

# Inspection of a school judged good for overall effectiveness before September 2024: St Ann's Catholic Primary School, A Voluntary Academy

McIntyre Road, Stocksbridge, Sheffield, South Yorkshire S36 1DG

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Inspection dates:

28 January 2025

## Outcome

St Ann's Catholic Primary School, A Voluntary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Sarah Eady. This school is part of St Clare 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 (CEO), Steve Davies, and overseen by a board of trustees, chaired by Kevin Smith.

## What is it like to attend this school?

This is a nurturing, welcoming school. Pupils understand the school's values of learn together, play together and aspire together. Pupils learn to look after their physical and mental health. Staff support pupils through a positive behaviour approach. Relationships between pupils and staff are strong. Pupils feel safe in school. They know adults will help them. Social skills are developed through the daily 'Family Dining' experience at lunchtime. Staff have high expectations for pupils' behaviour and achievement. From the start, in the early years, most pupils achieve well. Pupils with special educational needs and/or disabilities (SEND) are supported effectively. Lessons are adapted so that all pupils can join in with the learning.

Pupils are well prepared for life beyond their school by learning about different faiths and cultures. Pupils are excited about whole school visits to the seaside and residential trips. Pupils develop their interests and talents by learning to play musical instruments and taking part in competitive sports.

Pupils develop as proud, respectful citizens in school and out. For example, older pupils help out in the 'reading army' and community fund raising events.

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

The school has recently adjusted the curriculum to meet the needs of changing numbers and a more diverse school community. It carefully considers the needs of mixed-age year groups and designs the curriculum effectively to take account of these. The school has introduced subjects fully over time, rather than all at once. In some subjects which are implemented well, teachers have a clear understanding of what pupils remember. They check what pupils know and remember. However, in a few subjects, where new content was introduced more recently, it is not clear how teachers identify what pupils know. In these subjects pupils have some gaps in their knowledge. Teachers do not always check for these before moving on.

Pupils learn to read quickly. In phonics lessons, pupils get work which is well matched to what they need to know. Pupils with SEND make rapid progress. All pupils who need additional support receive help from well-trained staff. The school encourages a love of reading. For example, the 'reading army' looks after the school library. They take pride in looking after books and enjoy reading with younger pupils at lunchtimes.

Overall, pupils with SEND are supported well. The number of pupils with education, health and care plans joining the school has increased. The school has responded quickly to provide effective support. Lessons and resources are adapted so that most pupils with SEND learn alongside their peers.

In the early years, staff help children to learn new vocabulary and skills. Children are taught the social skills they need, such as sharing and being kind to each other. There are many opportunities for writing words and numbers so children can practise what they learn. A daily maths session teaches children to recognise and understand number. The school provides a range of activities so that children can then explore learning independently. Children strengthen their knowledge through these opportunities. Pupils in year 1 also benefit from the continued opportunities to access independent learning in the shared classroom areas.

Teachers generally provide effective feedback to pupils during lessons. Pupils respond to feedback quickly and this helps them to deepen their understanding of what they are learning. However, feedback is not always consistent. Some basic mistakes, such as spelling the days of the week incorrectly and missing capital letters and full stops, are not corrected. This results in errors being repeated over time.

The school provides effective support to parents and carers. Leaders are highly visible in the playground and know pupils and families well. Staff and parents build positive relationships. Most parents are positive about the school. The school's work around dealing with behaviour through a restorative approach is having a positive impact. Incidents of bullying are very rare and are dealt with quickly. Pupils are actively involved in resolving conflict. Staff care about pupils deeply. Pupils attend well and the school supports families who need help to attend.

The trust supports the school effectively. For example, staff develop their expertise by working with colleagues across the trust who hold similar roles. Trustees are committed to

developing the school further. The local governing board bring a range of skills that allow them to support and challenge the school. Staff feel well-supported. They say their workload and wellbeing is considered by leaders. They say they feel they are 'part of a family'.

## **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, changes to the curriculum are recent and need time to embed. In these subjects, teachers do not effectively check what pupils know and remember. The school should continue to implement the planned changes to the curriculum so that teachers can assess and build upon what pupils learn.
- Pupils do not always get the right feedback to address common mistakes. This means that some basic errors are repeated over time. The school should ensure that pupils are given suitable feedback to address the errors they are making through commonly understood procedures.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

## 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>	140441
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10346531
<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>	97
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kevin Smith
<b>CEO of the trust</b>	Steve Davies
<b>Headteacher</b>	Sarah Eady
<b>Website</b>	<a href="http://www.st-anns.sheffield.sch.uk">www.st-anns.sheffield.sch.uk</a>
<b>Date(s) of previous inspection</b>	8 and 9 October 2019, under section 5 of the Education Act 2005

## Information about this school

- This school is part of the St Clare Catholic Academy Trust.
- This school is smaller than the average primary school.
- The school does not make use of any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation 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 the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior staff in the school. This included the headteacher and assistant headteacher. The lead inspector also met with the chair of trustees, the CEO

of the trust, the school improvement partner, a representative from the Diocese of Hallam and members of the governing body, including the chair of governors.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to pupils formally and informally about their learning and their experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors observed pupils' behaviour throughout the school day, including during lunchtime, during lesson visits and while moving around school. Inspectors spoke to groups of pupils about their views on behaviour at the school.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the views of the school staff.

### **Inspection team**

Helen Haunch, lead inspector

Ofsted Inspector

David Harrison

Ofsted Inspector

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