

Inspection of St Anne's Catholic Primary School

Overbury Street, Liverpool, Merseyside L7 3HJ

Inspection dates: 9 and 10 November 2021

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

What is it like to attend this school?

Pupils at the school are happy and make lots of friends. They feel safe because leaders and staff care for them. Pupils learn to be kind towards one another. Pupils enjoy caring for animals, such as dogs and horses at local community centres. They respect differences between themselves and other people and communities. Pupils behave sensibly and show much self-control. They are keen to meet leaders' high expectations of their conduct. Almost all pupils who spoke with inspectors said that leaders resolve any issues of bullying quickly.

Pupils, including those with special educational needs and/or disabilities (SEND), enjoy their learning. They achieve well because leaders want them to do well. Staff plan and teach the curriculum carefully. Pupils learn challenging new words that help them to talk about their knowledge of different subjects. Pupils speak with enthusiasm and understanding about their learning.

Leaders help pupils to develop in lots of different ways. Pupils learn to dance and compete in sports teams. They complete tasks that help to keep the school clean and tidy. Pupils leave the school ready for the next stage of education at secondary school.

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

Leaders set clear curriculum plans for staff to follow in each subject. They ensure that staff receive lots of training and expert advice. This helps teachers to have strong curriculum knowledge. Leaders and staff, including in early years, plan carefully what essential knowledge they want pupils to learn. They plan the curriculum in a logical order. Across subjects, staff use assessment carefully to ensure that pupils understand previous knowledge before moving on to new work. For instance, in mathematics, teachers check that pupils understand the important knowledge they need in order to prepare them for their next steps.

The activities that teachers plan for pupils help them to remember what they are taught. This ensures that pupils achieve well in different subjects. They gain valuable new knowledge and skills. For instance, older pupils can explain the various possible reasons for the outbreak of the Second World War. They can explain the way in which some artists create pictures by analysing, breaking up and reassembling images in an abstract form. However, in some subjects, teachers do not check in sufficient detail that pupils are applying their previously learned knowledge. For example, in history and geography, pupils' written work sometimes lacks fluency and accuracy.

Teachers and teaching assistants in the Nursery and Reception classes give a strong focus to developing children's confidence and their early language skills. This ensures that children are well prepared for their learning in Year 1. Across subjects, pupils can recall and explain new words that they have learned.

Leaders focus successfully on the development of pupils' reading. Staff are quick to spot those pupils who struggle to read. They provide skilful support to these pupils. This helps pupils to catch up with their peers. Pupils read with accuracy and fluency. They talk with enthusiasm about the many high-quality fiction and non-fiction books they enjoy borrowing from the school's well-stocked, attractive library areas.

Leaders and staff identify those pupils with SEND quickly. They work closely with other professionals to gain the right advice for supporting pupils. Leaders ensure that pupils with SEND study the same curriculum as their peers. Staff plan learning in carefully ordered steps. Leaders and staff work closely with parents and carers to plan and review the progress of these pupils.

Leaders and staff teach pupils to be thoughtful, respectful citizens. For instance, pupils learn about the global challenge of deforestation and the need to eradicate racism. Leaders teach pupils to value the views, faiths and beliefs of other people. Pupils learn to respect people who have different abilities. Leaders help pupils to be healthy. Staff plan many events and activities to develop pupils' mental and physical well-being.

Leaders make sure that staff have a reasonable workload. Governors place a strong emphasis on ensuring that staff and pupils enjoy their time at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete regular training about safeguarding. They work successfully to protect pupils from possible safeguarding risks. They link fully with the police and with professionals in health and social care where necessary.

Pupils said that staff listen and act on their views and concerns. Pupils understand how to keep themselves safe, including when online, when meeting new people in person or when walking near roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subject areas, leaders and staff do not check with precision that pupils are applying their previously learned knowledge with fluency. This is particularly the case in pupils' written work in some foundation subjects. Leaders should ensure that pupils' writing reflects the knowledge and skills that they have learned.

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

Unique reference number	104681
Local authority	Liverpool
Inspection number	10200788
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair of governing body	Mike Shaw
Headteacher	Gillian Murphy
Website	www.stannescatholicprimary.com
Date of previous inspection	6 and 7 December 2017

Information about this school

- The school appointed a new headteacher in September 2019.
- Following the last inspection, a challenge board was established to support the work of the school.
- The school does not place any pupils in alternative provision.
- The school is a Catholic school. The most recent section 48 inspection of religious education took place in December 2018.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, senior leaders and other members of staff.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors listened to some pupils read.
- Inspectors also looked at curriculum plans for science and art and design. They spoke with pupils and staff about these subjects.
- Inspectors spoke with some parents and carers and evaluated parents' responses, including free-text comments, to Ofsted's online Parent View questionnaire. Inspectors also considered parents' written comments.
- Inspectors considered responses to Ofsted surveys for pupils and staff.
- The lead inspector met with seven governors, including some via video link.
- Inspectors met with a representative from the local authority and a representative from the archdiocese.
- Inspectors met with the designated safeguarding leads and checked how leaders record and respond to safeguarding concerns. Inspectors spoke with pupils, parents and staff about safeguarding. Inspectors checked a sample of school safeguarding policies and leaders' records of checks on the suitability of staff to work with pupils.

Inspection team

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