

## St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

22<sup>nd</sup> October, 2019

FOR THE ATTENTION OF THE PERSON WITH PARENTAL RESPONSIBILITY

RE : OFSTED 2019

I am delighted to inform you that the full Section 5 Ofsted Report from our two-day inspection on 1<sup>st</sup> and 2<sup>nd</sup> October is now available on the school website and will be released on the Ofsted site on Thursday 24<sup>th</sup> October 2019.

**We are delighted to confirm that the school has been graded  
'Good'.**

To read the report in full, visit <https://www.st-annes-brownedge.staffs.sch.uk/> or please use the attachment with this email.

The process was very detailed and rigorous and I am very pleased that this is acknowledged. I would like to thank all those who took part in the inspection, staff, governors, parents and pupils alike.

The school's grading is 'Good', a benchmark that is high under the current Ofsted framework. We are very pleased that the hard work undertaken by all in the school community has been recognised, including the systems in place, the reflective and driven nature of staff/governors, the commitment of the pupils and the rate at which the school makes progress beyond that seen nationally.

The report itself is very detailed and highlights the many elements of good provision at St Anne's C.E. Primary School as well as the next steps needed to take the school forward. What is very satisfying is that all the areas listed were within the development plan prior to the inspection and some were already at action stages.

I do hope that parents and carers take the time to read the inspection report in full as it represents a school that is not only good, but one that aims to improve further and with the children at the heart of its work.

**St Anne's C.E (V.C.) Primary School, Brown Edge, Stoke on Trent, Staffordshire ST6 8TA**

**Telephone Number: 01782 503102**

**[headteacher@st-annes-brownedge.staffs.sch.uk](mailto:headteacher@st-annes-brownedge.staffs.sch.uk)**



## Grades

Grading explained: A grade is based on the Ofsted framework, where an assessment is made to establish whether criteria are met. These grades are then used to decide the overall school grade which is referred to as 'Overall effectiveness'. Our school was graded 'Good' in its overall effectiveness.

Overall school grading	:	Good
The quality of education	:	Good
Behaviour and attitudes	:	Good
Personal development	:	Good
Leadership and management	:	Good
Early years provision	:	Good

### To summarize:

This is a very good report and it is pleasing that the school is securely graded as 'Good'. The Ofsted inspection was thorough, led diligently and was professionally undertaken. We were open and transparent around all aspects of school life and had much evidence to support the process. The outcomes match the criteria for a 'Good School', and all should be proud of this achievement.

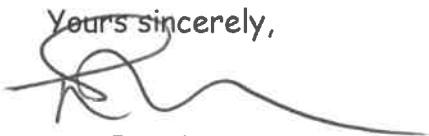
I am particularly pleased that Ofsted recognised the journey of improvements made at the school over the last two years and I would like to thank the parents who have supported the school during this time. We will of course address, as we already are, any areas for improvement.

Once again, may I thank all those involved in the inspection itself, especially the staff, governors and children.

To read the report in full, visit: <https://www.st-annes-browndedge.staffs.sch.uk/>

If you would like a paper copy of the report, please contact the school office.

Yours sincerely,



Mr. E. Hobson  
Headteacher

St Anne's C.E (V.C.) Primary School, Brown Edge, Stoke on Trent, Staffordshire ST6 8TA  
Telephone Number: 01782 503102  
[headteacher@st-annes-browndedge.staffs.sch.uk](mailto:headteacher@st-annes-browndedge.staffs.sch.uk)



# Inspection of St Anne's CofE (VC) Primary School

St Anne's Vale, Brown Edge, Stoke-on-Trent, Staffordshire ST6 8TA

---

Inspection dates: 1–2 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

Leaders and staff care for pupils' well-being at St Anne's. Pupils recognise this. They say they are well looked after and happy. Parents and carers feel welcome at the school. Leaders, staff, pupils and governors talk about school values, such as honesty, frequently. They show kindness and respect in their day-to-day work. Leaders have created a strong sense of community at the school.

Children get off to a good start in their reading. They learn reading skills from the beginning of the Reception Year. These skills help pupils learn about different subjects as they move through the school. Pupils acquire knowledge well. Pupils enjoy their learning.

Pupils behave well. They respect other pupils, staff and their school environment. In lessons, pupils get on with their learning as instructed by their teachers. Bullying incidents are very rare. Pupils understand what bullying is. They are confident that staff would deal with any incidents should they arise.

Throughout the school day, pupils are kept safe. Staff are vigilant. They show this by looking out for the pupils. Pupils say they feel safe and secure at St Anne's. Pupils learn and play in a safe environment.

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

Since the previous inspection, the school has improved well. Leaders have taken the time to design an effective curriculum. The curriculum is ambitious for all pupils. Pupils acquire knowledge in a range of subjects.

Teachers plan lessons carefully. They give pupils time to recap on their learning from previous lessons. Pupils, notably those with special educational needs and/or disabilities (SEND), learn well. When teachers know what they want pupils to remember and do at the end of a sequence of work, pupils often acquire the skills they need to do this. However, such end points are not always identified in subject plans.

