Inspection of a school judged good for overall effectiveness before September 2024: St Anne's CofE (Aided) Primary School

Harrington Street, Worksop, Nottinghamshire S80 1NQ

Inspection dates: 4 and 5 March 2025

Outcome

St Anne's CofE (Aided) Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

St Anne's Church of England Primary is a happy and caring school. Leaders have high expectations for pupils, who achieve well. One parent, typical of many, said: 'It is somewhere you know your children are safe, looked after and taught well while being given the opportunity to develop their own personalities with confidence.'

Pupils with SEND are particularly well supported. Pupils learn well across the curriculum and benefit from teachers with high levels of subject knowledge and passion for what they teach.

Pupils are well behaved in school. The school is an extremely orderly, purposeful and calm environment. Pupils are given many opportunities to strengthen their character. Pupils learn to accept responsibility, to lead and be civic minded. Leaders trust them to do this and are rarely let down.

Pupils benefit from a thoughtful and coordinated approach to their personal development. This includes the ability to access a wide range of clubs and activities, including the choir.

What does the school do well and what does it need to do better?

The curriculum which pupils follow is broad and ambitious. The school has thought carefully about the sequencing of the curriculum. The school has clearly identified the essential knowledge pupils need to know and remember.

Teachers effectively use their strong subject knowledge to provide clear and detailed explanations. Teachers help pupils to understand complex ideas. In some subjects, such as history and geography, teachers pose three 'big questions' for pupils to explore across a sequence of lessons. In geography pupils are presented with a rich range of examples so they can understand the difference between physical and human geography. In mathematics, teachers carefully build upon the knowledge that pupils have previously learned.

This approach enables teachers to check how well pupils have remembered what they have been taught and to identify gaps in pupils' learning. Pupils are learning the intended curriculum well. Sometimes pupils demonstrate exceptional depth of knowledge about what they have been taught.

Sometimes, pupils compose detailed pieces of writing. The school is supporting pupils in extending their ability to write for different audiences in greater depth. Nevertheless, the impact of this work is not yet fully realised.

Teachers regularly check that pupils have understood what has been taught in phonics and early reading. Teachers make sure that pupils correctly pronounce sounds and can identify them clearly. The school makes sure that pupils use accurate vocabulary in their work. Pupils learn phonics knowledge well.

Pupils with SEND achieve well. The school ensures that pupils' needs are clearly identified in a timely manner. The adaptations to the curriculum and interventions are well considered and well implemented. Teachers demonstrate a deep understanding of their pupils' needs and what will help them the most.

Pupils get off to a strong start in the early years. The school ensures that children learn the knowledge needed to succeed in key stage 1. Children confidently take the first successful steps in learning to read, write, grasp number, and learn to count effectively.

Leaders have used effective strategies, including sanctions, in improving the attendance of pupils. The school has built strong relationships with families and pupils. Pupils know they are wanted in school. This all helps pupils to feel welcome and valued. They develop a strong sense of belonging in school.

Pupils' behaviour is courteous and respectful. The school ensures that pupils understand how to behave well as well as understand the consequences of not doing so. As a result of positive pupil behaviour, disruptions to learning are rare.

Pupils have various opportunities to develop their character, confidence and resilience. Pupils learn to accept leadership and responsibility together. All pupils in Year 6 have a job in the school. Pupils write job descriptions and interview their peers for these jobs. Responsibilities include sports leaders, school councillors, and playground buddies.

Pupils get the chance to access a wide range of clubs and enrichment activities, including sports, drama and music. These help to develop pupils' confidence and talents. Pupils

speak highly of the residential trips and adventure training. These opportunities help pupils to broaden their knowledge of the world around them. Some pupils learn that they can do more things than they had thought possible.

Governors and leaders are clear about the values and ethos of the school, which they regard as non-negotiable. Governors understand their roles well. The school's decision-making is strategic and is consistent with its values. The school prioritises spending on the curriculum, and this has a strong and tangible impact on pupils' learning.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes pupils have limited opportunities to develop their writing skills across a full range of purposes and audiences. This restricts their ability to adapt their writing style to different contexts and forms. The school should ensure that pupils have more frequent, extended and varied opportunities to write across a range of different genres to improve the standard of their written work.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in March 2016.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122794
Local authority	Nottinghamshire County Council
Inspection number	10347487
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Richard Lilley
Headteacher	Clare Middleton
Website	www.st-annes.notts.sch.uk
Dates of previous inspection	3 and 4 December 2019, under section 8 of the Education Act 2005

Information about this school

- St Anne's is a Church of England voluntary-aided school. The school had its last section 48 inspection in June 2019.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to the headteacher, special educational needs coordinator, early years leader and other senior staff. The inspector spoke to representatives of the local authority and the diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector looked at survey responses from parents, pupils and staff. The inspector spoke to parents at the school gate.
- The inspector spoke to pupils about their learning, behaviour and personal development. The inspector considered records of pupils' behaviour. The inspector examined records of activities related to personal development.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Steven Barnes, lead inspector	Ofsted Inspector

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