

Inspection of St Anne's Catholic Primary School

Pinkerton Road, South Ham, Basingstoke, Hampshire RG22 6RE

Inspection dates: 26 and 27 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Martine Sadie. This school is part of the Mother Teresa Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Bill James, and overseen by a board of trustees, chaired by Col David Kenny.

What is it like to attend this school?

Inclusion is highly valued by all here. Pupils speak proudly about making sure everyone is appreciated for who they are. They treat each other with respect and explain that this is important. Supported by the school's strong Catholic ethos, pupils develop a secure understanding of tolerance.

The school's mission statement of 'Let all you do be done with love' is well understood. Both pupils and staff state that all they do is based on this. It is the cornerstone of the school's decision-making, along with their core vision of 'children first'. During social times, it is evident that pupils make sure everyone is included in games. These are joyful occasions, where pupils happily engage in activities. A culture of mutual respect is embedded throughout the school. This begins in Reception, where children gleefully take turns and share the equipment.

Pupils achieve well. The curriculum is designed so all pupils can access the learning and build on what they already know. Pupils are keen to discuss their learning and are eager to celebrate the achievements of their peers as well as their own.

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

The school has worked to revamp the curriculum from early years upwards effectively. The curriculum is designed to provide pupils with the skills and knowledge they need for future learning. This ambition is realised throughout the school. However, in a few subjects, recent changes are not yet fully in place.

There is a sharp focus on ensuring that no pupil is left behind during lessons. Staff routinely check that pupils understand key concepts and tasks. Strong systems for identifying pupils with special educational needs and/or disabilities help staff to provide appropriate support when it is needed. Teachers make adaptations so that all pupils can learn the same content.

A love of reading is evident across the school. The school is determined that every pupil should learn to read as quickly as possible. This is achieved through expert teaching of phonics. In phonics sessions, additional adults are used particularly well to support pupils to keep up with their peers. The school has also carefully considered the books that pupils will read. Older pupils who are still learning to read have access to engaging books matched to their reading stage. Pupils in key stage 2 talk animatedly about the books they read and the ones that staff read to them. Pupils value these experiences. They also discuss the skills they are developing through reading sessions.

Pupils' behaviour and attitudes are particular strengths. Everyone understands the behaviour policy and why it matters. Staff apply the policy consistently. Pupils recognise the importance of positive behaviour. They also know that if they struggle with this at any time, they will be provided with help. Staff place great emphasis on building relationships based on mutual respect. This feeds into the school's kind and

caring culture. As a result, there is a calm atmosphere where everyone can learn without being disturbed. Pupils are motivated to apply themselves to all aspects of school life and do their best. This begins in Reception, where children are helped to try new things and take appropriate risks. In physical education, for example, children navigate beams and jumps with adult support and encouragement.

While revamping the curriculum, the school has also successfully improved the personal development offer for pupils. Trips and visits help pupils to remember key learning. There is a clear vision for how pupils will develop as individuals and as citizens of the future. This is underpinned by the strong Catholic ethos and values of the school, which are fully embedded so that pupils understand them and their importance. Pupils enjoy learning about the world and how everyone is different. Older pupils found the recent work on refugees particularly enlightening. There are various opportunities for pupils to be junior leaders in school. They take these responsibilities seriously. The rescue squad supports others at playtimes so everyone has someone to talk to and play with.

The trust has strong oversight of the school. Strong relationships between the school and the trust result in effective monitoring of standards. The trust has ensured the school vision aligns with that of the trust, during a period of recent significant growth. Staff feel well supported. They appreciate what the school does to help with their workload and well-being while also maintaining high standards. There is a focus on safeguarding as a priority for all. Everyone is well trained to follow the school's mantra of 'think the unthinkable'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not as precisely defined in a few subjects as it is elsewhere. This means that, in these subjects, pupils are not always learning as deeply as they could. The school should continue to refine the curriculum and support leaders in these areas, so that the curriculum is consistently effective across the whole 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' 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	147519
Local authority	Hampshire
Inspection number	10296459
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	Board of trustees
Chair of trust	Col David Kenny
Chair of governors	Pascal Sintah
CEO of the trust	Bill James
Headteacher	Martine Sadie
Website	www.st-annes.hants.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Mother Teresa Catholic Academy Trust.
- 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the headteacher and the deputy headteachers. They also met with other school leaders, staff and pupils.

- The lead inspector met with two governors, including the chair of governors. She met the chair of trustees and spoke to the chief executive officer of the trust.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, design and technology and physical education. For each deep dive, the 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.
- The inspectors also looked at books and spoke to leaders about writing, geography, art and history.
- To inspect safeguarding, the inspection team checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. The inspectors also talked to a range of staff and pupils informally.
- The inspectors considered the responses to the confidential staff and pupil surveys and spoke to a range of staff and pupils about their views of the school.
- The inspectors took account of the 34 responses to the Ofsted Parent View questionnaire and the additional 18 free-text responses. An inspector talked with some parents on the second morning of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspectors reviewed a range of documentation, including the school development plan and the school's self-evaluation.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

Jason Philipsz

Ofsted Inspector

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