Leaders ensure that reading is prioritised. Leaders and teachers are passionate about reading. They promote a love of reading among pupils. Leaders and teachers know the skills that pupils need to secure as they progress through the early years and key stage 1. The teaching of phonics is effective. Staff support weaker readers well. As a result, they catch up with their classmates.

Leaders check that teaching is effective in every year group. They identify areas where staff could improve their performance. Leaders do not carry out subsequent checks to see if agreed ways to improve teaching have been implemented. Therefore, they cannot be sure that actions have been implemented.

Children enjoy their learning in the early years. Staff have thought carefully about the design of the indoor and outdoor environments. The range of activities provided encourage children to explore and be curious. Occasionally, staff in the early years do not question children as well as they could. This is because they do not ask more than one question to probe children's understanding. This means that, sometimes, the activities subsequently presented are not sufficiently challenging. When children move into Year 1, at times they could be challenged with harder work.

Teachers have good subject knowledge. They know what they need to do to support pupils with SEND. Through the additional support of adults and resources in the classroom, pupils with SEND acquire the knowledge they need to be successful.

Disadvantaged pupils are supported effectively. This is because leaders spend pupil premium funding wisely. Staff know what each pupil needs to do to overcome their own barriers to learning, such as weak phonics skills. Staff are given more time to work with pupils. Staff choose the best resources to support pupils' learning. This leads to disadvantaged pupils achieving well in different subjects.

The headteacher is ably supported by the deputy headteacher. They ensure that St Anne's is a school where pupils and staff can learn and work free from unwanted distractions. Staff agree with pupils that they are very well cared for. This is owing to leaders paying attention to everyone's well-being. Staff work collegiately, making sure that workload is managed appropriately.

Pupils regularly attend school. Attendance rates have been good, when compared with the national averages, over the past few years. Pupils enjoy their studies. They show their positive attitudes to learning by listening attentively to adults and then getting on with their work.

## **Safeguarding**

The arrangements for safeguarding are effective.

The headteacher and governors ensure that all staff understand and carry out their duties. A vigilant culture exists at the school. Staff understand school systems, designed to keep pupils safe. All staff adhere to these systems. For example, if staff are concerned about a pupil, they know what to do.

Pupils are able to talk about what the school does to help keep them safe. For example, they know that visitors should wear lanyards to show that the school office has permitted them to enter the school. Parents say the school keeps their children safe.

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

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

- Leaders have designed and implemented a curriculum which enables pupils to learn and remember knowledge. When teachers plan sequences of lessons, they do not always specify what skills pupils need in order to reach desired end points. Consequently, pupils do not secure skills as they progress through some units of work. Leaders should ensure that all subject plans make clear what skills and knowledge pupils need to acquire.
- Children in the early years are taught well. However, children are sometimes capable of making stronger progress through the Reception Year. When they enter key stage 1, teaching does not frequently expect pupils to build on their skills and knowledge secured in the early years. This means that learning slows at the start of this key stage. Teachers should ensure that pupils receive sufficiently challenging work when they move from the early years into Year 1.
- Teaching has improved since the previous inspection. Leaders monitor the effectiveness of teaching well. They identify how teaching could be improved and agree with teachers how to do this. Leaders, however, do not frequently check that agreed actions have been implemented by staff. This means that variability in teaching remains. Leaders should follow up their monitoring to check that actions have taken place.

### **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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can complain to Ofsted.

### **Further information**

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	124238
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10111673
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Orbell
<b>Headteacher</b>	Edward Hobson
<b>Website</b>	<a href="http://www.st-annes-browndedge.staffs.sch.uk">www.st-annes-browndedge.staffs.sch.uk</a>
<b>Date of previous inspection</b>	28 June 2017

## Information about this school

- St Anne's is designated a voluntary controlled school.
- The early years is made up of one Reception class. There is one class for each year group in Years 1 to 6.
- The school runs a before- and after-school club for its pupils.

## Information about this inspection

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

- Inspectors held meetings with the headteacher, the deputy headteacher and other key leaders. They met with the chair of governors and three other governors.
- Inspectors held telephone calls with a representative from the local authority and an external consultant.
- Inspectors met with groups of pupils, senior leaders, curriculum leaders and teachers to talk about the quality of education at the school.

- The inspectors made visits to classrooms. Many of these visits were with senior leaders.
- Inspectors listened to pupils read and observed the teaching of phonics.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. They looked at their work in a range of different subjects to see how well the curriculum is applied.
- Inspectors visited the breakfast club.
- Inspectors considered a range of documentation provided by the school. They looked at the school's self-evaluation, the school's key priorities, school policies, curriculum documents, SEND records, published information about pupils' performance, behaviour records, attendance information and minutes of governing body meetings.
- The lead inspector met with the designated safeguarding leader. They spoke with staff, pupils and parents and checked documents relating to safeguarding.
- Inspectors focused on reading, mathematics, history and science as part of this inspection. They considered all other subjects as part of the inspection.

### **Inspection team**

Jeremy Bird, lead inspector

Ofsted Inspector

Ellen Taylor

Ofsted Inspector



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019

