

# Inspection of St Anne's Fulshaw C of E Primary School

Nursery Lane, Wilmslow, Cheshire SK9 5JQ

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Inspection dates: 29 and 30 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

St Anne's Fulshaw CofE School is a caring and welcoming place to learn. Staff, parents/carers and pupils describe the school as like being part of 'one big family'. Warm relationships are at the heart of this school.

Pupils comment that they feel safe. They know that staff care about them. They value the wide range of pastoral support offered to them by adults. They trust that there is always an adult available to help them if they have any concerns.

Leaders and staff have high expectations of all pupils, including pupils with special educational needs and/or disabilities (SEND). They expect every pupil to achieve and behave well and are successful at making these things happen. Pupils are extremely eager learners. They comment that their teachers make learning fun.

Pupils' behaviour is impeccable. They are deeply respectful and considerate of each other. For example, they check without hesitation that others are all right when a stray ball hits one of them. Bullying is very rare. Leaders deal with it swiftly and effectively.

The school's strong shared values and leaders' commitment to nurture and the celebration of diversity make this school highly inclusive. Pupils learn to be valuable and responsible members of the school community by engaging in leadership opportunities, such as being mental-health champions and games leaders.

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

In most subjects, leaders have created an effective curriculum from early years through to the end of key stage 2. In most subjects, the curriculum gives pupils the knowledge and understanding necessary for them to be confident learners. Leaders have thought carefully about what they want to teach pupils and the order in which they want to teach it. Leaders' approach to the curriculum ensures that most pupils are well prepared for the next stages in their education and for life in modern Britain.

However, the curriculum is still to be finalised in some subjects. In these subjects, leaders have not decided exactly what they want to teach pupils and in which order. Occasionally, this hinders how well some pupils learn. Despite this, most pupils achieve well.

Teachers explain new ideas clearly. They are knowledgeable about the subjects that they teach. They help pupils to revisit and remember important learning. They use a range of strategies to ensure that they make secure connections between new and previously learned concepts and ideas. They use assessment information well to establish what pupils know and to shape future learning.

Reading is an extremely important feature in this school, which has a rich supply of books. Pupils told inspectors that they love the books they read and the stories that teachers read to them. Some pupils said that reading 'makes you forget the time; it transports you to another world and is good for your mental health, and it helps you build up your knowledge and vocabulary.'

As soon as children start at the school, in the Reception class, they learn letters and sounds through carefully planned activities. Adults in the early years and in key stage 1 use their specialist knowledge of the teaching of early reading appropriately. This helps pupils to become increasingly confident readers by the time they leave key stage 1. Adults help pupils who find reading more difficult, including those who speak English as an additional language (EAL). Most quickly catch up with their peers and read confidently and fluently.

Leaders identify the needs of pupils with SEND so that teachers can give them the right help to achieve, both academically and in building their self-esteem. Pupils with SEND succeed alongside their peers and participate fully in the same exciting curriculum.

Pupils' excellent behaviour ensures that the school is a very orderly community. Pupils act with courtesy beyond their years, often rushing to open a door or to help someone who needs assistance. They go out of their way to look after each other. For example, they are quick to spot and to help those pupils who are playing on their own or who may need some reassurance in the playground. Their keenness to participate fully in learning ensures that there is no disruption to lessons.

Leaders prioritise pupils' wider personal development. Staff provide pupils with the richest opportunities to develop positive emotional health and well-being. Pupils relish spending time with Cookie, the school therapy dog. Staff give them the responsibility to organise their own clubs and fundraising and charity events. Through these activities, they are proud to model what it is to be excellent citizens.

Leaders, governors and staff are passionate about their school. Governors hold leaders fully to account for their work to improve the curriculum. Staff feel that leaders fully take into account their workload and well-being when making changes. They are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders and staff prioritise the safeguarding and protection of all pupils. Leaders make sure that all policies and procedures are in place and that everyone knows how to put them into practice. Staff know how to spot the signs of abuse and neglect and are quick to act if they are concerned about a pupil. Leaders work well with professionals outside the school to keep pupils safe. They are strong advocates for vulnerable families and pupils.

Adults teach pupils how to stay safe and behave responsibly in different situations. This includes when using the internet.

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

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

- In a small number of subjects, leaders have not given sufficient thought to the essential knowledge that pupils must learn and in what order they should learn it. Consequently, this hinders how well some pupils learn in these subjects. Leaders should finalise their curriculum thinking in these subjects so that teachers have enough information to shape teaching, enabling all pupils to achieve well.

## **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>	111287
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10256058
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Carter
<b>Headteacher</b>	Clare Daniel
<b>Website</b>	<a href="http://www.stannesfulshaw.net">www.stannesfulshaw.net</a>
<b>Date of previous inspection</b>	6 and 7 December 2017, under section 5 of the Education Act 2005

## Information about this school

- St Anne’s Fulshaw CofE Primary is a small school. It has a much higher than average number of pupils joining the school at different times during the school year. Many of these pupils speak EAL. Some have SEND.
- The last section 48 inspection under the Education Act 2005 for schools of a religious character was January 2018. The next section 48 inspection is due to take place by the end of summer term 2024.
- 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.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, they 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. They also spoke to leaders about the curriculum in some other subjects.
- Inspectors spoke with pupils about their work and school life. An inspector also talked with pupils about the books they like to read. An inspector heard pupils read to a familiar adult.
- Inspectors spoke with the headteacher and deputy headteacher. The headteacher is also the special educational needs coordinator and designated safeguarding lead. An inspector also spoke to the early years leader.
- Inspectors held discussions with members of the pastoral team and staff, focusing on the well-being and safeguarding of pupils.
- An inspector spoke with members of the governing body, including the chair of governors. An inspector also spoke with a representative of the local authority and a diocesan representative.
- Inspectors reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken on newly appointed staff.
- Inspectors considered the responses to Ofsted's parent questionnaire, Parent View, including the free-text responses. They also considered the responses to Ofsted's staff survey. There were no responses to Ofsted's pupils' survey, but inspectors spoke to pupils throughout the inspection.

## **Inspection team**

Sue Eastwood, lead inspector

His Majesty's Inspector

Saeeda Ishaq

Ofsted Inspector

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