

Inspection of St Anne's Catholic Academy

Camp Hill Drive, Nuneaton, Warwickshire CV10 0JX

Inspection dates: 16 and 17 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Leaders have high aspirations for all pupils at St Anne's Primary Academy. Three values, 'Love God, love learning, love one another', are central to this school's work. The school is a calm and orderly environment where staff treat pupils fairly. Pupils are happy and feel safe. Bullying is rare, and leaders respond swiftly to any concerns.

Leaders plan the curriculum well to help pupils achieve academically and personally. Pupils are well prepared for the next stage of their learning. Enrichment activities, clubs and the 'Holy Spirit Experience' develop pupils' wider experiences and talents. Pupils learn about children's rights here and in other countries, such as the right to an education. The school recently achieved the bronze United Nations Children's Fund (Unicef) Rights Respecting Schools Award. Pupils enjoy reading and listening to their teacher read stories to them. They are proud of their school library and the variety of books available to them.

Pupils settle quickly to learning tasks and are polite and courteous when moving around school. Pupils are well cared for. They say they can 'drop in' to 'Annie's Place' if they need time out or support from trusted adults. Pupils say it is 'OK to be helped or to ask for help'.

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

Leaders want pupils to do well. They have identified those pupils who need to catch up in their learning following the COVID-19 pandemic. Pupils say they 'now work at a faster pace, but it was hard at the beginning'. Subject leaders ensure staff have the knowledge they need to teach their subjects well. Learning is carefully sequenced so pupils remember what they have learned. Teachers check what pupils know more of, and can do more of, over time. However, they do not consistently check pupils' understanding when they are working independently, so sometimes misconceptions and gaps in knowledge persist. Currently, subject leaders do not check that the curriculum is being implemented well enough. Curriculum plans for French and music are in the early stages of development.

Pupils in the early years settle well into school life. Leaders provide a well organised, calm and tranquil learning environment, where children are encouraged to explore and be curious. Pupils form respectful relationships with adults and other children. Early language and communication skills are prioritised and pupils requiring additional speech and language support are identified early. Adults are excellent role models for children. They share stories, songs and rhymes daily. For example, children in the Nursery class enjoy marching to 'The Grand Old Duke of York'. Pupils in the Reception class perform the story 'We're Going on a Bear Hunt' outdoors.

Leaders have prioritised reading. Phonics is taught well, and books match the sounds pupils learn. Older pupils listen to younger pupils read. Pupils scan non-fiction texts for information and enjoy reading books by favourite authors such as

Michael Morpurgo. Pupils receive help to catch up with their reading when they need it.

Mathematics is a strength of the school. Pupils are enthusiastic about mathematics. The curriculum is well planned and teachers have the training and resources they need to teach mathematics well. Pupils apply mathematical knowledge to real-life situations, for example learning about bank statements and managing money.

The pastoral support team works with pupils to ensure their needs are met. Parents are positive about the support their children receive. Leaders make sure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) receive the support they need. These pupils achieve well in school.

Pupils enjoy taking on responsibilities, such as becoming digital leaders and librarians. This helps them to develop a sense of independence and responsibility. Pupils in Year 6 are excited about a planned residential trip to Blackpool. This is part of the Holy Spirit Catholic Multi-Academy Company's pledge for each pupil. It includes trips, residential visits, sport commitments and charity work. Pupils understand democracy through the work of the school council.

Senior leaders, governors and trust members have accurately identified the school's priorities and areas for improvement. Leaders know the school's strengths well. They have a clear vision and are ambitious for every child's future. Staff feel well supported by school leaders. Leaders talk with passion about the school's journey and its future.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' welfare and safety. They ensure appropriate checks are undertaken before staff are appointed. Staff recently updated their safeguarding knowledge. This included child sexual harassment and preventing radicalisation and extremism. Staff are alert and respond well to concerns. Pupils learn about racial awareness, personal safety and cyber-bullying. Leaders work well with other organisations to support pupils and their families to get the help they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders do not monitor and evaluate the impact of curriculum planning and delivery on pupils' learning, including for those who have fallen behind during the pandemic. As a result, gaps in some pupils' knowledge persist. Leaders need to ensure that teachers regularly check for and address misconceptions when pupils are working independently.

- The curriculum in French and music requires further development. In these subjects, the content is not sufficiently well sequenced so that new learning builds carefully on pupils' current knowledge. Leaders need to ensure that teachers have the necessary expertise to plan the sequence of learning and teach these subjects well.

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.

If you are the school and 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	141747
Local authority	Warwickshire
Inspection number	10201042
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	Board of trustees
Chair of trust	Jim Foley
Headteacher	Sarah Hubbard
Website	www.stannesnuneaton.co.uk/
Dates of previous inspection	30 and 31 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors carried out deep dives in music, mathematics, early years and reading. Inspectors visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects are planned and taught. Inspectors also looked at work from some other subjects in less detail and spoke with pupils, staff and parents about the school curriculum.
- Inspectors considered information on the school's website.

- Inspectors talked to pupils, staff, leaders, parents and governors about routines and safeguarding arrangements at school. They examined the record of employment checks on school staff.
- Inspectors observed pupils' behaviour in class and at other times during the day. They spoke to parents, staff and pupils about behaviour.
- During the inspection, the inspectors had formal meetings with the headteacher, executive headteacher, subject leaders, the SEND coordinator, learning support assistants, governors and trustees. Inspectors also talked informally with pupils and parents to gather information about school life. An inspector had a short conversation with a representative from the Archdiocese of Birmingham.
- Inspectors took account of responses to Ofsted's online survey, Parent View.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

Vanessa Payne

Ofsted Inspector

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