

Inspection of St Anne's Infant School

Bloomfield Road, Brislington, Bloomfield Rd, Bristol BS4 3QJ

Inspection dates: 10 and 11 January 2023

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?

Pupils describe their school as exciting, fun and friendly. The school's vision of 'We reach for the stars and shine' is a central part of the school. There is a strong sense of pride. Pupils demonstrate the school's values in their everyday interactions. As a result, the school is calm and orderly.

Adults in school have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils respond well to this. They are polite, respectful and welcoming. Classrooms are purposeful and productive. There is no loss of learning time and pupils are eager to contribute their thoughts and ideas.

From an early age, pupils understand the difference between bullying and falling-out. They are adamant that bullying does not happen. However, they know that the adults in school will help them if they have a worry or concern. Parents value the nurture and support provided by the adults in school.

Pupils learn about the world beyond St Anne's. They understand that everyone is different, and celebrate this. They say that anyone is welcome at their school. Pupils are keen to support those in need. They spoke about the contributions of food they donated during harvest to help others.

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

Leaders, including governors, have been relentless in their drive to improve the quality of education since the last inspection. Leaders ensure that staff receive effective and ongoing training. Staff appreciate this. They feel valued and well supported by leaders.

From the moment children join the Nursery, there is a strong focus on developing their communication and language skills. Leaders have placed a strong emphasis on promoting a love of reading. This supports the development of ambitious vocabulary. For example, pupils in Reception Year talk confidently about animals that are 'nocturnal'. Leaders have recently made changes to the phonics programme they use. Children learn phonics from the start of Reception Year. Teachers check pupils' understanding carefully. Where needed, pupils who struggle to read receive timely and effective support to catch up. Pupils across the school love to read. They talk about their favourite authors and stories. Pupils enjoy taking the class story sack home each week.

In most subjects, leaders have designed a curriculum that is well sequenced. Consequently, pupils, including those with SEND, build knowledge well from the early years. For example, in history, pupils develop their knowledge about changes beyond living memory because it builds on what they have previously learned. They accurately use vocabulary relating to the passing of time. As a result, they have a secure understanding of the changes to their school since the Victorian period.

The mathematics curriculum is well thought out. Opportunities for pupils to develop automaticity are built within the sequence of learning. This supports pupils well to tackle more complex concepts. Adults use assessment effectively to identify what pupils need to learn next. Pupils with SEND access the same curriculum as their peers because the work is adapted to meet their needs well. In Reception Year, children have the opportunity to consolidate their understanding of number through the carefully planned provision. They are well prepared for Year 1.

In some wider curriculum subjects, the curriculum is not well designed or sequenced. The key knowledge that leaders want pupils to know and remember is not clearly identified. For example, in design and technology, pupils are unable to explain the key concepts that they should know and remember. They do not understand the purpose of the recent 'hat' project or how to evaluate their work. This is because there are gaps in their knowledge.

Leaders provide a wide range of opportunities to support pupils' personal development. Pupils enjoy taking on responsibilities, which includes the class 'special helper'. Pupils understand the importance of keeping a healthy body and mind. They spoke about the 'happy place' in their heads they can go to when they are angry or cross. Pupils enjoy the wide range of extra-curricular clubs that are available, including drama, art, music and sports. Pupils understand the importance of equality. They know that it is important to stand up for what you believe in.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff know that it is 'everyone's responsibility'. Leaders make sure staff have the necessary training to support them to understand their responsibilities to keep pupils safe. They follow the school's agreed procedures to ensure that any concerns are accurately reported. Leaders ensure that pupils and families receive the support they need in a timely manner.

Leaders ensure that adults who work in school are suitable. Recruitment checks are thorough.

Pupils learn how to keep themselves safe, including when online. They learn about the importance of personal space and that it is ok to say 'no'.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subject areas, the important knowledge that leaders want pupils to learn, and the order in which it needs to be learned, has not been identified. This means that pupils do not build their knowledge well over time, and there are gaps in what pupils know. Leaders need to identify the knowledge they want pupils to know and in what order, so that knowledge builds on what pupils already know and so that it is remembered long term.

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

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| Unique reference number | 108956 |
| Local authority | Bristol City of |
| Inspection number | 10256697 |
| Type of school | Infant |
| School category | Foundation |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 208 |
| Appropriate authority | The governing body |
| Chair of governing body | Rachel Friday and Adam Rumney (Co-Chairs) |
| Headteacher | Anna Sutherland |
| Website | http://www.stannesinfants.co.uk |
| Dates of previous inspection | 26 and 27 February 2019, under section 5 of the Education Act 2005 |

Information about this school

- The school runs a nursery provision for children from the age of three years.
- The school does not use 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.
- Inspectors carried out deep dives in these subjects; early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, 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 to leaders about the curriculum in some other subjects, including history and design and technology.

- The lead inspector listened to pupils in Reception, Year 1 and Year 2 read to an adult.
- The inspectors considered how well the school protects pupils and keeps them safe. The inspectors reviewed how the designated safeguarding lead acts on concerns about pupils' welfare. The inspectors talked to pupils and staff about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons and during social times. Additionally, the inspectors spoke to pupils to discuss their views of the school.
- The lead inspector considered the responses to the online survey, Ofsted Parent View, including free-text responses, and responses to the staff and pupil survey.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Ian Robinson

Ofsted Inspector

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