

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

St Anne's Road, Denton, Manchester M34 3DY

Inspection dates: 29 and 30 March 2023

Outcome

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

What is it like to attend this school?

Pupils enjoy coming to this school. They like and trust their teachers. They know that staff care about them and will help them if they have any worries. They enjoy their studies because teachers make learning interesting and engaging. One pupil spoke for many when saying to the inspector, 'I love my school.' Leaders work hard to involve parents and carers. They appreciate this and are full of praise for the school.

Pupils rise to leaders' high expectations of behaviour and achievement. They know how they are expected to conduct themselves in school and their behaviour is impeccable. They demonstrate very strong attitudes to learning. They are eager to learn and contribute enthusiastically in lessons.

Pupils are safe and very well looked after in the school. Staff make sure that pupils' well-being and welfare are their top priority. For example, leaders deal effectively with any reports of bullying or other inappropriate behaviour. This helps pupils to feel safe and secure.

Staff provide a rich variety of opportunities for pupils beyond the classroom. These help to develop their character, talents and interests. Pupils have enjoyed visits to the theatre, museums and the Houses of Parliament. Many take on responsibilities in the school. Pupils in Year 6 act as buddies to children in the Reception class as part of the 'big friend, little friend' scheme.

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

Leaders have put in place a broad and ambitious curriculum for all pupils. They have reviewed its content from the Reception Year to Year 6. They are clear about the key knowledge they expect pupils to acquire and remember in each subject and in each year.

In most subjects, including English, mathematics and science, pupils' learning builds effectively from year to year. In these subjects, the curriculum is well established and

teachers are confident in teaching it. For example, in mathematics, teachers place a consistent focus on ensuring that pupils understand content before moving on to new material. Consequently, pupils remember what they have been taught. They enjoy learning and outcomes at the end of Year 6 are consistently very strong.

The teaching of reading is another of the school's strengths. Leaders are determined that all pupils should learn to read and enjoy reading. Their work is successful. Phonics is taught well from the start of the Reception Year. Teachers and teaching assistants have strong expertise. They regularly check pupils' progress and put in place extra support for any pupils who need it. Pupils quickly become confident readers.

In a few subjects, the teaching of the curriculum is less secure. These are subjects that leaders have reviewed more recently. They recognise that there is more to be done. Although they have identified key knowledge, teaching does not consistently ensure that pupils learn and remember it well.

Teachers use assessment well. They look out for misconceptions or content that pupils have not grasped. Teachers and teaching assistants provide reinforcement when pupils need it. Teachers use assessment information well to shape their future teaching.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Leaders identify their needs accurately, often in the Reception Year. They work closely with parents to plan the support that pupils will receive. Staff provide effective support that means that almost all pupils with SEND succeed in studying the same curriculum as their classmates.

Staff rarely use sanctions because pupils behave so well. Disruption to learning is extremely rare. Children in the Reception class are taught how they should behave. They quickly learn routines and expectations. Breaktimes and lunchtimes are calm and pleasant. Pupils play together sensibly in the well-equipped playground. They are kind to each other. They are courteous and polite to adults.

Leaders place great emphasis on promoting pupils' personal development. The personal social and health education (PSHE) programme is strong. Pupils learn about important British values, such as democracy, for example, by taking part in 'Parliament Week'. Staff provide an array of clubs, including chess, gardening, computing and craft. Singing and sport play an important part in the life of the school.

Staff appreciate leaders' guidance and support for their well-being. Leaders have taken deliberate action to ensure that staff workload is reasonable. Staff appreciate this. They are very committed to their school and its pupils. Morale is very high.

Safeguarding

The arrangements for safeguarding are effective.

St Anne's has a strong culture of safeguarding and pastoral care for pupils. Leaders ensure that staff are trained thoroughly. Consequently, staff are alert to the signs that

pupils might need extra support. They pass concerns to leaders, who make sure that pupils get the support they need.

Pupils learn how to keep themselves safe within the PSHE curriculum. They learn about healthy relationships and how to keep themselves safe online in an age-appropriate way. Parents are full of praise for the care and support that staff provide.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is not embedded securely and consistently across the school. Although leaders have identified what they want pupils to know and remember in these subjects, sometimes teaching does not ensure that this happens in practice. Consequently, at times, pupils do not learn as effectively as they should. Leaders should ensure that teachers implement the curriculum as they intend, so that pupils achieve well in all subjects.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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	106213
Local authority	Tameside
Inspection number	10241790
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Brenda Moxon
Headteacher	Kirsty Rimmer
Website	www.st-annes-denton.tameside.sch.uk
Date of previous inspection	12 September 2017 under section 8 of the Education Act 2005

Information about this school

- The school has not undergone any significant changes since its last inspection.
- The school does not use any alternative 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 of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other school leaders. He held discussions with three governors, including the chair and vice chair of the governing body. He held telephone conversations with a representative of the local authority and the school's improvement partner.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, he discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The inspector also discussed the curriculum and visited lessons in other subjects with leaders. He considered the school's work to support pupils with SEND.
- The inspector discussed safeguarding with the headteacher, who is also the designated safeguarding lead, and the deputy headteacher. The inspector scrutinised policies and records relating to child protection and examined the safeguarding checks made on staff before they join the school.
- The inspector listened to pupils read to a familiar member of staff and talked to them about their reading.
- The inspector spoke with several members of staff. He considered the responses from staff to Ofsted's online inspection questionnaire.
- The inspector spoke informally with pupils at breaktime and lunchtime. He observed the school at these times. There were no responses to Ofsted's online questionnaire for pupils.
- The inspector spoke with parents at the start of the day and considered the responses, including written responses, to Ofsted Parent View.

Inspection team

Alun Williams, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023