



**St Anne's Primary School
Glasgow City Council
25 June 2009**

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns. Where applicable, you will also be able to find descriptions of good practice in the school.

¹ The term ‘school’ is used to include the work of the nursery class, where relevant.

² Throughout this report, the term ‘parents’ should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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1. The school

St Anne's Primary is a denominational school. It serves the Barrowfield, Calton and Gallowgate areas of Glasgow. The roll was 174 when the inspection was carried out in May 2009. Children's attendance was below the national average in 2007/2008.

2. Particular strengths of the school

- Friendly and motivated children who take great pride in their school and their achievements.
- The nurturing environment for learning and wide range of rich experiences provided for children to achieve.
- Partnerships with parents, agencies and the wider community.
- The enthusiasm and commitment of all staff in working together to secure improvements for children and families.
- The headteacher's leadership of improvement.

3. Examples of good practice

- The development of personal skills through *Golden Time*.
- The *Come Cook With Us* project involving children and parents.

4. How well do children learn and achieve?

Learning and achievement

Across the school, children are keen to learn. They are developing a good understanding of what they do well and how they can improve their work. As a result, they comment very helpfully on their own and their classmates' work. Very good links with colleges and local businesses encourage children to be ambitious, successful learners.

Children in P7 are learning about a range of career paths by organising an “I Can Do Anything” conference.

Across the school, children achieve success in a wide variety of ways and are very proud of their achievements. In drama and music activities, children perform with confidence and enthusiasm. The football team has recently won the local league and the accomplished school choir performs regularly at concerts and local music festivals. Children have helped to achieve two Eco-Schools Scotland green flag awards for the school. They have a very good understanding of how to keep themselves safe, fit and healthy. All children are developing confidence through taking part in stimulating school outings and meeting a variety of visitors to the school. The school had won a Diamond award for enterprise education.

Overall, children are making very good progress in their reading, writing, listening, talking and mathematics. In previous years, information on children’s attainment had been unreliable. Staff have taken important steps to address this. Most children attain appropriate national levels in reading and mathematics and the majority in writing. Increasingly, across the school more children are now attaining these levels earlier than would normally be expected. Children with additional support needs are making good progress in their learning. In English language, most children listen well to adults and respond appropriately to instructions. They are learning to listen to each other more carefully and to take turns when working in groups. Most children talk enthusiastically about their favourite books and authors, and read very well. They make good use of reference books to find relevant information. For example, children in P7 used books to research the history of the Second World War. In mathematics, most children are confident in solving problems and doing mental and written calculations. Their knowledge and understanding of shapes and angles is developing very well. Across the school, children do not yet have enough skill and experience for their work with databases and spreadsheets.

Curriculum and meeting learning needs

Staff have made a good start to developing aspects of the national initiative, *Curriculum for Excellence*. The curriculum is helping children to develop a broad range of skills and knowledge. Staff provide children with stimulating activities which include learning about enterprise, sustainability, citizenship and health. They are skilled at explaining to children why learning is important. Teachers are increasingly planning tasks and activities which develop children's skills in literacy and numeracy across other areas of their learning. They should build on this good practice by planning more opportunities for children to develop their skills in information and communications technology (ICT). All children have very good opportunities to develop a range of important life skills through the highly effective *Golden Time* programme each Friday afternoon. The school is working towards providing all children with two hours of good quality physical education each week. With the help of visiting specialists, children are developing effective skills in music and in learning Italian.

Across the school, staff meet children's learning needs well overall. Staff know children and their families very well and work together to provide a supportive and caring environment for learning. Teachers and pupil support assistants provide valuable support to children with additional learning needs. Almost all of these children are making good progress towards meeting their personal targets for learning. Staff are working to improve the ways they meet the needs of children for whom English is an additional language. Staff use assessment to identify the learning needs of children and match tasks and resources to most children's needs. Staff are taking steps to make learning more active for children. This is particularly effective in the early stages. At times, activities are too easy to extend the thinking skills of higher-achieving children in the middle and upper stages. Teachers give clear explanations and share the purpose of lessons with children. Most teachers are skilled at explaining what they expect children to learn and use questioning to check for understanding.

Homework is regular and supports children's learning in class. There is scope to make homework tasks more interesting and challenging.

5. How well do staff work with others to support children's learning?

Staff work very well with a range of people to support children's learning. The school consults parents on important aspects of school life including sensitive health issues. The school has worked closely with the supportive Parent Council to introduce a new school uniform. Staff work hard to involve parents in their child's learning. They keep parents well informed through helpful progress reports and a range of interesting newsletters. The school's strong partnerships with support services enhance the quality of children's learning. 'Active Schools' workers and community groups provide children with a range of stimulating activities. Teachers use information from local nursery staff to support children well when they arrive in P1. The school has effective arrangements to help children move confidently and successfully from P7 to St Mungo's Academy. There are appropriate arrangements to deal with complaints or concerns from children and parents.

6. Are staff and children actively involved in improving their school community?

Children have a say in improving their school. Their views and opinions are sought through class discussions and surveys. Children have helped to create the school vision and values as well as the "stepping stones" awards to celebrate their achievements. At all stages, children are developing leadership skills as helpers, monitors and young leaders. The school had worked hard to achieve a "Buddy Fit" award. Older children help younger ones as buddies and encourage them to take part in playground games. Across the school staff work very well together. Support, clerical and janitorial staff contribute significantly to the life and work of the school. The

headteacher has a very good understanding of the strengths and areas for development within the school. She uses a range of effective activities to track children's progress in learning and monitor classroom practice. This is leading to improvements in attainment in English language and in children's learning experiences. All teachers are contributing to developing the curriculum and the school's work. They are becoming increasingly effective in evaluating learning and teaching. Teachers are keen to develop their skills and should continue with plans to share good practice with each other.

7. Does the school have high expectations of all children?

The school has a welcoming and nurturing atmosphere. Staff have high expectations of children's attendance, behaviour and achievement. Children respond as eager, well-behaved learners. Children have helped to choose the school motto "Reach for the Stars". Staff encourage them to achieve their best and to be proud of themselves and their school. Children feel safe and happy in school. Staff show care and concern for children and families. They are aware of their responsibilities in relation to child protection. In keeping with the school's Roman Catholic ethos, regular assemblies and masses provide very good opportunities for worship. Staff prepare children very well for the sacraments with valued support from the local parish. Children are developing their understanding of equality and fairness including how to tackle sectarianism, through interesting class work. The school should build on this work to develop more effectively children's understanding of other faiths and the diverse nature of Scottish society.

8. Does the school have a clear sense of direction?

The headteacher demonstrates highly effective leadership and has worked with the whole school community to develop a clear and shared vision for the future direction of the school. Children, staff and parents are clear about the positive changes that have taken place.

Both principal teachers carry out their remits effectively and provide valuable support to the headteacher. All staff enthusiastically take on responsibilities for developing the work of the school. The school is very well placed to keep improving.

9. What happens next?

As a result of the good quality of education provided by the school, we will make no further visits following this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

We have agreed the following areas for improvement with the school and education authority.

- Continue to develop the curriculum in line with the national initiative, a *Curriculum for Excellence*.
- Ensure that tasks and activities enable all children to achieve in line with their potential.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for St Anne's Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school

The curriculum	good
Improvement through self-evaluation	good

HM Inspector: Lesley A Allan
25 June 2009

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This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses