

Inspection of Anney Catholic Primary School

Anney Catholic Primary School, Sutton Avenue, Seaford, East Sussex BN25 4LF

Inspection dates: 3 and 4 July 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils at Anney feel like they are part of a family within the school. They feel safe here, and they know that staff care about their welfare outside of school as well. Pupils are happy and confident about coming to school.

Leaders have steered the school through considerable changes, especially this academic year. As part of this, staff expect the best from and for their pupils. Pupils understand that the work they are given pushes them to do well. Consequently, they put their best efforts into meeting what staff expect of them. Pupils with special educational needs and/or disabilities (SEND) benefit strongly from the school's culture of high expectations. They are included fully in the life of the school.

Pupils know what bullying is and how the school deals with it. They are confident that if they have concerns, these will be dealt with well by staff. Staff are consistent in their use of the new behaviour policy. As a result, pupils are respectful and kind towards one another. They behave well in class and around the school. Pupils are eager to receive a 'shining light' award for embodying the school's values.

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

Leaders have acted swiftly to ensure that pupils learn increasingly well in all subjects. They have adapted the curriculum to close gaps in pupils' knowledge. Leaders remain ambitious for all pupils to achieve well, even if some gaps cannot be closed within a single year. Not all pupils are achieving highly yet, but there are clear improvements in the quality of their learning. Leaders aim to give pupils a full understanding of a broad range of subjects, starting from early years. In computing, for example, pupils develop digital literacy as well as learning about programming. In a few subjects, the curriculum develops certain aspects of pupils' learning more thoroughly than others.

Teachers explain learning well to pupils and children in the early years. Teachers are skilful in using assessment to identify pupils who need support with certain topics. Staff then deliver that support in a timely and precise way. This prevents those pupils from falling behind in their learning. Teachers' effective use of assessment also helps to identify and support pupils with SEND. Teachers set engaging and purposeful work. However, in some subjects, the tasks that teachers set do not always match closely enough with what they intend pupils to learn.

Leaders make sure that reading is a priority for pupils, staff and parents. Teachers understand what pupils need to work on next in order to become more fluent. They utilise every opportunity to broaden pupils' vocabulary. Pupils enjoy using the school library and the book corners in classrooms, as well as visiting the community library. Leaders also help parents to understand how to support their child with reading. This approach is embedded effectively from the start of children's time in early years. As a result, weaker readers catch up quickly.

Staff in early years support children to develop their concentration and perseverance strongly. As a result, children are enthusiastic about taking on challenges and working hard. Leaders' new approach to behaviour supports pupils in making the right choices. Pupils see the code of conduct as being fair. Staff provide sensory breaks for pupils who need it, in order to help them to focus and learn well. Leaders work closely with families to improve attendance. This has been particularly impactful for disadvantaged pupils.

Leaders have mapped out what pupils will learn about personal, social and health education. Pupils encounter themes such as relationships in ways that are suitable for their age. Pupils learn about different cultures and faiths through thematic weeks. They develop respect for difference and diversity. The school council helps to raise awareness of topical issues, for example by fundraising for refugee week. Staff provide visits and activities to give pupils access to new and exciting experiences. Pupils know about looking after their mental health and well-being. Worry boxes and calm corners are available for all pupils. Leaders also provide additional support for pupils who are struggling to manage their emotions.

Leaders and governors are focusing on sustaining the improvements made this year. Governors have learnt from the difficulties the school has faced in the past. They are strongly engaged in supporting and challenging leaders. Trustees ensure that governors have the required skills and expertise. Leaders provide purposeful and effective training for staff. This includes early career teachers, who are supported to make a strong start in teaching. Staff are very positive about working here.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff understand the risks that pupils might face online and in the wider world. Throughout the curriculum, pupils learn about how to keep themselves safe. Staff know what to look out for and are confident to report concerns about pupils. Leaders work with external agencies to ensure that pupils get the help that they need. By keeping detailed records, leaders ensure that concerns are managed effectively. Governors scrutinise the completion of pre-employment checks for staff. Across the school, leaders' emphasis on safeguarding helps to create a culture of awareness and vigilance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not yet set out all aspects of the knowledge that pupils need for future learning. As a result, pupils do not always develop a rounded understanding of the subject discipline. Leaders need to ensure that the curriculum enables pupils to build on their knowledge well in all subjects.

- In some subjects, the tasks set do not always enable pupils to fulfil the aims of the curriculum. This means that some pupils do not acquire and embed the knowledge that leaders intend. Leaders should make sure that the work set in all subjects aligns precisely with the intended curriculum.

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	146786
Local authority	East Sussex
Inspection number	10268178
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	194
Appropriate authority	Board of trustees
Chair of trust	Tim Feast
Headteacher	Gemma Irvine (Executive headteacher)
Website	www.annecy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Anney Catholic Primary School opened as a converter academy in February 2019. It replaced the previous voluntary aided school of the same name, and is part of Bosco Catholic Education Trust. The most recent section 48 inspection took place in March 2017, and the next is due to take place before April 2024.

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 of 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 met with the executive headteacher, head of school, senior leaders and subject leaders. Inspectors spoke with executive leaders from the trust, and a representative from the Diocese of Arundel and Brighton.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and computing. 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 looked at records of pupils' learning in some other subjects.

- To inspect safeguarding, inspectors reviewed the school's single central record, files relating to safeguarding cases, and spoke with staff, pupils, trustees and governors.

Inspection team

Daniel Botting, lead inspector

His Majesty's Inspector

Louise Lythgoe

Ofsted Inspector

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