

Inspection of St. Anne's School

Inspection dates: 27 and 28 September 2023

The quality of education	Requires Improvement
Behaviour and attitudes	Good
Personal development and welfare	Good
Leadership and management	Good
Early years provision	Good

What is it like to attend this school?

Pupils at St Anne's School are happy, safe and inquisitive about the world. Pupils have opportunities to develop their physical health through many sports clubs, such as football and gymnastics. Pupils relish learning to swim in the sea. They are also knowledgeable about how to keep safe in the sea. Children in the Reception class learn about the natural world through digging in the earth and tending plants in their garden. One pupil's view echoed that of others, 'The school has opened me up to a different life.'

Pupils behave well in lessons and around the school. They are kind, polite and respectful to each other. The school enables pupils to develop strong friendships. In the Reception class, children learn how to take turns and share very well. Many pupils state that bullying is not an issue at the school and that if there were a problem, staff would usually resolve it quickly. Although most pupils feel well supported by staff, a few pupils are not confident to share their concerns with them.

The school uses the island of Alderney to enrich pupils' learning about many areas of the curriculum, such as history and science. For example, pupils visit monuments to support their study of World War II. However, pupils do not study a well-structured curriculum in all subjects.

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

The school's ambitions for pupils' academic, social and emotional success are shared by all staff. There is a steadfast commitment to improve the quality of education that pupils receive. The school has accurately identified weaknesses in the curriculum and are relentless in working to rectify them. However, the impact of this work is not evident in what pupils learn. For example, many primary-age pupils do not have secure knowledge of addition, subtraction, multiplication and division to enable them to learn more complex mathematics.

The school has successfully developed an effective curriculum in English from Reception to Year 11. Reading has been prioritised and a clearly thought-out selection of texts informs pupils' learning and helps them to craft their own writing. The early reading programme has been revised and staff are knowledgeable and well trained to teach this. As a result, most pupils learn to read effectively. However, there is not an effective assessment system in place to check what pupils know and do not know. Consequently, some pupils with special educational needs and/or disabilities (SEND) do not receive the additional support that they need.

Pupils with complex SEND needs study personalised curriculums which supports them to learn well. Pupils' needs are identified accurately so that their social, emotional and learning needs are supported successfully.

Children in the Reception class study a well-structured curriculum that responds to their interests and learning needs. They are curious to find out about the world around them. Children develop strong language skills through a range of activities. For example, in response to listening to stories about a bear, they worked together to create food fit for a bear. Children learn early reading and writing skills through a well-designed phonics curriculum. They learn about number through a breadth of activities which build a strong understanding in preparation for Year 1.

Pupils study an effective careers programme. In particular, pupils from Years 9 to 11 learn about a range of careers and further education options. Pupils learn about equality, democracy and the importance of citizenship. For example, pupils who join the school council make a difference to their school and community. However, there are some aspects of the personal, social and health education (PSHE) curriculum which are not as well taught.

Staff are overwhelmingly proud to work at the school. They say that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- Pupils do not study a well-structured curriculum in some subjects. This means that pupils are not supported to build on what they already know and prepare for what comes next. The school needs to ensure that planned improvements are implemented speedily, so that all pupils learn successfully.
- The school does not use assessment effectively to check what pupils know and do not know across the curriculum. Consequently, pupils sometimes struggle with their learning as teaching and curriculum planning is not adapted to help them. The school must ensure that teachers use the information they have about pupils' prior knowledge to support them to learn more effectively.
- Aspects of the PSHE curriculum are not well implemented. Therefore, there are some gaps in pupils' understanding of things that are important for their wider development. The school must ensure that this curriculum is embedded effectively, so that pupils learn fully and with confidence about the world around them.

School details

Inspection number	10306877
Type of school	All-through
Age range of pupils	4-17
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The States of Guernsey
Headteacher	Wendy Wilson
Website	www.alderney.sch.gg
Date of previous Ofsted inspection	Not previously inspected by Ofsted

Information about this school

- St Anne's is an all-through school for pupils aged four to 17. It is located on the island of Alderney.
- The school has a unit for pupils with complex SEND needs.
- The school uses two alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 35 of the Guernsey Education Law 1970.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, members of the leadership team and a range of staff. Inspectors spoke to groups of pupils formally and informally throughout the inspection to hear about their experiences of school life.
- Inspectors held discussions with officers from the Education Office.
- Inspectors carried out deep dives in English, early reading, mathematics and physical education (PE). In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.

- An inspector listened to pupils from Years 1 and 2 read to an adult.
- An inspector met with the special educational needs coordinator to consider the quality of education for pupils with SEND.
- Inspectors reviewed behaviour in lessons and around the school.
- 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 considered the views of parents who responded to the Guernsey Parent Survey. They evaluated the views of staff and pupils from the questionnaires issued at the time of the inspection.

Inspection team

Susan Aykin, lead inspector

His Majesty's Inspector

Sarah McGinnis

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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 in England. Ofsted has been commissioned by the States of Guernsey to inspect its schools.

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