

# Inspection of a good school: St Anne's Catholic Primary School

Marina Crescent, Huyton, Liverpool, Merseyside L36 5XL

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Inspection dates:

24 and 25 November 2021

## **Outcome**

St Anne's Catholic Primary School continues to be a good school.

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

Pupils are happy learners. They enjoy coming to school. This is shown by their high rates of attendance. Pupils approach to school life is summed up by the St Anne's motto, 'Living and working as Jesus taught us'.

Pupils are well cared for by the adults in the school. They know that there is always somebody to talk to if they have any worries. This makes them feel safe. Pupils said that bullying and name-calling are incredibly rare. They are confident that any issues would be dealt with immediately by their teachers. As one pupil explained, 'If there is ever a problem, a teacher will fix it'.

Pupils, including those with special educational needs and/or disabilities (SEND), can choose from a wide range of extra-curricular activities. They learn new skills and hobbies through activities such as the 'Good Grub' and performing arts clubs. Pupils carry out their extra responsibilities, such as reading ambassador and school councillor, with pride and maturity.

Leaders and staff have high expectations of pupils' behaviour and achievement. Pupils across the school understand these expectations and behave well. They are eager to have their name put on the class recognition board for their hard work and good deeds.

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

Leaders have planned a curriculum that is ambitious and meets the needs of all pupils. Pupils with SEND access the full curriculum. Pupils achieve well. They are able to build on their learning through well-ordered plans that start in the early years.

Subject leaders have accessed training to further develop their subject knowledge. This is helping them to support teachers with the delivery of the curriculum. Teachers are skilled in helping pupils to deepen their understanding of different areas of the curriculum. For example, in mathematics, children in the early years talked confidently about how a single

number can be represented in a variety of ways. Teachers in Years 1 to 6 build on this strong start so that pupils are confident and accurate when recalling number facts.

Leaders quickly identify the needs of pupils with SEND. They use a range of agencies to meet these needs. Staff plan appropriate adaptations to make sure pupils with SEND are fully included in all activities.

Pupils are enthusiastic readers. They enjoy attending the reading café before school. Their commitment to reading is also celebrated in the 'Hall of Fame'. Pupils learn about different subjects through carefully chosen books that link to the topics that they are studying. They also learn how to read to an audience by listening to their teachers reading to them.

Children learn new sounds and letters as soon as they enter the early years. Staff are well trained to support children with their reading. Pupils' reading skills are developed through books that closely match the sounds that they know. Any pupils who fall behind with their reading are provided with extra support. On some occasions, the delivery of the phonics sessions is not precise enough. This can lead to some pupils' learning being slowed down.

Pupils are proud of their behaviour. Leaders in the early years instil positive behaviour routines with the children. Throughout the school, pupils can learn uninterrupted because any low-level disruption is dealt with effectively. Pupils are friendly, polite and respectful to everybody around them. Older pupils enjoy being a 'buddy' to their younger peers.

Pupils are knowledgeable about different faiths and cultures. Their classroom links to different countries help them to gain an understanding of different global issues. Pupils understand the importance of democracy and equality. They said that everybody should have the same opportunities in life.

Staff are proud to work at St. Anne's. They appreciate the care that leaders show for their workload and well-being. Governors have an accurate view of the school. They use their training and expertise to challenge and support leaders about the education that is provided for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular training. Staff are vigilant. They know the signs that might indicate a pupil is at risk of harm. Staff understand their responsibilities and how to report any concerns. Leaders access additional support for families from outside agencies when required.

Pupils are taught how to keep themselves safe. They learn about the dangers that can be found online. They also understand how to keep themselves safe when they are outside in the local area.

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

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

- In some instances, the delivery of phonics is not matched to the needs of all pupils. This can slow down the rate that pupils are able to learn new sounds and letters. Leaders should ensure that phonics is more precisely planned to meet the needs of these pupils. Pupils can then build on their phonics knowledge more quickly.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

## 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.

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

<b>Unique reference number</b>	104477
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10210978
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	327
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Moran
<b>Headteacher</b>	Liam Anderson
<b>Website</b>	<a href="http://www.stannesprimaryknowsley.co.uk">www.stannesprimaryknowsley.co.uk</a>
<b>Date of previous inspection</b>	12 and 13 October 2016, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new headteacher and assistant headteacher have been appointed.
- This is a voluntary aided Catholic primary school. The school had its most recent section 48 inspection in October 2016.
- The school does not make use of any alternative provision.
- The governing body manages the before- and after-school provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact with school leaders and has taken that into account in his evaluation of the school.
- During the inspection, the inspector held meetings with the headteacher, deputy headteacher, assistant headteacher and four members of the governing body, including the chair of governors.

- The inspector carried out deep dives in early reading, history and mathematics. This involved visiting lessons with subject leaders, discussing curriculum plans, talking to pupils and teachers and looking at pupils' work.
- The inspector held discussions with the subject leader for art and design. He also observed pupils reading to a familiar adult.
- The inspector observed pupils' behaviour at playtimes, lunchtime and during lessons. Pupils also talked to the inspector about their views of the school.
- The inspector considered the responses to Parent View, Ofsted's online questionnaire, and spoke to parents at the start of the school day. There were no responses to the pupil and staff questionnaire.

### **Inspection team**

John Tomlinson, lead inspector

Her Majesty's Inspector

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