

Inspection of St Anne's Catholic Voluntary Academy

Lightwood Road, Buxton, Derbyshire SK17 7AN

Inspection dates: 14 and 15 December 2022

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy learning at this school. Parents and carers, staff and pupils talk of an inclusive, family atmosphere. One parent, with a comment that was typical of many, said, '[The school has given their child] the best chance to be the best that they can be.'

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils behave calmly in lessons. They are positive about their experience of school and describe learning as fun. Pupils enjoy being rewarded for following the school rules of 'Be ready, be respectful, be safe'.

Pupils say that they feel safe. They do not worry about bullying. They know they can talk to staff if they have any concerns, and that staff will help them. Pupils talk warmly of their relationships with staff. Children in the Reception class trust staff. They eagerly join in with the thoughtfully developed activities that staff have created.

Pupils benefit from wider opportunities. They take part in gardening club, choir and multi-sports club. Younger pupils were performing the nativity at the time of the inspection. Some pupils are members of the school council and the pupil parliament. These pupils help to bring about change in the school.

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

Leaders have designed an ambitious curriculum to help pupils develop their knowledge of the subjects they study. Subject leaders have carefully organised what pupils will learn and when. They have created opportunities for pupils to revisit previous learning. Pupils' learning in Year one builds on the knowledge they develop in the Reception class.

Teachers present key knowledge clearly to pupils. Most pupils develop secure knowledge of the subjects they study. Staff in the Reception class skilfully help pupils to understand the world in which they live. Some teachers do not always thoroughly check all pupils' knowledge in lessons. However, leaders have robust systems in place to check pupils' understanding over time.

Teachers encourage pupils to become independent learners. They provide resources such as dictionaries, phonics folders and vocabulary books. When learning how to write in different styles, pupils use these resources before asking an adult for help.

Leaders have prioritised reading. They have identified which sounds pupils will learn and in what order. They have worked hard to ensure that pupils read books which match the sounds they have learned. Pupils wear stickers with the sounds they are learning. This allows all staff and parents to help pupils practise using these sounds.

Staff have received training about how to teach pupils to read. Pupils enjoy reading. They can talk about their favourite books.

Leaders have systems in place to identify pupils with SEND. All pupils follow the same curriculum. Teachers support pupils with SEND by providing resources that have been tailored to the pupils' individual needs. Staff provide extra support for some pupils with SEND outside the classroom. This support is specific. It is designed so that pupils spend the majority of their time with their peers in the classroom.

Most pupils behave well. They are enthusiastic about their learning. Staff provide effective support to pupils who need help to manage their behaviour. Pupils celebrate their achievements in weekly assemblies. They become members of the 'always club' for consistently behaving well. Leaders are yet to analyse behaviour trends over time.

Leaders have created a personal, social and health education curriculum. Pupils gain an understanding of relationships and keeping themselves safe. Children in the Reception class learn about feelings and how to talk about them. Pupils' knowledge of British values and protected characteristics is less secure. Pupils have a detailed understanding of Catholicism. They remember less about the other religions they study.

Pupils benefit from a range of clubs. They take part in boccia, a sport accessible for all pupils, including those with disabilities. Leaders aim for all pupils to represent the school at an event at least once a year. Many pupils have already achieved this. There are leadership opportunities for older pupils, such as house captains, head boy and girl and subject lead roles. Leaders want to develop the range of activities that will broaden pupils' cultural horizons.

Leaders have ensured that systems are in place to check the impact of the curriculum. For example, they have recognised the need to develop provision to help pupils improve their writing skills. Leaders act effectively in order to identified priorities.

Staff are proud to work at this school. They say leaders are considerate of their workload and well-being. Leaders, governors and trustees work together to improve the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance to keep pupils safe. Staff know how to report concerns. All staff complete training at the beginning of the academic year and receive regular updates. Leaders use questionnaires to check the impact of training. Leaders work effectively with external agencies. They are tenacious in following up concerns and securing help for pupils who need it.

Pupils learn how to keep themselves safe, including when online. They know which members of staff are safeguarding leaders. They trust these leaders to help them if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not routinely check all pupils' understanding in lessons. This is particularly the case when whole-class teaching is taking place. When this is the case, teachers do not give pupils the opportunity to recall previous learning, resolve any misconceptions and connect what they have learned previously with new learning. Leaders should ensure that all teachers have the knowledge and skills to check pupils' understanding and so provide all pupils with opportunities to connect their learning over time.
- Pupils do not yet have a deep and secure understanding of British values and protected characteristics. As a result, they cannot talk about how these ideas apply to their lives or the world in which they live. Leaders should ensure that there is clarity about when and how pupils will learn about fundamental British values and protected characteristics, so that pupils can develop their understanding and prepare fully for life in modern Britain.

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	146109
Local authority	Derbyshire
Inspection number	10254743
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	209
Appropriate authority	Board of trustees
Chair of trustees	Sarah Noon
Headteacher	Julia Wiggins
Website	www.stannesbuxton.srscmat.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the St Ralph Sherwin Catholic Multi-Academy Trust in 2018.
- There have been recent changes to the leadership team. The current assistant headteacher took up their post at the beginning of the current academic year.
- 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 has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- The inspection team undertook deep dives in reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke with the curriculum leader for physical education and visited a range of other lessons.
- To evaluate the provision for children in the early years, inspectors met with the leaders and visited the Reception class on multiple occasions.
- Inspectors held meetings with those responsible for behaviour, attendance, pupils' personal development and the provision for pupils with SEND.
- To evaluate the school's safeguarding arrangements, inspectors viewed the single central record, held meetings with leaders, spoke with staff about safeguarding arrangements and reviewed the school's safeguarding records.
- Inspectors met with governors, the chair of trustees and the chief executive officer of the trust.
- Inspectors took account of the views of pupils and staff through formal and informal meetings. They also considered the responses to the pupil and staff survey, and to Ofsted Parent View, including free-text responses.

Inspection team

Matthew Fearn-Davies, lead inspector His Majesty's Inspector

Liz Moore Ofsted Inspector

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