

Inspection of St Anne's Catholic Primary School

North Street, Keighley, West Yorkshire BD21 3AD

Inspection dates:

30 November and 1 December 2022

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

What is it like to attend this school?

St Anne's Catholic Primary School is a happy, caring and inclusive community. Pupils said that being part of this school is like 'being in one big family'. Leaders and staff set high standards of how they want pupils to learn and behave. Pupils happily rise to these standards. Pupils' behaviour is exemplary. They are polite and courteous. Pupils treat each other with the utmost respect. They often hold doors open for each other and adults. Because of the respectful relationships, pupils say that bullying does not happen. Pupils are confident that staff would deal with any incidents of bullying quickly.

Leaders have ensured that their Catholic values thread through every aspect of school life. A strong community atmosphere is underpinned by the virtues that pupils learn about, including respect, generosity and kindness. Pupils live out these virtues in their day-to-day lives. For example, inspectors observed older pupils helping the younger children during lunchtime.

Pupils enjoy participating in a wide range of educational activities that broaden their horizons. Year 4 and Year 6 pupils enthusiastically spoke about their residential visit to 'Halton Gill' and an overseas trip to Paris.

Parents and carers are overwhelmingly positive about the school. One parent, whose comments were typical of many, said, 'My child is thriving here. This is an amazing school.'

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

Since the previous inspection, leaders have improved the school. This includes the quality of education that pupils receive. Leaders are ambitious for all pupils, including those with special educational needs/and or disabilities (SEND). They have carefully considered the curriculum and what pupils need to know to be successful. Leaders have implemented a well-planned, ambitious and engaging curriculum.

Subject leaders provide passionate and determined leadership for their subjects. They have identified the crucial knowledge, skills and vocabulary that pupils need to secure in order to reach ambitious end points. They have considered how this knowledge is sequenced from Reception to Year 6. During lessons, teachers ensure pupils are taught content in a sensible order. In most subjects, teachers use assessment effectively in order to check pupils' knowledge and any gaps in their learning. In mathematics and history, teachers ensure that pupils have many opportunities to revisit previous learning. For example, lessons start with 'check point challenges', where pupils use their prior learning to recall knowledge they have already been taught. Pupils work hard and take pride in their work. As a result, they achieve very well.

Children in the early years get off to a flying start. They learn phonics right from the start. Children are encouraged to use their phonics knowledge when learning through play. They benefit from a well-considered curriculum. A strong focus is given to developing children's communication and language. Staff expertly provide appropriate activities that match the children's interests and support their developing needs. They provide an environment that helps children develop skills such as listening and taking turns. Because of this, children are successfully prepared for future learning.

Leaders have continued to make reading a top priority. This can be seen in the displays around school, the quality of the books in classrooms and the well-stocked library. Pupils enjoy reading. They talk enthusiastically about their favourite books and authors. The school's reading curriculum has a positive influence on the excellent quality of pupils' writing from the Nursery through to Year 6.

Teachers and teaching assistants have strong expertise in teaching early reading. They use the phonics scheme with consistency. Pupils confidently apply their phonics knowledge when reading. If pupils fall behind with learning phonics, they receive extra help. As a result, most pupils start Year 3 as confident and fluent readers.

Leaders have robust procedures in place to identify and support pupils with SEND. These are reviewed by the highly skilled and knowledgeable special education needs coordinator (SENCo), who works with the teachers to identify pupils with SEND. Effective plans set out the precise support that pupils need. Teachers use the plans well to provide the right support. Consequently, pupils with SEND make strong progress.

Pupils' behaviour is excellent, both in and out of the classroom. Pupils treat each other with courtesy. They value and respect other peoples' beliefs and religion. Pupils appreciate the responsibilities they are given. This is particularly the case for those who are student council members and faith leaders. These experiences help to develop pupils' leadership skills. Pupils know that they make a positive difference to the school, for example fundraising for new playground equipment.

Leaders place pupils' personal development at the heart of the school. The school's personal, social and health education (PSHE) curriculum develops pupils' knowledge about how to keep safe and stay healthy. Pupils have a deep understanding of how to live healthy and active lives. Still, the personal, social and health education curriculum is not as well planned and sequenced as it should be. Because of this, pupils do not consistently remember previously taught content, including fundamental British values.

The academy councillors have a deep knowledge of the school. They ensure that the school is well led. Leaders at all levels appreciate the support they receive. Senior leaders, including governors, are considerate of staff well-being and workload. Staff feel highly valued. They appreciate leaders' actions to support them with their workload. All staff who completed the Ofsted questionnaire say that they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, supported by the trust, ensure that safeguarding records are accurate and up to date. They ensure that the necessary checks are made on adults who work with pupils. The designated safeguarding leader and his team are dedicated and make sure that there is a strong culture of keeping children safe in the school. Staff receive regular safeguarding training and weekly updates. These keep staff well informed. Staff are vigilant. They know how to raise concerns.

Pupils are taught how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's PSHE curriculum is Leaders have not precisely mapped the important knowledge not sufficiently well planned and sequenced. that pupils will learn and when. Pupils do not consistently learn important content in a sensible order. Some pupils do not remember what they have been taught previously. Leaders should work with teachers to identify the key knowledge that they want pupils to learn in PSHE from the early years through to Year 6.
- In foundation subjects, assessments systems are at varying stages of development. A small number are not sharply focused enough on checking the important knowledge that pupils should know. In these subjects, leaders do not have an accurate view of how effectively pupils are learning the curriculum. Leaders should ensure that they have a clear and accurate picture of what pupils know and remember over time in all subjects in order to identify any gaps in pupils' learning.

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	141062
Local authority	Bradford
Inspection number	10241172
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	Board of trustees
Chair of governing body	Nick Watson
Executive Headteacher	John Devlin
Website	www.stannesrc.net
Dates of previous inspection	26 and 27 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a member of The Blessed Christopher Wharton Catholic Academy Trust.
- The executive headteacher leads two additional schools.
- The school had its last section 48 inspection April 2017.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

- 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 had several meetings with the executive headteacher and head of school during the inspection.

- Inspectors met with the director of education from the trust and representatives of the governing body, including the chair of governors.
- Inspectors met with the early readers leaders, the special educational needs coordinator and leaders responsible for pupils' personal development.
- The quality of education was considered through deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and scrutinised samples of pupils' work. An inspector also listened to pupils read.
- Inspectors also looked at samples of pupils' work in other subjects and scrutinised curriculum plans in computing, design technology, modern foreign languages, science and personal, social and health education.
- Inspectors examined a range of documentation, including leaders' self-evaluation, improvement plans and documentation relating to pupils' attendance and behaviour.
- Inspectors met with the designated safeguarding lead and school business manager. Inspectors considered the safeguarding policy, training records, examples of safeguarding concerns and the single central record of checks on the suitability of staff to work with children was also scrutinised.
- Inspectors observed pupils at social times and held formal and informal discussions with pupils about what it is like to be a pupil at the school.
- Inspectors considered the responses to the Ofsted Parent View questionnaire. Inspectors also considered the responses to the staff survey.

Inspection team

Jean Watt, lead inspector	Ofsted Inspector
Jo Robinson	Ofsted Inspector

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