

Inspection of a good school: St Anne's CofE Primary School

208 St Ann's Hill, Wandsworth, London SW18 2RU

Inspection dates:

22 and 23 February 2023

Outcome

St Anne's CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy at St. Anne's. They feel safe and are kept safe. They recognise there are always staff around who care about them.

Pupils are well behaved and keen to learn. They try hard, whether working on their own or with friends. Bullying happens rarely. Pupils say this is because it is not tolerated. Leaders ensure that any rare incidents are dealt with quickly.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND), to do well in their studies. The curriculum is ambitious and, in most subjects, well designed. This supports pupils to produce work of good quality in different subjects and prepares them well for the next stage of their learning.

Pupils talk with pride about their school. They take part in a wide variety of additional activities, for example, multi-skills, arts and crafts and chess. Leaders are committed to developing pupils' responsibility through their engagement with the wider community. For example, pupils are encouraged to share their talents through music performances at the church during important celebrations.

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

Reading is prioritised. A strong and well-embedded phonics programme helps pupils to learn to read at the earliest opportunity. Staff ensure that books are appropriately matched to the sounds that pupils know. This means that pupils securely remember the sounds that they need to read with accuracy and fluency. Those who are at risk of falling behind are identified and supported quickly. Effective implementation of the phonics programme helps these pupils to keep up and become more confident readers. A strong culture of reading is clear across the school. For example, storytelling sessions and the careful choice of books help to encourage a love of reading.

In almost all subjects, the curriculum is well designed. Subject leaders have identified the

key knowledge that they want pupils to learn. This is taught in a logical order, with time made for pupils to revisit and recap previous learning. Teachers check what pupils have learned and address any misunderstandings or gaps in knowledge swiftly. This helps pupils to learn more complex ideas over time. For example, in science, younger pupils learn about different sorts of animals and their habitats. They use this knowledge when learning more complex ideas about adaptation, evolution and inheritance later on in the curriculum. Similarly, in mathematics, children in Reception practise counting and matching spots on dice to different written digits. This knowledge helps them to be well prepared to tackle addition and subtraction in Year 1.

In a few subjects, leaders have not identified as clearly the key knowledge that they want pupils to learn. In these subjects, pupils often recall isolated facts which do not build effectively on what they have learned before. As a result, pupils do not build their knowledge cumulatively and therefore struggle to make connections and develop a deeper understanding.

Pupils with SEND are swiftly identified and well supported. This is because leaders have ensured staff are knowledgeable regarding pupils' specific needs and the strategies needed to help them to succeed. Adaptations, such as additional visual and language support, help pupils access the same curriculum as their peers wherever possible.

Pupils' behaviour and attitudes towards their learning are highly positive. Lessons are not disrupted by off-task behaviour. Pupils are enthusiastic and there is a calm, focused and respectful atmosphere around the school.

Leaders prioritise pupils' wider development. For example, the 'faith group' provides opportunities for pupils to share their views and to support events in school and at the church. There are opportunities for pupils to develop their own leadership by taking on additional responsibilities such as class monitors. Pupils appreciate these roles and take them seriously.

Staff enjoy working at the school and are overwhelmingly positive about leaders' consideration and support for their workload and well-being. Staff described the school as a 'family' and are committed to supporting each other.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear procedures in place to keep pupils safe. Staff are well trained to identify and report concerns about any pupils who may be at risk of harm. Governors are aware of their statutory safeguarding responsibilities and keep up to date through regular training.

Leaders work well with external agencies to ensure that pupils and their families get the right support as quickly as possible.

The curriculum has been designed to support pupils to learn about keeping safe. This includes staying safe when online and being aware of any local risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas, the key knowledge that leaders expect pupils to learn has not been identified clearly. As a result, pupils do not build as deep an understanding in these subjects. Leaders must identify the key concepts that should be learned and ensure that they are well sequenced so that pupils are better supported to learn and remember more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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	101041
Local authority	Wandsworth
Inspection number	10255495
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair of governing body	Martin Baker
Headteacher	Lesley Steward
Website	www.st-annes.wandsworth.sch.uk
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is much smaller than the average-size primary school.
- The school manages its own breakfast club. An after-school club is run by an outside provider.
- Leaders do not make use of alternative provisions.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, assistant headteacher and members of staff.
- Discussions were held with four members of the governing body, including the chair of governors. The inspector also met with a representative of the local authority and the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of their work.

- The inspector also considered the curriculum in other subjects. This included early mathematics in the Nursery and Reception classes.
- The inspector looked at a range of documentation, including leaders' priorities for improvement.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through both discussions and their responses to Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector

His Majesty's Inspector

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