

# Inspection of St Anne's RC Primary School Crumpsall Manchester

Moss Bank, Crumpsall, Manchester M8 5AB

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Inspection dates: 13 and 14 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy and safe at St Anne's. Leaders aptly describe the school as having a loving, community feel. Pupils contribute greatly to this sense of togetherness. They undertake caring roles, such as 'peer mediators' who provide helpful guidance and emotional support to other pupils that might be feeling sad or worried. Pupils also support numerous local and national charitable efforts. For example, they recently attended a poetry event in support of a homelessness initiative in the area.

Leaders have recently developed the outdoor areas and playgrounds to make social times more fun and engaging. Pupils enjoy the new outdoor domes to relax in as well as the sporting equipment that they can play with.

Leaders have high expectations for what pupils, including those with special educational needs and/or disabilities (SEND), can achieve in their learning. In most subjects, many pupils achieve well.

Pupils rise to leaders' high expectations of behaviour. Pupils behave well throughout the day. They are focused during their lessons, showing positive attitudes to their learning. Pupils also behave sensibly during social times with one pupil describing the calmness as 'chilled'. Pupils rarely fall out and leaders are quick to take effective action to resolve any bullying issues that arise.

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

Leaders have implemented an ambitious, well-thought-out curriculum. They have outlined the important knowledge that they expect pupils to learn from the Nursery class to Year 6. Leaders have also outlined a sensible order in which the curriculum content will be taught.

Leaders provide effective guidance to teachers on how best to teach the knowledge that they expect pupils to learn. This helps teachers to design appropriate learning activities that support pupils to learn new subject content securely. As a result, most pupils, including those with SEND, achieve well across much of the curriculum.

Teachers carry out effective checks on pupils' learning. They use this information to provide pupils with helpful feedback to correct their misconceptions.

Leaders promote a love of reading. They ensure that pupils experience a range of literature during their time at school. Pupils develop an appreciation for the works of poets and classic authors, such as Shakespeare. Where possible, this is enhanced with drama activities which pupils enjoy.

Leaders ensure that children learn phonics as soon as they start the Reception Year. Children read books that are matched well to the sounds that they know. Staff have received training on how to deliver the phonics programme and associated catch up

support. However, some staff do not teach phonics as effectively as others. Some do not adhere to the programme as it is intended. This hinders some pupils from being able to read fluently as soon as they should.

Leaders ensure that pupils with SEND have their needs identified and assessed early. These pupils have their additional needs met well. Teachers adapt their delivery of the curriculum, so that pupils with SEND achieve positive outcomes. Leaders work well with external professionals to meet the needs of pupils with more complex SEND.

In recent times, leaders have introduced a new behaviour policy with clear routines and systems. These have brought about further improvement to how pupils behave in school. Pupils, including children in the early years, know exactly what is expected of them. Most pupils have high levels of self-control and conduct themselves well throughout the day, including in lessons.

Leaders provide a wide array of opportunities and experiences for pupils' personal development. They arrange careers events for children to consider their future ambitions. Pupils experience a range of curriculum enhancing trips, such as visits to places of worship and museums. Leaders arrange visitors to school such as travelling opera groups and Paralympians. Pupils have access to a wide range of clubs through the year, such as cooking and gardening. Some pupils make the most of this offer to develop their talents and interests.

Staff are extremely proud to work at the school. There is a strong team spirit. Leaders and governors are acutely aware of any workload pressures on staff. Leaders take appropriate action to help staff to manage their well-being.

Governors understand their responsibilities. They are able to question leaders about the impact of their actions. They take account of the views of pupils, parents and staff in order to continually improve the school community's experience at St Anne's.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and governors take their safeguarding duties seriously. They are well trained and are highly vigilant. Leaders have implemented clear systems and procedures for dealing with any potential concerns about pupils' safety. Staff have a strong understanding of these systems and follow them with consistency.

Leaders take swift and robust action in response to any concerns that are raised about the welfare of pupils and their families. They keep thorough records of any concerns. Leaders are tenacious in securing the involvement of additional agencies where required.

Pupils are taught about how to stay safe online and when using associated technology.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some staff do not deliver the phonics programme and catch-up support as leaders intend. At times, this hinders pupils from learning to read as soon as they otherwise could. Leaders should make sure that staff have the skills and support to teach the phonics consistently well, so that pupils can catch up and quickly become confident, fluent readers.

## 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

<b>Unique reference number</b>	105521
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10256027
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Patricia Ganley
<b>Headteacher</b>	Laura Wordsworth
<b>Website</b>	<a href="http://www.stannescrumpsall.co.uk">www.stannescrumpsall.co.uk</a>
<b>Date of previous inspection</b>	31 October 2017, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher, assistant headteacher and school business manager have been appointed since the last inspection.
- The deputy headteacher was absent at the time of the inspection.
- This is a Catholic school. The last section 48 inspection under the Education Act for schools of a religious character took place in December 2015.
- The governing body oversees the before-school club.
- Leaders do not make use of alternative provision.

## 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors conducted deep dives in these subjects: early reading, history, science, physical education and mathematics. They met with subject leaders and teachers. They visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The lead inspector heard pupils read to a familiar adult.
- Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.
- The lead inspector spoke with a group of governors. He also spoke with representatives of the local authority and the diocese.
- Inspectors also talked to staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with pupils about safeguarding and their wider experience of school.
- Inspectors looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. They also checked the school's records of the suitability of staff to work with pupils.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

## Inspection team

David Spruce, lead inspector	His Majesty's Inspector
John Hanley	Ofsted Inspector
Nicola Howard	Ofsted Inspector

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