

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

Ashworth Road, Waterfoot, Rossendale, Lancashire BB4 9JE

Inspection dates:

11 and 12 May 2023

Outcome

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

What is it like to attend this school?

St Anne's is a warm and welcoming school. The school's values of respect, thankfulness, hope, forgiveness, love and faithfulness contribute to the friendly atmosphere. Pupils relish the friendships that they make in school.

Pupils respond well to the high expectations that leaders have of their behaviour. Pupils learn about, and respect, differences between people. They are kind and courteous. Rare incidents of bullying are dealt with effectively by leaders. As a result, pupils feel safe and happy at school.

Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Children in the early years thrive. For example, teachers encourage children to be independent and to cooperate with their peers. This helps children to achieve well.

Leaders offer a range of activities that help to nurture pupils' talents. For instance, pupils have enjoyed singing at the 'Young Voices' performance in Manchester. Pupils benefit from the sports competitions and events organised by leaders. This includes taking part in the swimming gala and competing in dance competitions.

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

Leaders have reviewed and revised the curriculum so that it is ambitious for all pupils, from the Nursery class to Year 6. In most subjects, the curriculum has been designed to build on pupils' learning logically over time. Nonetheless, in a small number of subjects, leaders' curriculum thinking is not finalised. This means pupils are not building on their knowledge as effectively as they could.

Teachers receive ample training to help them to deliver the curriculum content well. They revisit learning and use strategies that support pupils to retain what they have learned securely in their memories.

Reading has a high priority at the school. Pupils regularly read a wide range of high-quality books. This includes books that help pupils to deepen their understanding of the curriculum. Pupils have a desire to read and they enjoy celebrating their reading achievements.

Children in the Nursery class are encouraged to distinguish sounds so that they are ready to access the phonics programme in the Reception class. Teachers regularly check pupils' phonic knowledge. If pupils fall behind in the phonics programme, they receive the support that they need to help them catch up. That said, for some pupils, the books that they read are not matched well enough to the sounds that they know. This hinders some pupils from developing confidence and fluency in reading.

Leaders are quick to identify the needs of pupils with SEND. Staff are kept informed of these needs. This helps teachers to reduce the barriers that may stop pupils from accessing the curriculum. Pupils with SEND achieve well.

Pupils, including children in the early years, settle into the school routines well. Leaders are relentless in supporting pupils to attend school regularly and on time. Pupils are motivated to succeed. As a result, learning is rarely disrupted.

Pupils enjoy school trips which bring their learning to life. For instance, they learned about democracy on their visit to the Houses of Parliament. Leaders invite guests to share information about different careers. Teachers empower pupils through positions of responsibility, such as play leaders, sports crew and members of the pupil council. Pupils lead and deliver environmental projects and manage fundraising events. This helps raise pupils' aspirations and prepares them well for life beyond school.

Governors know their roles and responsibilities well. They challenge and support leaders to ensure that the school continues to improve. Staff value the engagement that they have with leaders as this makes them feel that their views are heard and valued. They appreciate the consideration that leaders give to their well-being and workload. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have fostered a strong culture of safeguarding at the school. Staff are confident in identifying pupils who may be at risk of harm. Staff receive regular training and know how to report and record concerns. Leaders deal with these concerns swiftly. When needed, leaders use external professional support to help them cater for the needs of vulnerable pupils.

Pupils are taught about keeping safe through their personal, social, health and emotional education curriculum. For example, they learn about the dangers of drugs and the risks that they could face when online. If concerns arise, pupils have an appropriate adult to whom they can go for support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum design has not been completed. This means that pupils do not build on their knowledge in a coherent way. Leaders should ensure that the curriculum thinking is finalised so pupils can gain a strong body of knowledge over time.
- The books that some pupils read do not match the sounds that they have learned. This stops some pupils from building their confidence and fluency when they read. Leaders should make sure that the books that pupils read help pupils to practise the sounds that they have learned.

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 first ungraded inspection since we judged the school to be good in May 2018.

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	119454
Local authority	Lancashire
Inspection number	10286255
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	193
Appropriate authority	The governing body
Chair of governing body	Kathryn Slaughter
Headteacher	Jayne Webb
Website	www.st-anne-edgeside.lancs.sch.uk
Dates of previous inspection	1 and 2 May 2018, under section 5 of the Education Act 2005

Information about this school

- The current headteacher was appointed in September 2021.
- One assistant headteacher was appointed in September 2021 and the second assistant headteacher was appointed in September 2022.
- Leaders provide before- and after-school care for pupils.
- Leaders do not make use of any alternative provision.
- The school has a Christian ethos. The most recent section 48 inspection took place in June 2016.

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 her evaluation of the school.
- The inspector spoke with the headteacher, other leaders and members of staff. She also spoke with members of the governing body, including the chair of governors, and a representative of the local authority and the diocese.

- The inspector analysed safeguarding documentation, including the single central record. The inspector spoke with a range of pupils, staff and leaders to evaluate the culture of safeguarding in the school.
- The inspector carried out deep dives in early reading, mathematics and history. She talked with curriculum leaders, visited lessons, looked at examples of children's and pupils' work, held discussions with teachers and talked with children and pupils. The inspector also observed some pupils reading to trusted staff.
- The inspector observed children's and pupils' behaviour in class and as they moved around school. She also observed pupils playing at breaktimes.
- The inspector spoke with groups of children and pupils about their experiences at school.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also met with parents and carers before school to find out their views of the school.
- The inspector considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Amina Modan, lead inspector

His Majesty's Inspector

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