

Inspection of St Anne's Catholic Primary School

Wellington Road, Nantwich, Cheshire CW5 7DA

Inspection dates: 21–22 January 2020

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Outstanding |

The previous 'outstanding' judgement reflected the school's overall effectiveness in April 2009 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 11 years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Pupils who spoke with us told us that there is one 'golden rule' at St Anne's: 'treat others as you want others to treat you'. Pupils follow this rule closely. This helps them to be happy at school and get on well with other pupils and with staff. They also feel safe because they know that adults are always ready to sort out any problems they may have.

Leaders and staff expect pupils to behave well. They also want them to do their best in every activity in school, whether it is an English lesson or a sports competition. Pupils and staff alike understand the school's strong Catholic ethos. This is a positive influence on their work and their warm relationships with each other.

Pupils behave well almost all the time. They told us that there is very little bullying in school. If any does happen, teachers are good at sorting it out.

Pupils enjoy many different activities outside the classroom. They go to museums and visit the theatre. They take part in lots of clubs, from drama to dodgeball. They especially enjoy keeping fit by running the 'golden mile' round the specially-made track on the school field.

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

Leaders have a curriculum that contains a wide range of subjects. It meets the needs of all pupils well, including those with special educational needs and/or disabilities (SEND). Leaders organise the curriculum so that pupils with SEND do not miss out on any subjects. They make sure that all pupils learn things in a sensible order. This means that pupils build on what they already know. The work that teachers give pupils makes them think hard and helps them to do well. Teachers use different ways of assessing to check that pupils have understood. This helps them to know more and remember more.

Reading has high importance at St Anne's. Leaders get children learning about phonics in Reception almost as soon as they start school. Staff have a good knowledge of the subject. They teach phonics in a well-structured way. By the end of Year 1, almost all pupils meet the expected standard. Teachers have extra sessions, called 'clinics', to make sure that pupils can catch up if they need to. The books that pupils read in key stage 1 mainly match what they know about phonics. However, some pupils' books do not connect closely enough to the phonics they have learned.

Pupils usually achieve well in reading. There was a dip in achievement in Year 2 in 2019. However, leaders have looked at this and have come up with ways to improve this year. For example, they are focusing more on strengthening how well pupils understand what they are reading. Pupils enjoy reading and are doing well in the subject.

In writing, pupils typically achieve well. Nevertheless, leaders are determined that pupils will do even better. They have brought in more of a focus on spelling and grammar, for example, to strengthen pupils' performance. Pupils also do well in other subjects. In history, for example, they know and remember a range of topics, such as the Battle of Britain. In physical education (PE), they know how to hold a ball in tag rugby. They use this knowledge well when they learn how to play netball.

There is a lively and ambitious curriculum in the early years. It meets children's needs well. It focuses on making sure that children have the knowledge they need to start in Year 1. Staff use their good subject knowledge to teach children what they need to know across all areas of learning. For example, children use numbers that they recognise to do activities that help them to understand quantities, such as how many pencils make eight. Most pupils reach a good level of development by the end of the Reception Year.

Pupils are almost always well behaved. They show positive attitudes to their work. This means that they are usually able to get on with their learning, without being disturbed by pupils misbehaving.

Pupils enjoy a wealth of activities outside the classroom. They take part in sports competitions. They learn about being responsible people by, for example, visiting dementia patients. Leaders plan these events very carefully to ensure that as many pupils as possible have the chance to develop their character and their talents.

Governors and senior leaders have a good grasp of the school's strengths and areas to improve. Staff feel that leaders do all they can to manage their workload. They find leaders approachable and supportive.

Safeguarding

The arrangements for safeguarding are effective.

The lead person for safeguarding keeps detailed records of any concerns staff may have about children's well-being. She makes sure that she takes action quickly if she needs to do so.

Staff all know how to look after pupils and keep them safe. They also help pupils to keep themselves safe. For example, they give them information about the risks involved in using the internet. Pupils know how to keep out of harm's way when they are online.

Leaders make sure that they carry out the required checks on people who work at the school. They record these properly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- For some pupils in key stage 1, the books they read do not match the phonics they are learning closely enough. This means that they are not as fluent or as confident in their reading as they should be. Leaders need to review and improve the selection of books they provide for these pupils, so that they can confidently use their knowledge of phonics to develop their fluency and accuracy in reading.

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 are the school and you are 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

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| Unique reference number | 111347 |
| Local authority | Cheshire East |
| Inspection number | 10122160 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 205 |
| Appropriate authority | The governing body |
| Chair of governing body | Mrs Susan Day |
| Headteacher | Mrs Hazel Brown |
| Website | www.stannes.cheshire.sch.uk |
| Date of previous inspection | 29–30 April 2009 |

Information about this school

- The school received its last inspection under section 48 of the Education Act 2005 in March 2015.
- The current headteacher was not in post at the previous inspection.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

The previous 'outstanding' judgement reflected the school's overall effectiveness in April 2009 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 11 years, which is longer than the five-year maximum interval between inspections under section 5 of the Education Act 2005. Changes in school effectiveness may have happened at any point in that period. The

long time between inspections is because the law changed in 2011; it made most outstanding schools exempt from routine inspection.

- We held meetings with the headteacher and members of the senior leadership team. We met with the designated safeguarding lead, the special educational needs coordinator, the early years leader and other members of staff.
- We spoke with members of the governing body and representatives of the local authority and the diocese.
- We spoke to pupils informally in class and around the school at breaktimes to find out their views of the school. We also spoke to a group of pupils about their experiences in school.
- We reviewed the school's website and a range of school documents. These included the school's self-evaluation document, its improvement plan and records about behaviour, safeguarding and attendance.
- We spoke with a number of parents and carers informally during the inspection.
- We looked in depth at reading, writing, history and PE. We spoke with curriculum leaders, visited lessons, looked at a range of pupils' work and met with teachers and pupils. We also heard pupils read and talked to pupils about their reading.

Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

Moira Atkins

Ofsted Inspector

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