

Inspection of St Anne's C of E Primary School

School Lane, Baslow, Bakewell, Derbyshire DE45 1RZ

Inspection dates: 30 November and 1 December 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils are happy and enjoy attending Baslow St Anne's school. Pupils like their teachers and say, 'They are good fun and care about us.' Pupils say they like spending time with their friends. Playtime is enjoyable and everyone plays well together.

Leaders have high expectations of all pupils. Leaders work hard to meet their mission for every child and pupil to experience 'life in all its fullness'. They do this through 'growing healthy minds and hearts together' by ensuring that pupils follow the school's values of respect, kindness and diversity.

Pupils behave with consistently high levels of respect for staff and each other. Pupils are very proud of their school. They all play a part in creating a welcoming family atmosphere. Pupils see diversity as something to celebrate. They try hard to earn house points for their exceptional work or attitudes. Pupils work together to try to make their house the best of the year. Bullying is rare. If it does happen, leaders act quickly to resolve it.

Parents and carers are delighted with the school. They say that the school is 'warm and friendly'. One parent, typical of many, said, 'This is a fantastic rural school with some fantastic opportunities for the pupils.'

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

Leaders have ensured that pupils gain an in-depth understanding of the topics they study across the curriculum. Pupils gradually build on their knowledge over time. They are able to recall well what they have previously learned. Pupils develop a rich vocabulary in all subjects. For example, in computing, they know the meaning of such technical terms as 'algorithm' and 'bug'.

Teachers have strong subject knowledge in the subjects they teach. They present information clearly to pupils. Teachers carefully choose activities to match what it is they want pupils to learn. Not all teachers use assessment consistently. In the foundation subjects, for example, they do not always check what pupils know well enough to be able to identify what pupils have learned.

Leaders have ambition for all children to be able to read well before starting Year 1. This ambition is realised for most children. There is a consistent approach to the teaching of phonics. Teachers are quick to identify those pupils who may fall behind. Staff ensure that these pupils catch up quickly. Most pupils in key stages 1 and 2 read from books that match their phonic knowledge. This is not the case for a small number of children in the early years. These children do not always have opportunities early enough to read books that might help them to become fluent readers.

Children in the early years make a good start to their education. The environment is stimulating and welcoming for all children. They enjoy working and playing together. They learn to share and take turns. Most children are well prepared for Year 1.

Leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Teachers identify these pupils' additional needs quickly. They provide support when it is required to help meet these needs. Teachers adapt their teaching to make learning accessible for all pupils.

Pupils' wider development is at the very core of all that the school community does. Pupils learn about the importance of making a positive contribution to the life of the school and of the local community. For example, some pupils visit a centre for older people and are planning to sing and play board games with them, to support people who may feel lonely. Leaders ensure that every pupil leaves school with a good understanding of financial literacy. Pupils are well prepared for secondary school.

Pupils recall well what they have learned about different faiths and cultures. For example, pupils know about different gods and can compare different types of worship to their own. Pupils know the importance of being inclusive. They say they include everyone at St Anne's so that nobody feels left out.

Leaders ensure that pupils have the opportunities to develop their talents and interests. Pupils attend a range of clubs, including judo, craft, science, technology, engineering and mathematics (STEM), choir and sports clubs. Younger children can access the STEM club at an age-appropriate level. The buddy system allows older pupils to demonstrate positive attitudes towards each other. For example, a buddy may support any pupils who may be feeling sad.

All staff are proud to work at this school. They feel supported by leaders. They say that leaders consider staff well-being and workload.

Governors know their school well. They challenge and support leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding pupils is a high priority for everyone. All staff are aware of the potential safeguarding risks to pupils. Leaders identify pupils who may be at risk of harm. All staff report any concerns, no matter how small. Leaders act quickly to support pupils and their families. They have developed strong relationships with external agencies, to find the correct support when necessary.

Pupils are taught how to keep themselves safe. They know about the risks they may encounter when online, including through the use of social media. All pupils know where to get help should they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The resources used to support early reading broadly match the sounds pupils know for pupils in key stages 1 and 2. This is not always the case for children in the early years. Some children are not able to practise reading books that fully match their phonic knowledge early enough. Leaders should ensure that all children in the early years have access to the books that match their phonic knowledge.
- Teachers regularly assess what pupils know in the core subjects. However, leaders have not developed a consistent approach to assessment for the foundation subjects. As a result, teachers do not regularly check how successfully pupils learn the curriculum in the foundation subjects. Leaders should ensure that there is a consistent approach to assessment in the wider curriculum subjects so that teachers and leaders know precisely how successfully pupils have gained the knowledge from the topics they have studied.

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](#)' 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	112800
Local authority	Derbyshire
Inspection number	10242418
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair of governing body	Natalie Anwyl
Headteacher	Marie Clark
Website	https://www.baslow.school
Date of previous inspection	4 March 2009, under section 5 of the Education Act 2005

Information about this school

- At Anne's C of E Primary School is a Church of England school with a Christian ethos. It received its most recent Statutory Inspection of Anglican and Methodist Schools in July 2019.
- There is an after-school club that is managed externally.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, computing and music. For each deep dive, the inspectors discussed the curriculum with subject

leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The lead inspector listened to a sample of children in the Reception Year and pupils in key stage 1 read to a familiar adult.
- Inspectors met with groups of pupils from the early years and key stages 1 and 2.
- Inspectors also looked at the curriculum plans for other subjects, including history and geography. For these subjects, they checked the work pupils had produced and spoke to subject leaders.
- The lead inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- An inspector met with a group of support staff.
- Inspectors met with leaders responsible for behaviour, personal development, looked after children, pupil premium, attendance and the provision for pupils with SEND.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan. Inspectors also reviewed documents related to the external quality assurance of the school.
- The lead inspector met with governors, including the chair of the governing body. She had a telephone discussion with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted surveys for school staff and pupils.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

Phil Abbott

Ofsted Inspector

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