

St Anne's Catholic Academy

Address: Camp Hill Drive, Nuneaton, Nuneaton, Warwickshire, CV10 0JX

Unique reference number (URN): 141747

Inspection report: 13 January 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Early years staff engage with parents and carers right from the start through workshops and friendly, open communication. This means they get to know families well. Leaders make informed and appropriate decisions about how to meet children's needs. The highly effective curriculum is carefully sequenced, focusing on language, relationships and building vocabulary. From this, expert staff create purposeful activities that support children's learning well. The environment is welcoming and thoughtfully designed, with well-equipped outdoor spaces that promote learning. Staff skilfully adapt activities to individual needs, fostering children's progress and confidence. Clearly embedded routines create a secure, happy atmosphere where children thrive. This begins in the Nursery. Children are well prepared for the next steps in their education as they move into Reception and key stage 1.

Staff and children build warm, trusting relationships. Adults listen and respond skilfully to children. Staff spot those who are not engaged with learning, gently guiding them back to an activity or task. Every opportunity is used to help children to learn. For example, children practise phonics while lining up to wash their hands before lunch. Reading is prioritised and taught knowledgeably, with staff enthusiastically modelling a love of books. Pupils quickly get to grips with the knowledge they need to read. Children learn about different people and places through stories to enrich their understanding of their community and the wider world.

Personal development and wellbeing

Strong standard ●

Leaders have ensured that the school's extensive personal development programme is ambitious and relevant for all pupils. The school's values, including of respect for oneself and others, sit at the heart of the offer. Pupils' wellbeing is carefully checked and considered. The school uses highly effective pastoral support, and the trusted relationships they have built with families, to ensure that pupils who are struggling with wellbeing are able to attend regularly, join in and learn well.

Leaders choose trips, visits and residential opportunities in a deliberate way to support the academic curriculum but also to build ambition and confidence. For example, 'vocations day' provides a regular opportunity to raise aspirations and broaden pupils' horizons. The school provides several residential opportunities that build in length and distance over time, developing pupil independence. While on these trips, pupils experience activities that challenge them. These help them to become more resilient or understand the benefits of teamwork. Leaders track participation in clubs and trips, and take steps to ensure that disadvantaged pupils, those with special educational needs and/or disabilities and other vulnerable groups attend.

An appropriate programme steadily builds pupils' understanding of healthy relationships. The school ensures that pupils, including the most vulnerable, understand important messages about keeping themselves safe, including when using the internet. As a result, pupils talk confidently about healthy relationships, online safety and equality. They agree that the whole school welcomes everyone, regardless of background.

Pupils develop a sophisticated understanding of what it means to contribute to society. They take on roles and responsibilities, including as members of the school council and play leaders. Pupils proudly recognise the impact that they have in school, as well as their developing sense of responsibility and understanding of democracy. All pupils learn that giving back to their community is important. Pupils are actively involved in charity work, such as collecting and organising donations to the school's food bank.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well at this school across the subjects that they study. They learn the important knowledge and skills that they need to succeed. Pupils gain phonics knowledge and early reading skills that enable them to access the curriculum. In mathematics, they have very secure recall of basic number facts. Children leave the Reception Year ready for the challenges of Year 1. On the whole, pupils are well prepared as they make the transition to each new stage of their education.

Pupils from disadvantaged backgrounds are particularly successful and achieve well in comparison with disadvantaged pupils nationally by the end of Year 6. Pupils with special educational needs and/or disabilities make progress through the curriculum.

Pupils at this school achieve the expected standard in external tests, with similar success to pupils nationally. However, the proportion of pupils reaching the higher standard in national tests is below national averages.

Attendance and behaviour

Expected standard 

Leaders have successfully raised the profile of attendance. They communicate the importance of coming to school regularly to pupils, parents and carers. Leaders analyse attendance information to spot when pupils and families need help to attend more regularly. Leaders use their close partnerships with parents, and initiatives such as the school's walking bus, to raise attendance for individuals and groups. Consequently, most pupils attend regularly and attendance is in line with national averages.

Leaders have high expectations of pupils' behaviour. These are outlined in the clearly understood, and fairly applied, behaviour policy. Pupils behave well and have positive attitudes to their learning. Some pupils receive well-planned support in 'Annie's place' or in the classroom to successfully improve their self-control. In lessons, pupils can focus on their learning as disruption is rare. At breaktimes, pupils play independently and collaboratively in the various activities that staff make available. This makes the playground a positive social experience for pupils. Leaders and staff have created an environment in which unfair or unkind behaviour is not tolerated. There is a shared culture of acceptance in the school in which differences are celebrated. On the rare occasion that there is any inappropriate behaviour, leaders deal with this quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders make regular checks to give them an accurate understanding of the quality of the curriculum and teaching at St Anne's. The ambitious curriculum gives pupils the knowledge and skills that they need to achieve well. Leaders' well-considered decisions about the curriculum and teaching mean that pupils receive a high-quality education.

Overall, the curriculum is taught well. Staff use their subject knowledge to teach important skills effectively. They adapt their teaching to ensure that pupils with special educational needs and/or disabilities, and those who are disadvantaged or have other barriers to achievement, receive the support they need. Staff make checks on what pupils know so they can make the right changes to their teaching to address any gaps in pupils' knowledge. However, there is some inconsistency in how well staff teach some aspects of writing, including in relation to pencil grip and letter and number formation.

There is a deliberate focus on developing pupils' vocabulary and the knowledge that they will need to access future learning. Reading is a priority across the school. Staff read enthusiastically with, and to, pupils, which helps pupils to enjoy reading. Pupils at an earlier stage of learning to read receive the help that they need to catch up quickly.

