

# Inspection of St Anne's Catholic Primary School

Free Prae Road, Chertsey, Surrey KT16 8ET

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Inspection dates: 12 and 13 March 2024

<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

The headteacher of this school is Leanne Harris. This school is part of Xavier Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, James Kibble, and overseen by a board of trustees, chaired by Peter O'Brien.

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

St Anne's Catholic Primary is a welcoming and inclusive school. Pupils live up to the school's values stating, 'these will help get you further in life and not give up'. They are happy and enthusiastic ambassadors of their school. They demonstrate high levels of respect for each other and adults.

Pupils meet the school's high expectations by behaving well and working hard. They conduct themselves exceptionally well in class. Pupils participate in lessons enthusiastically and want to do their best. They consistently act in a kind way towards each other. When moving around the school and during break times, pupils show great self-discipline.

Pupils are supportive of each other, and proud to take on responsibilities such as peer mentoring. They enjoy contributing to school life and supporting wider community projects, including raising funds for causes that are important to them. Pupils' learning is enhanced by carefully planned visits, such as to the Milestone Museum and Watt Gallery. Every pupil is encouraged to pursue their interests and find their own talents in clubs such as Spanish, art and choir.

Parents are effusive in their praise for the school. One summing up the views of many stated, 'children are encouraged to learn and flourish'.

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

Leaders' carefully considered approach to personal development helps pupils to develop a strong moral code. Pupils understand the importance of rules. They value the opportunity for reflective, restorative conversations that helps them make better decisions in the future. Pupils understand and champion the importance of individual liberty, freedom of voice and equality. The well-considered curriculum ensures they learn how to be a good friend, and the importance of kindness, listening and acceptance. Pupils have a secure understanding of how to keep safe when working or playing online. They learn about a range of careers, including barristers and cardiologists, and this develops how pupils value education and the opportunities it provides them.

The school's curriculum is ambitious, and pupils achieve well across most subjects. The carefully sequenced curriculum starts in the early years, where children get off to a strong start. Teachers know precisely what to teach, building carefully on pupils' prior learning. The identification of pupils' special educational needs and/or disabilities (SEND) is both accurate and timely. Leaders work well with teachers to ensure pupils with SEND get the support they need to access the curriculum alongside their peers.

During lessons, teachers explain key information clearly, and pupils have opportunities to go over what they have learned before. There is a focus on vocabulary and classrooms are language-rich environments. Adults engage

meaningfully and purposefully with children. They use non-verbal cues successfully to support communication. Across the school, teachers ensure pupils revisit content so that they can build on what they already know. In English and mathematics, assessment is used well to track pupils' progress and identify where extra help is needed. However, in a small number of other subjects where the curriculum is less established, teachers do not always accurately check what pupils understand. As a result, gaps in pupils' knowledge are not always identified and addressed in these subjects.

There is a strong culture of reading in this school. Phonics is taught well, and pupils learn to read proficiently. Children in the early years begin learning to read as soon as they start school. In their play, children use this knowledge to read and write words with growing confidence. Throughout the school, pupils who fall behind get the help they need to become accurate readers. Pupils enjoy the enthusiasm with which teachers read to them. Older pupils retain their passion for reading. They proudly enjoy showing off their library and recalling the books they have read recently.

Close links between the governing body and the trust mean there is strong oversight of the school. Governors understand their role to support and challenge the school effectively. School leaders ensure that all staff are supported. They listen to staff views when making changes. This ensures that staff workload is manageable while ensuring that changes benefit pupils. In turn, teachers are highly appreciative of the guidance and training they receive. They are proud of their school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of subjects, teaching does not identify and address misconceptions in pupils' knowledge. This leads to gaps in pupils' understanding. The school should ensure that pupils' understanding is checked consistently well across all subjects, so that any misconceptions can be addressed swiftly, and pupils are well supported in building their knowledge consistently over time.

## **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

<b>Unique reference number</b>	143365
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10296440
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter O'Brien
<b>CEO</b>	James Kibble
<b>Headteacher</b>	Leanne Harris
<b>Website</b>	<a href="http://www.stannes-chertsey.surrey.sch.uk">www.stannes-chertsey.surrey.sch.uk</a>
<b>Date of previous inspection</b>	18 September 2018, under section 8 of the Education Act 2005

## Information about this school

- The school's before- and after-school childcare provision is run by the school.
- St Anne's Catholic School is part of the diocese of Arundel and Brighton. The most recent section 48 inspection for schools of a religious character took place in January 2020.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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. 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 headteacher and other senior leaders. They also met with members of the governing body, chair of trustees and representatives from the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, science and design and technology. 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.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors spoke to the safeguarding leader and scrutinised a wide range of information, including a selection of the school's records. They also spoke to staff and pupils about safeguarding and looked at how pupils learn to keep safe.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Parent View. They also took account of staff responses to Ofsted's online questionnaire.

## Inspection team

Laura James, lead inspector

His Majesty's Inspector

Gareth Flemington

Ofsted Inspector

James Everett

Ofsted Inspector

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