

- There are very comprehensive consultation processes underway to provide an opportunity for the whole school community to contribute to the current review of the school vision and ensure that it meets the diverse needs of all of the children.
- There is an inclusive, friendly learning environment in which the children enthusiastically participate in their learning and confidently express their ideas and opinions in a respectful way.
- In the best practice assessment for learning strategies are used effectively, and the children engage well with active and collaborative approaches to learning.
- The school has identified the need to distribute the coordinator roles across the teaching staff to develop the capacity of middle leaders to ensure ongoing improvement within the curricular areas.
- The health and wellbeing of the children is promoted very well throughout the school.
- Whole class and small group interventions are effective in supporting the children identified as having special educational needs (SEN) and are impacting positively on their learning outcomes.
- There is a vibrant culture of praise in the school and the children's successes and achievements are widely shared, valued and celebrated.
- The priority given to cultivating and building on external partnerships is enhancing the children's wider learning experiences.
- At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection align to the current statutory guidance.

Area for action:

- to distribute coordinator roles and responsibilities more widely and to develop the capacity of middle leaders to ensure there is a consistent approach to promoting improvement in provision and standards across all areas of the curriculum.

Going forward

- St Anne's Primary School provides a caring, nurturing learning environment that prioritises the holistic development of each child and celebrates their individual gifts and talents.
- ETI, through the engagement of the District Inspector, will continue to work with the school as it takes forward the area for action detailed in the body of this report.