

Inspection of St Ann's Catholic Primary School, A Voluntary Academy

McIntyre Road, Stocksbridge, Sheffield, South Yorkshire S36 1DG

Inspection dates: 8–9 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

Pupils are happy. They enjoy coming to school. The headteacher and governors are proud of their calm, peaceful school. Staff describe St Ann's as 'one big family'. Pupils, staff and volunteers get on well together. Pupils of all ages are sensitively supported to work and play together with respect and care. They enjoy being together in mixed-age classes. During assembly, they all enjoyed singing, 'This little light of mine'. It made everyone smile.

Staff encourage pupils to do their best and to learn new things. Pupils enjoy many trips and activities. These help to bring their learning to life. Staff constantly reward pupils' good behaviour. Pupils love to receive special rewards, especially from the headteacher.

Pupils are kind to one another. They play well together. Pupils enjoy the games and activities that staff organise. They told me that friends fall out sometimes, but there is no bullying. Pupils behave well.

Relationships with parents and carers are strong. They value the dedication of the headteacher and her hardworking staff. Extra support is in place for families who need it. Most pupils attend well. At times, some pupils fall behind in their learning due to absence.

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

Pupils are keen to learn. Leaders have thought carefully about what pupils need to learn and in what order. Teachers follow well-structured plans that help pupils to gain secure knowledge and skills. It is clear from the actions that leaders have already taken that they are making similar improvements across all subjects.

Reading is given priority. Leaders provide many interesting books and resources. These help pupils to enjoy reading. Teachers' subject knowledge is good. They inspire pupils to explore and find the meaning in texts. Pupils regularly discuss books. They learn to answer questions about their reading from the start of Reception. Pupils improve their vocabulary and become fluent readers. Staff identify any pupils who fall behind in reading. These pupils get extra attention to help them to catch up quickly.

The leadership and teaching of mathematics are good. Staff are given high-quality training. They are confident and have good subject knowledge. Teachers set exciting and interesting tasks to help pupils to improve their problem-solving skills well. Teachers carefully assess what pupils know at the beginning and end of each unit of work. This means that teachers pick up on any misunderstandings quickly. Pupils practise mathematics every morning. This helps them to remember important facts and content.

Teachers build successfully on what pupils already know and can do in reading,

writing and mathematics. Teachers' assessment in other subjects is improving. At times, teaching is not precise enough and teachers do not always know when to challenge pupils. This prevents pupils from deepening their learning in all subjects.

Pupils debate current affairs during assemblies and in lessons. Teachers help pupils to learn about different faiths and cultures. Despite this, some pupils do not know enough about different lifestyles, religions or places of worship.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Staff help pupils to enjoy and take part in all subjects. Teachers adapt planning and tasks appropriately. Pupils' work shows how well they are supported to achieve.

The experienced leader of early years is effective. She provides strong support to staff who are new to the Reception class. The curriculum is well planned. There is a clear focus on reading, phonics and mathematics so that children get off to a strong start in these important subjects. Some children struggle with their speech and language when they join the school. Staff use songs, stories and rhymes well to improve children's vocabulary and promote a love of books. Children's creativity and problem-solving skills are developed effectively.

The headteacher and governors provide effective leadership of the school. They fulfil their statutory obligations well and consider parents' views and staff workload.

Safeguarding

The arrangements for safeguarding are effective.

Pupils trust staff. They know whom to go to if they are worried about anything. Staff have regular training and updates. They know what to do if a pupil is at risk. Staff report concerns quickly. Pupils learn how to stay safe in a range of situations. They have a good understanding of how to stay safe online. Leaders take appropriate action if they have a concern about a child. They work well with the local authority and other agencies. This ensures that pupils get the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is delivered effectively overall, particularly in English and mathematics. There are a few remaining instances, such as in science and history, where leaders need to continue to improve teachers' planning and assessment to ensure that all pupils are suitably challenged to learn well.
- Leaders should make sure that pupils' knowledge and understanding of faiths that are different from their own improve. Pupils' knowledge of different lifestyle choices should be better developed.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140441
Local authority	Sheffield
Inspection number	10110667
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	Board of trustees
Chair of governing body	Ann Ashton
Headteacher	Sarah Eady
Website	www.st-anns.sheffield.sch.uk
Date of previous inspection	25–26 June 2015

Information about this school

- The school is a smaller than average, Catholic primary school.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is low.
- The proportion of pupils with SEND is above average.
- There are three mixed-age classes and one single-year group.
- In early years, children attend the Reception class full time.
- A section 48 inspection took place on 17 February 2016.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We visited all classes.
- We examined documentation, including safeguarding records and curriculum planning.
- We held meetings with the headteacher, governors, subject leaders, the special

educational needs coordinator, teachers and teaching assistants.

- We talked with pupils informally, visited the dining hall at lunchtime and observed pupils' movement around the school. We met with some groups of pupils more formally.
- I listened to pupils read from each key stage.
- I met with a representative of the local authority and a representative from the Diocese of Hallam.
- I spoke with parents at the start of the school day. I took account of the 33 responses to Ofsted's Parent View.
- Subjects considered as part of this inspection were reading, mathematics, history and science. We undertook a detailed scrutiny of pupils' work in these subjects and talked with pupils about their learning.

Inspection team

Cathy Morgan, lead inspector

Ofsted Inspector

Lynda Florence

Ofsted Inspector

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