

# Inspection of St Anne's CofE VC Primary School

St Anne's CofE VC Primary School, Wyre Hill, Bewdley, Worcestershire DY12 2UQ

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Inspection dates: 7 and 8 February 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Leaders have established a calm, orderly environment where pupils are happy, confident and enthusiastic learners. They embody the school's values of 'Ready, Respectful and Safe'. Pupils are proud ambassadors for their school. They know that staff have high expectations of their behaviour. As a result, there is seldom any disruption to learning. At break and lunchtimes, pupils enjoy playing together in the extensive grounds. Staff ensure that pupils make the most of the beautiful surroundings with cross-country running, growing vegetables and orienteering. Pupils know that if any bullying occurs it is dealt with effectively by staff. Pupils have great confidence that staff will resolve any issues they raise.

Parents appreciate the regular communication from school. They value the online reading and mathematics homework challenges. One parent's view captured the views of many when they said, 'The staff work extremely hard to ensure that all pupils are supported socially, emotionally and academically. We love the family feel that the school offers.'

In recent years, the standard of education provided has slipped. As a result, pupils have not achieved as well as they could have done. Teachers' expectations of what pupils can achieve have not been high enough in the past. The recently appointed headteacher and chair of governors are focused on improving the curriculum and strengthening leadership.

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

St Anne's is a school at the heart of its community. Leaders are working to make sure that the quality of education provided is the best that it can be. Children in the early years achieve well. The curriculum is well considered, and children are well prepared for key stage 1. Children quickly learn to read fluently. This helps them to make a strong start in Reception. Pupils enjoy reading a wide range of challenging and inspirational texts. Teachers read to pupils every day. Books are carefully chosen to expose pupils to a diverse range of cultures and experiences.

The school has faced a number of challenges, such as staffing and leadership changes, that have had a detrimental impact on the quality of education. There is still much to be done to ensure that when pupils leave the school they have achieved to their full potential.

Leaders have identified gaps in pupils' knowledge that need to be filled quickly in mathematics and writing. Plans are in place to address this. Some areas of the curriculum are less well developed. For example, in the foundation subjects, leaders have not identified clear end points for pupils' learning, and have not considered carefully enough the small steps that pupils need to be successful. The curriculum does not set out precisely what should be taught and when. As a result, the delivery

of the curriculum is inconsistent and does not always meet leaders' intentions. Some pupils are unable to remember what they have learned before. In history, for example, some pupils do not have a clear understanding of chronology. This hampers the progress they make.

Teachers' use of assessment to identify pupils' next steps is variable. In phonics and mathematics, where clear end points are defined, teachers are quick to identify when pupils have not understood something, and adapt their teaching accordingly. In other subjects, assessment of pupils' learning is at an early stage of development, so gaps in pupils' learning are not identified and addressed well enough.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Their needs are identified, and the special educational needs and disabilities coordinator provides support for teachers and other staff to ensure that they can adapt the curriculum appropriately to meet their needs. Parents appreciate that staff are readily available to discuss their children's needs. Parents say that this has recently improved.

Leaders have ensured that pupils have many opportunities to broaden their horizons. Residential trips for pupils include city breaks and cultural trips, as well as outdoor adventures. Leaders actively foster positive relationships with the church and the community. Pupils sing in the church, volunteer in the community, visit the local residential home and write to the residents as pen pals. This helps pupils to develop an understanding of what it means to be an active citizen, making a positive contribution to their community.

The range of after-school clubs offered to pupils is impressive. The headteacher sets an example by leading the school choir. Staff give freely of their time to help enrich pupils' experiences, offering cultural and social opportunities. The annual cross-country competition is a community event hosted by the school and promotes links across local schools.

The new headteacher leads the school with tenacity and commitment. However, governors have not acted quickly enough to prevent a budget deficit and a decline in the quality of education. Governors are now working closely with the new headteacher, with support from the local authority, to remedy this. A governance review has been conducted and a strategic plan is now in place to improve the governance.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that a culture of safeguarding permeates all aspects of the school's work. Staff are vigilant. As a result of updates and regular training, they promptly identify and record signs that pupils need help. Leaders are relentless in following up on concerns that staff report to them, with external agencies if

appropriate. There is a real sense that staff care about pupils, and this shows in pupils' attitudes. They are safe and well cared for.

Leaders carry out pre-employment checks on new staff rigorously. Governors and senior leaders check these records regularly to ensure they are up to date.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have not ensured that the curriculum is delivered as intended in all subjects. As a result, pupils do not learn and remember subject-specific knowledge as well as they need to. Leaders must ensure that teachers receive subject-specific training and support so that they can teach the curriculum effectively and as intended.
- Subject leaders have not precisely set out the content and sequence of what should be taught in all subjects. As a result, teachers sometimes misinterpret what they should be teaching and when. Leaders should ensure that subject leaders receive support and training to sequence the curriculum in sufficient detail, and support teachers to deliver the curriculum effectively.
- In the past, governors have not fulfilled their statutory duties effectively. This has resulted in a budget deficit and a decline in pupils' outcomes. Governors must ensure that they receive the training and support they need to carry out their roles effectively, including holding leaders to account.

## **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

<b>Unique reference number</b>	135036
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10256841
<b>Type of school</b>	Primary
<b>School category</b>	Maintained voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kevin Henderson
<b>Headteacher</b>	Joanne Harvey
<b>Website</b>	<a href="http://www.stannesprimary.worcs.sch.uk">www.stannesprimary.worcs.sch.uk</a>
<b>Date of previous inspection</b>	12 and 13 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed to the substantive post in November 2022, having been acting headteacher for the previous two terms.
- The chair of governors took up their role in January 2023.
- The school has nursery provision for children aged two to four years.
- The school does not use any alternative provision.
- The pupil admission number was reduced from 45 to 30 for the 2022 intake and beyond.

## 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.

- Prior to the inspection, the lead inspector read and reviewed documents on the school's website, as well as published information about the school, including the school's previous Ofsted inspection report.
- Inspectors spoke to parents, staff and pupils about the school and their views on safeguarding, behaviour, bullying and the curriculum.
- The lead inspector took account of survey responses from staff, parents and pupils.
- The lead inspector met with leaders, governors and the local authority school improvement adviser.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. 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. The lead inspector also listened to some pupils read.
- The lead inspector read the minutes of several governing body meetings and sub-committee meetings, and met with the chair of governors, the vice chair of governors and the local authority governor.
- Inspectors met with leaders to discuss SEND provision, attendance and behaviour, safeguarding and the impact of additional funding.

### **Inspection team**

Jane Spilsbury, lead inspector	Ofsted Inspector
Antony Bradshaw	Ofsted Inspector
Sarah Steer	Ofsted Inspector

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