

Inspection of St Anne's Catholic Primary School, Streetly

Blackwood Road, Streetly, Sutton Coldfield, West Midlands B74 3PL

Inspection dates:	7 and 8 January 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

St Anne's Catholic Primary School is an inspirational school where pupils flourish. The school is highly aspirational for all pupils. Children receive an excellent start to their education from the moment they begin in early years. The school has designed a curriculum which is ambitious. Pupils gain deep and wide knowledge as they move through the school. Parents and carers are overwhelmingly positive about the education their children receive.

The school holds high expectations for all pupils. Pupils live up to these expectations. They achieve exceptionally well across the curriculum. Published outcomes are high for all pupils and groups of pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils enjoy school and attend well.

Pupils behave exceptionally well. They show exemplary attitudes to their learning. This begins in early years, where children quickly learn and follow daily routines. Pupils are focused and respectful. They are polite to each other and to visitors. Pupils trust adults to listen to them and support them if they are worried about anything. As a result, pupils feel safe and cared for in school. Pupils enjoy the enrichment experiences that the school provides. They benefit from a wide range of trips and external visitors which enhance the curriculum.

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

The school has developed a curriculum that meets the needs of all pupils exceptionally well. This starts in the early years. In each subject, the school clearly identifies knowledge so that teaching staff know precisely what pupils should learn. There are regular opportunities for pupils to recap on previous learning. This helps them to retain their knowledge and build on it over time.

The school ensures that learning builds progressively as pupils move through the curriculum. Pupils develop strong connections between new and prior learning. For example, pupils use their prior knowledge of climate zones to deepen their understanding about where and why natural disasters occur in geography. The curriculum is designed to develop pupils' curiosity about the world. In history, pupils consider how historical events have influenced us today. Pupils can make links between different historical periods. For example, older pupils confidently discuss similarities between different historical civilisations. The expert implementation of the curriculum enables pupils to develop deep and rich knowledge over time. Learning is adapted well to meet the needs of all pupils, including those with SEND.

The school prioritises teaching pupils to read. Children begin to learn to read as soon as they start school. They learn early sounds very well. The books they read match the sounds they have learned. All staff have the expertise needed to teach phonics well. They check pupils' phonics progress carefully. If pupils fall behind, they receive the support that they need to help them to catch up quickly. Pupils develop an understanding of diversity

through the reading curriculum. They strengthen their fluency and reading skills as they move through the school.

The school's programme for personal development is exceptional. Pupils have many meaningful opportunities to develop a sense of responsibility. For example, pupils can apply to be part of the pupil parliament. A democratic process takes place where representatives are voted onto the council by their peers. Pupils feel they have a voice, stating that the school is 'an environment where everyone can have their say'. They have an influence on how the school can be improved. For example, the pupil parliament asked school leaders for a quiet place where pupils could reflect. This resulted in the development of the Chapel within the school, which is respectfully used by pupils.

The school prepares pupils exceptionally well for life in modern Britain. Pupils state that everyone is treated fairly in school. They are respectful and tolerant, celebrating pupils' differences in this very inclusive school. Pupils learn about diversity and equality. They understand about healthy relationships and know what it means to be a good friend. Pupils know how to keep themselves physically and mentally healthy, as well as how to stay safe online and in the wider community.

The school sits at the heart of the community. The senior leadership team, staff, governors and parents share in the school's vision and direction. They describe the school as a family. There is a collective drive to make the school the best it can possibly be. Governors are highly skilled. They rigorously ensure that the school provides a high-quality education for all pupils. Staff appreciate the steps that the school takes to support their well-being and workload. Staff morale is incredibly high.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104241
Local authority	Walsall
Inspection number	10322729
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	234
Appropriate authority	The governing body
Chair of governing body	Michael Flower
Headteacher	Patricia Johnston
Website	www.st-annes.walsall.sch.uk
Dates of previous inspection	24 and 25 September 2013, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Archdiocese of Birmingham. The last section 48 inspection, for schools of a religious character, took place in October 2024.
- The school does not use any alternative provision.
- The school operates its own nursery provision for three-year-olds.
- The school runs a breakfast- and after-school club for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteacher, special educational needs coordinator and early years leader. The inspectors also met with a range of teaching and support staff.
- The lead inspector met with representatives from the governing body.
- The lead inspector had a conversation with a representative from the archdiocese and met with an external consultant who works closely with the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in a range of other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted Parent View, and by talking to some parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty's Inspector

Gary Richards

Ofsted Inspector

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