

Inspection of St Ann's Church of England Primary School

View Road, Rainhill, Prescot, Merseyside L35 0LQ

Inspection dates:	25 and 26 February 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Laura Rynn. This school is part of The Three Saints Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kirsty Tennyson, and overseen by a board of trustees, chaired by Amy Bradley.

Ofsted has not previously inspected St Ann's Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged the school to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are very happy to be members of this kind and caring school community. This is reflected in the pupils' impeccable behaviour during their lessons and throughout the school day. Pupils benefit from trusting relationships with staff and each other. They feel listened to. This helps them to feel safe.

Those pupils who may find managing their own behaviour a challenge are supported very well. This means that pupils can learn without interruption. Children in the Reception Year quickly absorb the routines and rules that help them to learn well in school. From the minute children enter the Reception classes they are taught the 'St. Ann's way.' The values of courtesy, care and concentration are expected from all.

Pupils, including those with special educational needs and/or disabilities (SEND), enjoy their learning and strive to meet the high standards that the school has set for their achievement. As a result, pupils achieve well.

There is an impressive range of opportunities that are available to nurture pupils' talents and interests. This is because the school places great importance on pupils' social and emotional development. Pupils benefit from residential visits that are linked carefully to aspects of the curriculum. They enjoy a range of after-school clubs, such as art and archery, alongside clubs that support their learning.

Pupils appreciate the sporting opportunities that the school provides and say that they are proud to represent their school in competitions. Such activities allow pupils to develop their confidence, team building and leadership skills. They are well prepared for the next stage of their education.

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

The school has an ambitious curriculum. Pupils learn curriculum subject content well. This is especially so in reading, writing and mathematics. The key knowledge that pupils need to know and when it is to be taught has been carefully identified and sequenced. This ensures that pupils' learning builds on what they already know.

High-quality training provided by the school, or through the trust, ensures that teachers are well equipped to deliver the curriculum with expertise. The school uses accurate assessment information to quickly identify and address any gaps in pupils' knowledge. It provides regular opportunities for pupils to revisit and recall what they had learned previously. However, in a very small number of subjects, the school's approaches to supporting pupils to remember key prior learning is not effective enough. This means that, in these subjects, pupils are sometimes not well equipped to build a strong body of knowledge over time.

The school has effective systems in place to identify, at the earliest opportunity, the specific needs of pupils with SEND. Staff expertly adapt the curriculum. When necessary, the school seeks specialist support to further enhance their understanding of pupils' needs

and the best ways to support them. As a result, pupils with SEND learn successfully alongside their peers.

Reading is central to the curriculum. This begins in the Reception classes, where children develop a love of stories. Expertly trained staff deliver the phonics programme extremely well. The books that children in the early years and pupils in key stage 1 read are carefully matched to the sounds that they know. Pupils who find reading more difficult are given the extra support that they need. As pupils progress through school, they become confident and fluent readers. Pupils develop a love of reading. For example, they spoke passionately about the authors and books that they like. They also said that reading can 'transport them to other places' and provide 'calmness in busy days'.

The school's exceptional approach to fostering pupils' personal development helps them to grow into respectful citizens of the future. Pupils know how to behave appropriately and how to keep themselves safe online. The school actively encourages pupils to keep physically healthy and mentally well. Pupils demonstrate a clear understanding of how the law is there to protect people with different characteristics. They gain a deep understanding of fundamental British values.

The programme the school has adopted to develop pupils' financial literacy and enterprise is extremely well thought through. Not only do pupils learn about money management but they also get the opportunity to put this into practice through enterprise opportunities and charitable fundraising. The 'super leaders' programme gives all pupils from Years 2 to 6 the chance to be part of an advocacy team that campaigns for change. These teams allow pupils to develop the skills needed to be responsible young adults ready for the next phase of their education.

Pupils behave exceptionally well. They are excellent ambassadors for the school, greeting everyone that they meet with courtesy and respect. Pupils love being in school. This is reflected in their higher-than-average attendance rates.

Trustees and members of the school committee have an accurate oversight of the school. They fulfil their statutory duties and carry out their roles diligently. This enables those responsible for governance to hold the school to account fully for the quality of education that pupils receive. Staff are proud to work at this school and speak very positively about being part of a such a special community. They appreciate the support that they receive to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of foundation subjects, the recall opportunities provided to revisit learning from previous units of work are not as effective as they could be. This makes it difficult for pupils to remember what they have been taught over time. The school should ensure that staff enable pupils to recap their previous learning sufficiently well so that they know and remember more over time.

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	142154
Local authority	St Helens
Inspection number	10348317
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	Board of trustees
Chair of trust	Amy Bradley
CEO of the trust	Kirsty Tennyson
Headteacher	Laura Rynn
Website	www.rainhillstanns.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The Three Saints Academy Trust.
- The headteacher and deputy headteacher are new to role since the previous inspection, which was prior to the school becoming an academy.
- The school is part of the Diocese of Liverpool. Its last section 48 inspection, for schools of a religious character, took place in July 2019. The next section 48 inspection will be scheduled to take place by the end of 2027.
- The school runs breakfast and after-school provision for pupils.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2025. During a graded inspection, we grade schools 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 that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation.
- Inspectors held meetings with the headteacher and other members of staff. The lead inspector spoke with members of the school committee, including the chair of this group. She also spoke with the CEO and the chair of the directors of the trust.
- The lead inspector spoke to a representative from the diocese.
- Inspectors conducted deep dives in these subjects: early reading, mathematics, history, computing and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, considered samples of pupils' work and spoke to a number of pupils about their learning. The lead inspector listened to pupils reading to a familiar adult. Inspectors also viewed curriculum documents and samples of pupils' work in other subjects.
- 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 considered the views expressed by parents in their responses to Ofsted Parent View, including the free-text comments. They spoke with parents as they brought their children to school at the start of the school day.
- The inspectors also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

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