

Inspection of a good school: St Anne's CofE (Aided) Primary School

Harrington Street, Worksop, Nottinghamshire, S80 1NQ

Inspection dates:

3–4 December 2019

Outcome

St Anne's CofE (Aided) Primary School continues to be a good school.

What is it like to attend this school?

Pupils enthuse about their learning and about the support that staff give them. They know that their teachers want them to do well. Pupils understand the importance of teachers' advice, to 'be the best you that you can be'.

Pupils are kind and caring. The school's five golden rules encourage pupils to respect each other. This helps to create strong relationships between pupils, and between pupils and staff. Pupils say that bullying is rare because of how well everyone in the school's community gets on. They know that they must speak to an adult if they do experience bullying. Staff act swiftly to put a stop to any bullying that may occur.

Pupils say that they feel safe. They know that they can speak to any staff if they have a concern. They appreciate that Year 5 and 6 'peacemakers' will help them if they feel sad or lonely. Year 6 pupils enjoy being buddies for children in Reception, to help them settle in.

Pupils have many opportunities to try new things. For example, they visit theatres and put on their own productions. Pupils enter art and engineering competitions. Some pupils learn about budgeting by running the 'lifesavers' bank'.

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

Staff are ambitious for their pupils. They make sure that all pupils learn about a wide range of subjects. They support pupils to become confident and resilient. Pupils engage enthusiastically with their learning and achieve well.

Leaders ensure that pupils develop a love of reading. In all classes, teachers regularly read books to pupils. Often, these books link to the topics pupils are studying. In Year 6, the teacher read 'A Christmas Carol' to her pupils. This encouraged them to think about Victorian Britain, which they are studying in history.

Each day, children and younger pupils practise the sounds that different letters make to help them learn to read and spell. Those who struggle with this receive further support. Teachers encourage older pupils to read daily, including to their parents and carers. Over time, pupils learn to read fluently, and with understanding.

In mathematics, pupils revisit their learning frequently. This helps them to remember what has been taught. Pupils in Year 2 regularly practise adding together the numbers that make 10 and 20. This helps them to work out answers quickly and confidently. I saw children in the early years counting together to check their answers when adding one more to a given number. Pupils complete problem-solving questions to help them apply their knowledge. Year 5 pupils calculated the diameter of circular windows in a house. To do this, they used their knowledge of the dimensions of circles.

In other subjects, teachers plan learning so that pupils know and can do more. In French, pupils learn new words. They then use these words to write sentences. These sentences become more complex over time. In history, in Year 3, pupils learn about different aspects of stone age life. They then use this knowledge to compare life in this period with the later bronze and iron ages. However, not all pupils make links between the different topics that they have studied in history.

Staff are ambitious for pupils with special educational needs and/or disabilities (SEND). They include pupils with SEND in all lessons. They want them to gain the same knowledge and understanding as others. They provide these pupils with effective help when they need it.

Pupils behave well. They play well in the playground together. In lessons, they listen when teachers or other pupils speak.

There are many popular clubs for pupils to attend. These include sewing club, choir, band and a variety of sports clubs. These clubs enable pupils to develop new interests.

Visits to a nursing home and a lunch club help pupils to learn about people who live locally. Pupils collect food for a local food bank. They learn about different values and beliefs, including through talks from representatives of different faiths. Pupils take on positions of responsibility, such as house captain or lunchtime monitor.

Staff feel well supported by leaders and governors. They appreciate the many training opportunities available to help them teach the different subjects well.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular safeguarding training to help them to be vigilant about pupils' welfare. They know to pass on any concerns to safeguarding leaders. Leaders respond promptly to any such concerns. They work well with parents and local services, so that pupils receive the support they need. They keep detailed records of their actions. Leaders

regularly check the effectiveness of the support that they provide pupils. They adapt the support, as appropriate.

Leaders are aware of local issues that may affect pupils' welfare. They teach pupils how to keep themselves safe, should they come across these issues.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In history, leaders have not ensured that pupils have regular opportunities to build on what they have learned before when they study a new topic. As a result, pupils do not always recognise how historical events or periods that they have studied may affect or influence each other. Leaders have begun to put in place opportunities for pupils to link their understanding across different topics in this subject. However, these opportunities are not yet embedded for all year groups, particularly in key stage 2. Leaders should ensure that teaching in history enables pupils to build on what they have previously learned, so that they know and remember more.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged St Anne's CofE (Aided) Primary School to be good on 10–11 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 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 are 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	122794
Local authority	Nottinghamshire County Council
Inspection number	10110154
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Richard Lilley
Headteacher	Clare Middleton
Website	www.st-annes.notts.sch.uk
Date of previous inspection	10–11 March 2016

Information about this school

- The school is a Church of England school in the diocese of Southwell.
- The school's last section 48 inspection took place in June 2019.

Information about this inspection

- I met with the headteacher, senior leaders and members of the governing body.
- I looked closely at reading, mathematics and history. I met with the subject leaders for each subject, visited lessons, met with some pupils and looked at pupils' workbooks. I also met with the teachers whose lessons we visited.
- I met with subject leaders of art, French and science.
- I considered the 47 responses to Ofsted's online parent survey, Parent View, and the 23 responses to the free-text service. I also considered the 12 responses to the staff survey and the 32 responses to the pupil survey.
- I spoke by telephone to a representative of the local authority.
- I met with safeguarding leaders and staff to discuss the school's procedures to keep pupils safe. I also considered documentation relating to safeguarding, the school's single central register and the system for undertaking checks on new staff.

Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

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