Inclusion

Expected standard 

At this inclusive school, leaders are determined that all pupils take part in every aspect of school life. There are appropriate systems in place, including the use of external specialists, to identify and remove barriers to pupils' learning. The school ensures that staff have the right training and skills to understand and meet pupils' specific needs. Staff adapt learning effectively and build caring, trusted relationships with pupils and families. As a result, pupils with special educational needs and/or disabilities and those from other vulnerable groups are supported well.

Additional funding is used well to provide highly effective pastoral care so that pupils from disadvantaged backgrounds thrive. Leaders check the effectiveness of any additional support in place for pupils. However, these checks are not consistently as precise as they could be. This means that, at times, the school does not have the information it needs to swiftly intervene when a strategy does not have the intended impact.

The school currently uses 3 carefully chosen alternative providers to provide a planned, short-term programme of support to meet pupils' individual needs. These placements are well considered and the school checks that they have a positive impact on pupils' learning and attendance.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's community and the pupils' needs. They use robust processes to evaluate their work. Leaders carefully identify which strategies work well and determine the right areas for improvement. Leaders lead with integrity. They continually place pupils' best interests at the core of their decision-making. The trust cares about the pupils at St Anne's. Trust leaders help to make sure that the school's goals are

clearly defined. They provide impactful support, when necessary, and work with school leaders to realise their ambitions for pupils. Those responsible for governance fulfil their roles effectively. They provide appropriate challenge and support to school leaders.

Leaders make intelligent choices about staff training and support. They base the opportunities that they provide for staff on school-wide, as well as individual, priorities. Leaders have developed a high-quality professional learning programme that builds staff expertise and confidence. This means that staff at all levels feel supported, valued and overwhelmingly positive about their role. Staff's workload and wellbeing are well managed by leaders. As a result, well-respected leaders have ensured that the staff are a united, happy team with shared intentions to do the best they can for all the pupils.

Relationships with parents are overwhelmingly warm and positive. Parents feel confident in the school's ability to prioritise their children's wellbeing and education. They express satisfaction and gratitude for the staff's support and care.

What it's like to be a pupil at this school

St Anne's fosters a strong sense of belonging from the very start, with participation in school life at the heart of its ethos for pupils and the wider community. Everyone is made to feel included, valued and supported. Leaders ensure that pupils receive the help they need to overcome any barriers that exist.

Pupils generally attend well. They are happy and enthusiastic about coming to school. Pupils feel safe and know they have trusted adults they can turn to. They are confident that issues such as bullying are dealt with effectively. This means pupils feel secure and ready to learn. As a result, they typically achieve well and are prepared for their next steps.

The school provides caring pastoral support that ensures pupils' emotional and academic needs are met, enabling them to engage fully with learning. Some pupils benefit from bespoke provision in 'Annie's place', which helps them to learn well and attend school regularly. Parents and carers value the support and care the school provides for families. Relationships across the school are warm and caring. Staff help pupils to understand and meet their high expectations. Pupils are friendly, look after each other and behave well.

Pupils benefit from a wide range of opportunities, which leaders check to ensure they are accessible to all. These include clubs for choir, football, dance and gardening. These opportunities encourage pupils to try new things and develop their talents and interests. Through carefully designed experiences, pupils learn important life skills such as first aid and how to manage money. They learn about other cultures and lifestyles. This helps pupils to value difference and understand the importance of equality. Pupils develop an understanding of life beyond their locality and are well prepared for growing up in modern Britain. Pupils become rounded and confident individuals.

Next steps

- Leaders should ensure that they consistently have the information that they need to review the impact of strategies to support pupils with special educational needs and/or disabilities and make adjustments when necessary.
 - Leaders should provide training and support so that staff implement the writing curriculum consistently as intended and pupils develop the essential knowledge that they need.
 - Leaders should ensure that pupils are consistently supported to deepen their understanding, enabling more pupils to achieve the higher standard in national tests.
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About this inspection

This school is part of The Holy Spirit Catholic Multi Academy Company, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sinead Smith, and overseen by a board of trustees, chaired by Jim Foley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, the executive principal, both assistant principals and several subject leaders. The lead inspector also spoke with the CEO, representatives of the board of directors, including the chair, and governors from the school's education standards committee.

The inspectors confirmed the following information about the school:

This school is registered as having a religious character as a Roman Catholic School. The school's most recent section 48 inspection took place in December 2024.

The school makes use of 3 unregistered alternative provisions.

Tracey Gillin: Principal

Lead inspector:

Corinne Biddell, His Majesty's Inspector

Team inspectors:

Susan Hickerton, Ofsted Inspector

Gill Turner, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

239

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

44.76%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.60%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.15%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	61%	Close to average
2024/25 (revised)	77%	62%	Above
2023/24 (final)	40%	61%	Below
2022/23 (final)	53%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (revised)	90%	75%	Above
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	60%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	72%	Close to average
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25 (revised)	90%	74%	Above
2023/24 (final)	43%	73%	Below
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (revised)	67%	47%	Above
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	89%	63%	Above
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	44%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	33%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	60%	Close to average
2024/25 (revised)	89%	61%	Above
2023/24 (final)	44%	59%	Below
2022/23 (final)	56%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	68%	-19 pp
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-10 pp
2024/25 (revised)	89%	81%	8 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	44%	78%	-34 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	33%	77%	-44 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (revised)	89%	81%	8 pp
2023/24 (final)	44%	79%	-36 pp
2022/23 (final)	56%	79%	-24 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	15.5%	13.3%	Close to average
2023/24 (3 term)	14.3%	14.6%	Close to average
2022/23 (3 term)	15.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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