

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

Court Road, Banstead, Surrey SM7 2PH

Inspection dates:

5 and 6 December 2023

Outcome

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

What is it like to attend this school?

St Anne's is a school where pupils are happy. Pupils are proud to come to a school where they learn to be confident and polite. The values of 'self-belief, teamwork, aiming high and respect' are central to every aspect of the school. Pupils can explain what these values are and why they matter. Importantly, pupils demonstrate them across the school.

Pupils are keen to talk about their learning. The school has high expectations of what pupils will learn, and the majority of pupils, including those with special educational needs and/or disabilities (SEND), are achieving well.

The school also has high expectations for pupils' attendance and behaviour. The vast majority of pupils behave exceptionally well. They know how to recognise bullying, and it is not tolerated. They know they can speak to one of their five trusted adults if they have any concerns. Pupils are safe and well supported.

Pupils participate in a wide range of opportunities the school provides, including clubs and visits to the local community. Older pupils enjoy supporting their younger peers during playtimes and reading sessions. Pupils also enjoy being part of the school council. They know they play an important part in making the school a positive place to learn.

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

Following significant changes over the last few years, the school has an ambitious curriculum. Expectations of what pupils can achieve are high. The majority of pupils achieve well. This includes pupils with SEND. The support for these pupils is highly effective. Staff make careful adaptations to make sure these pupils are successful in their learning.

The core knowledge pupils need has been carefully identified across the curriculum. The school makes effective use of teachers' checks on pupils' learning. Gaps in pupils' knowledge are identified and addressed quickly in most subjects. There has been careful

consideration of how the curriculum develops from the early years, and children are learning well right from the start. The school works in partnership with other local schools in the diocese, which provides a range of effective support for subject leaders. In turn, subject leaders ensure that staff have the subject knowledge they need to teach subjects well.

Reading is a key focus for the school. There has been a significant amount of work done to ensure that all pupils learn to read accurately and fluently. The vast majority of pupils learn to do so quickly. The sounds and letters pupils need are introduced right from the start of Reception. As a result, most older pupils read with confidence, and they talk about the stories they have read enthusiastically. At times, however, the teaching of phonics is not as precise as it could be. This means that a small number of pupils are not learning to read as quickly as they could. There are a few older pupils who are at the early stages of reading. The school is alert to this and has taken steps to ensure that these pupils have additional support. However, more work is needed to fully embed the teaching of phonics and to ensure that those who need more help receive it quickly.

Pupils' mathematical knowledge is very secure. They know about the different processes and use mathematical vocabulary adeptly. This vocabulary is introduced in Reception and builds over time. Teachers revisit this regularly to check that all pupils can use it well, including as part of problem-solving. Pupils are confident mathematicians.

The school values pupils' wider development as much as their academic achievement. Pupils are taught about respect and kindness. They demonstrate these traits exceptionally well. Pupils have a strong understanding of different faiths and the importance of not discriminating based on this or for any other reason. They also know about different kinds of relationships, as well as how to keep themselves healthy and safe. The school ensures that there is a wide range of clubs and activities. The school has considered what opportunities pupils need that will prepare them for later life. The majority of pupils participate in these clubs and events regularly. The school is careful to check that pupils who are disadvantaged are also involved in clubs, providing support for this where needed.

Staff are as proud as the pupils to be part of this school. They value the flexible support they receive to manage their workload. There is a strong culture of collaboration across the school, and staff know that they will be provided with any additional resources that will help them.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of reading is not as precise as it could be, and pupils sometimes do not receive the timely support they need. As a result, a small number of pupils are not

making as much progress in reading as they could. The school needs to continue to ensure that all staff understand how to teach reading effectively and that catch up is consistently well targeted and prioritised.

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 first ungraded inspection since we judged the school to be good in July 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125219
Local authority	Surrey
Inspection number	10296307
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair of governing body	David Michael Rowles
Headteacher	Julie Renaut
Website	www.stannes-school.uk
Date of previous inspection	10 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Roman Catholic school and part of the Diocese of Arundel and Brighton. Its last section 48 inspection of the school's religious character took place in December 2021.
- The school does not currently use any alternative provision.
- The school runs a breakfast club on the school site.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector completed deep dives in the following subjects: early reading, mathematics and physical education. To do this, she met with subject leaders, had discussions with staff and pupils, visited a range of lessons and looked at pupils' work.

- The inspector also met with a range of leaders from other subjects and looked at a range of pupils' work.
- The inspector also scrutinised a range of documents, including the school's evaluation of the school and their priorities for improvement.
- The inspector met with a range of senior leaders, subject leaders, teachers and support staff.
- The inspector also met with the chair of governors and a range of other governors and representatives of the diocese and local authority.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

Inspection team

Zoe Enser, lead inspector

His Majesty's Inspector

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