

Inspection of St Anne's Catholic Primary School

Slater Lane, Leyland, Lancashire PR25 1TL

Inspection dates: 18 and 19 October 2022

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 like their school. They said that it is a friendly place where everyone is welcome. Pupils enjoy meeting up with their friends at playtimes, for example, to play football or just for a chat. If they prefer a quiet space, they know that they can visit the 'thinking room'. Pupils feel safe and happy in school. They know that there is always someone to talk to about any worries that they might have.

Teachers have high expectations for pupils' achievement. Pupils enjoy the interesting curriculum that their teachers provide. If pupils do not understand something, they know that they can ask their teacher for help. This enables pupils to complete their work and to learn well, including those with special educational needs and/or disabilities (SEND).

Pupils understand the school rules and follow them well. They know that teachers expect them to behave well. For example, children in the early years learn to hang up their coats in the right place. Older pupils walk around the school sensibly. These things help to make the school a calm and orderly place. Pupils said that bullying is rare in this school. They trust adults to take swift and effective action to stop any bullying should it ever occur.

There are many opportunities for pupils to take on roles of responsibility. For example, some pupils become house captains and others act as 'reading buddies' to children in the early years. Pupils especially enjoy caring for the school's therapy dog, Daisy.

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

Leaders have made a number of improvements to the curriculum since the last inspection. They have created an ambitious curriculum for all pupils from the early years to Year 6, including those with SEND. This exciting curriculum covers a broad range of subjects.

In each subject, leaders have decided what they most want pupils to know and remember by the time that they leave the school. They have organised the curriculum effectively, so that pupils build up this knowledge well from the early years to Year 6.

Teachers check regularly in lessons to make sure that pupils understand what they are learning. This helps teachers to recognise and address any misconceptions that pupils may have, so that they can move on securely to new learning.

In most subjects, leaders gather information to help them to understand whether the curriculum is helping all pupils to know more and remember more over time. This enables leaders to make any necessary changes to the curriculum, so that pupils learn more successfully. Pupils achieve well in these subjects, including those

with SEND. In a few subjects, new leaders are at an earlier stage in their work to gather such information. This limits their ability to make sure that the curriculum is helping pupils to achieve as well as they should over time in these subjects.

Leaders have put reading at the heart of the curriculum. In the early years, children have daily phonics lessons as soon as they start school. This continues as they move into Year 1. The words in pupils' reading books contain only the letters and sounds that they have learned. This helps pupils, including those with SEND, to read with confidence. Staff are experts at teaching phonics. They are trained to quickly recognise any pupils who might be falling behind. Staff provide effective extra help to enable these pupils to catch up rapidly.

Older pupils said that reading helps their learning in other subjects. For example, they read, write and learn new words that are important in history or mathematics. Pupils read a wide range of books by different authors. They especially enjoy it when their teachers read to them. Pupils across the school develop a real love of reading.

Teachers set high expectations for pupils' behaviour. Pupils typically listen carefully in lessons and try not to disturb others by talking. These respectful attitudes make a positive contribution to pupils' ability to learn and to achieve.

Leaders ensure that pupils with SEND are identified quickly and accurately. Staff make careful adaptations to their delivery of the curriculum to make sure that these pupils learn well alongside their classmates. Leaders work effectively with a wide range of professionals to secure expert help for pupils with SEND if it is needed. Pupils with SEND are included in all of the activities that the school provides.

Through the curriculum, pupils learn about a range of other cultures and faiths. They have a secure understanding of the differences between people and diversity in families and the wider community. Pupils benefit from a range of activities, such as sports and choir clubs. They learn important lessons about how to manage money. All of these activities help to prepare pupils well for future life.

Governors take a keen interest in the life of the school. They hold leaders effectively to account for their work to improve the quality of education that pupils receive. For example, they ask leaders plenty of challenging questions about how the curriculum is helping pupils to learn. Governors and leaders are considerate of staff's well-being. Leaders take account of staff's workload when making decisions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular safeguarding training. This enables staff to recognise the signs of abuse and neglect. Staff know how to report their concerns if they think that a pupil might be at risk from harm.

Leaders communicate effectively with a range of other agencies. This enables them to secure appropriate support for pupils and families who need it.

Through the curriculum, pupils learn about different situations that may be a risk to their safety. For example, they learn how to keep themselves safe when they use the internet or social media. Pupils know who to speak to if they are worried or have concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders are at an earlier stage in their work to understand whether the curriculum is having the impact that they intend for children and pupils, including those with SEND. This prevents these leaders from identifying any necessary improvements to the curriculum, which might help pupils to learn better. Leaders should ensure that they develop a clear overview of the impact of the curriculums in these subjects, so that pupils learn well over time.

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.

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	119578
Local authority	Lancashire
Inspection number	10226193
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	184
Appropriate authority	The governing body
Chair of governing body	John Mills
Headteacher	Elizabeth Darnell
Website	www.st-annes-lancs.co.uk
Date of previous inspection	31 October to 1 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Archdiocese of Liverpool. The most recent section 48 inspection took place in May 2016.
- Leaders do not make use of any alternative providers.

Information about this inspection

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

- 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 met with the headteacher and other leaders. The lead inspector met members of the governing body. The lead inspector also met a representative of the local authority and spoke on the telephone with a representative of the Archdiocese of Liverpool.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, discussed

the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the curriculum in some other subjects with leaders.
- Inspectors reviewed a range of documentation about safeguarding. Inspectors also spoke with staff to understand how they keep pupils safe.
- Inspectors spoke with a few parents at the start of the day. Inspectors also spoke with some pupils about school life.
- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View. This included free-text comments.
- Inspectors considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.
- Inspectors spoke with staff to discuss leaders' support for their workload and well-being.

Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

David Spruce

His Majesty's Inspector

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