

Inspection of a good school: St Anne's Church of England Primary School, Grantham

Harrowby Road, Grantham, Lincolnshire NG31 9ED

Inspection dates:

23 and 24 April 2024

Outcome

St Anne's Church of England Primary School, Grantham continues to be a good school.

What is it like to attend this school?

This is a well-led school where pupils enjoy positive relationships with adults. Across the school community, there is a strong sense of togetherness.

The school expects pupils to work hard and behave well. Most pupils meet these high expectations. Pupils are a credit to the school. They are friendly and courteous, behaving well in lessons and around the school. The calm atmosphere from the early years to Year 6 helps pupils to enjoy their lessons and to do their best. Pupils feel safe and happy. They know that they can talk to an adult if anything is worrying them.

Staff take great care to meet the needs of all pupils. This includes pupils with special educational needs and/or disabilities (SEND). The school makes sure that it includes all pupils in everything that it does.

Pupils engage well with their learning activities. For example, in the early years, children enjoy following their ideas to make 'elf wands'. In key stage 2 history, pupils discuss the significance of listed buildings.

Parents and carers hold the school in high regard. They value the sense of 'family' and strong pastoral care. One parent, whose comment was typical of many, said, 'St Anne's is a lovely school where they really appreciate the whole child.'

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

The school has designed an ambitious curriculum to meet the needs of its pupils. Plans are well sequenced. Teachers deliver lessons with enthusiasm and skill. Pupils revisit knowledge to enable them to recall their learning. Teachers check how well all pupils learn. These checks help teachers to tailor how they teach the curriculum to meet pupils' needs. The school has been successful in raising standards in English by the end of Year

6. In mathematics, the school has identified that, on occasions, pupils are introduced to new ways of making calculations before they are ready. This can prevent pupils from learning as well as they could in this subject. The school is taking measures to address this, with pupils now using a range of resources to deepen their understanding. From the early years onwards, the mathematics curriculum now builds up in small steps.

Children in the early years learn in a caring and exciting environment. There are many activities to extend their imagination. Children concentrate well on a wide variety of activities, including producing mud paintings. For example, children use 'nature's paint brushes' made from items collected on their spring walk. This approach to making learning memorable helps children to achieve well. Interactions between adults and children are positive. Adults provide the right balance of challenge and support.

Positive attitudes to learning continue into key stages 1 and 2. Pupils' behaviour is good and attendance is high. This helps them to progress well in their learning. Pupils' enthusiasm extends across the curriculum. For example, as one pupil explained about history, 'I like learning how people lived before we were around.'

Reading is a key priority across the whole school. Children begin learning to read as soon as they start in the Reception Year. The school provides timely support for any pupils who need help to keep up. Staff delivering the phonics programme are knowledgeable. They work well together to ensure the success of the programme. Events such as books swaps and the annual book week encourage a love of reading. Most pupils enjoy reading. As one pupil said, 'It fills your brain up with imagination!'

Pupils' personal development is at the heart of the school's work. The strong emphasis on character development makes a positive impact on pupils' attitudes. For example, pupils talk with understanding and maturity about fundamental British values. Pupils learn about differences between people and the importance of respect. Pupils show this respect in their behaviour. They enjoy a variety of leadership roles, such as mini police and playground leaders. The school council takes responsibility for organising events such as the Christmas Fayre. The school provides some extra-curricular clubs. These cater for interests such as keep fit and cooking.

This is a school which knows itself well. Governors are regular visitors to the school. They have an accurate view of the school and a clear vision for future priorities. The local authority has provided support to help improve the school. Staff say that they are proud to work at the school. They value the work of leaders to support their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Until recently, pupils have been introduced to new, more formal methods of calculation before they are ready. This has led to pupils not developing their knowledge and understanding of different mathematical concepts in a consistently secure way. The school should ensure that the revised approach to building pupils' understanding in mathematics, which has been recently introduced, enables all pupils to become secure in their knowledge of different mathematical concepts.

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 second ungraded inspection since we judged the school to be good in October 2014.

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 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	120522
Local authority	Lincolnshire
Inspection number	10298423
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Tom Woodlock
Headteacher	Natalie Slight (acting headteacher)
Website	www.st-annes.lincs.sch.uk
Date of previous inspection	13 June 2018, under section 8 of the Education Act 2005

Information about this school

- The acting headteacher has been in post since February 2024.
- The school is part of the Diocese of Lincoln. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in September 2019.
- The school does not use any alternative education provision.

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 his evaluation of the school.
- The inspector met with the acting headteacher and other leaders. The inspector spoke with groups of staff and pupils.

- The inspector met with members of the governing body and spoke with a representative of the local authority.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils reading with a familiar adult.
- 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 inspector observed pupils' behaviour during lessons and around the school site.
- The inspector spoke with parents and carers at the school gate. He also considered the responses to Ofsted's Parent View, and to Ofsted's staff survey.
- The inspectors reviewed a range of documentation, including school improvement plans, attendance data and minutes of governing body meetings.

Inspection team

Martyn Skinner, lead inspector

Ofsted Inspector

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