

- In key stage 1, pupils attain results that are usually in line with national averages. This does vary from year to year due to the small number of pupils in each year group and the sometimes high proportion of pupils who have SEN and/or disabilities. In 2016 and 2017, the proportion attaining greater depth in reading and mathematics was above national averages. Current pupils in key stage 1 are making good progress.
- Improvements to the teaching of phonics and spelling, following a school audit, have led to better progress in pupils' understanding of letter sounds and their ability to use them in their reading and writing. Current pupils' phonic skills are developing well. They use their knowledge of letter sounds when sounding out unfamiliar words and in their writing.
- School information and work in pupils' books show that most current pupils in the school make good progress across a range of subjects, including science and computing.
- Pupils who have SEN and/or disabilities make good progress from their starting points. This is the result of accurate identification of their needs, and a good level of tailored support from staff.
- The most able pupils make good progress across the school. After the dip in progress in 2016 at the end of key stage 2, pupils made good progress to attain well in 2017. Inspection evidence showed that this improvement is sustained, and this group continue to make good progress.
- The small number of disadvantaged pupils are well supported to make good progress from their starting points.

## Early years provision

**Good**

- Children make good progress in early years due to good-quality teaching and effective leadership. Children are well prepared for the transfer to Year 1.
- Children enter Reception class with varied starting points. Overall, most children enter with skill levels that are below those typical for their age. Staff are vigilant to assess their needs carefully and provide a range of activities to ensure that they make good progress. As a result, most children attain a good level of development by the end of Reception Year and a good number exceed this level.
- Teaching is effective and staff work skilfully to ensure that the activities provide interest and engage children. For example, children were excitedly involved in the 'superheroes' corner, playing imaginatively and making early attempts at numbers and letters. They also engaged well in writing speech bubbles for a comic strip about their superhero, as this captured their interest and imagination. They demonstrate good progress in writing skills as a result of this approach.
- Children display a good level of independence as they engage in their self-chosen learning. They show curiosity as they explore magnets and magnifying glasses. Children proudly discover which material will attract the magnet and which do not.
- Children behave very well in response to staff's high expectations. They cooperate well as they play outdoors, and listen well to staff's instructions.

- Children show a strong sense of security in school, and show positive relationships with adults and each other.
- The leadership of early years is effective because the Reception teacher and headteacher have a good understanding of young children's needs. They accurately assess and closely monitor children's skills and progress, to ensure that all children make good progress.
- Staff establish positive relationships with parents. Home visits before children join the school help to establish trustful relationships and sharing of information. This positive sharing of information with parents helps staff to understand children's capabilities and interests and so tailor their learning effectively.



## School details

Unique reference number	111287
Local authority	Cheshire East
Inspection number	10037789

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair	Claire Carter
Headteacher	Clare Daniel
Telephone number	01625 523536
Website	<a href="http://www.stannesfulshaw.net">www.stannesfulshaw.net</a>
Email address	<a href="mailto:head@stannesfulshaw.net">head@stannesfulshaw.net</a>
Date of previous inspection	28–29 November 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a smaller than average primary school.
- The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils eligible for the pupil premium is well below the national average.
- The proportion of pupils who have SEN and/or disabilities is well above average. The proportion of pupils who have statements of special educational needs, or education, health and care plans, is below the national average.
- The proportion of pupils joining or leaving the school in the course of the year is above average.
- The school operates a breakfast and after-school club for pupils.

- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- The inspector observed learning throughout the school. One observation was carried out jointly with the headteacher. In addition, the inspector scrutinised pupils' workbooks and listened to pupils read.
- Meetings were held with pupils, the chair of the governing body and five other governors, the headteacher and other senior leaders. The inspector also held a telephone meeting with a representative from the local authority.
- The inspector looked at a range of information produced by the school, including information on pupils' progress and attainment, behaviour and attendance, procedures for safeguarding and the school's own evaluation of its work. She considered reports to the governing body, minutes of their meetings and the school's plans for further improvement.
- The inspector considered the 64 responses to the online questionnaire, Parent View, and the responses of 61 parents who expressed their views via text message to Ofsted.
- The inspector also took account of the 15 responses to Ofsted's staff questionnaire, and the 70 responses to the online pupil questionnaire.

## Inspection team

Elaine White, lead inspector

Ofsted Inspector

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