

# Inspection of St Ann's RC Primary School

Derbyshire Lane, Stretford, Manchester M32 8SH

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Inspection dates: 25–26 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in December 2007 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 13 years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

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

The pupils who spoke to us said that St Ann's is a happy school. Pupils told us that the school's motto, 'motivate, learn, inspire', encourages them to work hard, keep trying and do their best. They said that they know that teachers expect them to work hard because they want them to be successful.

Pupils are proud of their school. They have recently planted trees to improve the school grounds. Pupils talked enthusiastically about how much they enjoy music. They enjoy the breakfast club where they can catch up with their friends. Pupils enjoy the many sports clubs on offer and contributing to the school's newspaper. Pupils said that it is easy to make friends at school.

Pupils told us that they feel safe in school because the adults care about them. They said that they can talk to any member of staff if they have any worries or concerns. Pupils behave well. They said that bullying is very rare. Any falling out or arguments at lunch times are sorted out quickly by the adults on duty.

Parents and carers of pupils with special educational needs and/or disabilities (SEND), who spoke to us, commented positively about the support their children receive.

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

Over time, the proportion of pupils well prepared to make a successful start in key stage 2 has varied. This is because outcomes at the end of early years and Year 2 have fluctuated.

Leaders have made changes to the school's curriculum. The curriculum reflects the high expectations that leaders have for all pupils, including pupils with SEND, to be successful. It covers the requirements of the national curriculum. Leaders have thought carefully about what pupils learn and when this will happen in all the subjects. Pupils, including pupils with SEND, achieve well in most subjects. Most pupils meet the expected standards in reading, writing and mathematics by the end of Year 6.

In most subjects, teachers use assessment information well to help pupils build on what they already know. In a few subjects, some teachers do not implement the well-planned curriculum in enough depth. As a result, pupils have gaps in their knowledge and understanding in these subjects.

Pupils work hard and conduct themselves well in school. Disruption in lessons is rare. They are proud of their achievements. This is reflected in the quality of the work seen during the inspection. Pupils talk confidently about what they know and remember. For example, pupils discussed how their recent study of the work of Romero Britto has influenced their own artwork.

An increasing proportion of pupils speak English as an additional language. Communication skills in English are often weak for this group of children when they start school. In the Nursery class staff are skilled in developing children's spoken language. Children get off to a flying start. They enjoy listening to stories and they join in with familiar songs and rhymes. In the Reception class, children practise what they know in a range of practical activities. Teachers plan opportunities for children to develop their independence. Children work together to solve problems while exploring outside. However, across the early years, staff's knowledge and understanding of the curriculum varies. For example, in the Reception Year, expectations of what children can do are not high enough in mathematics. Some children do not achieve as well as they could.

In the past, the proportion of pupils who achieved the expected standard in the phonics screening check in Year 1 has been low. Leaders' actions have turned this around. Training for staff has ensured that phonics is taught consistently from the time children start at school. Workshops for parents and carers on how to help their children with reading are well attended. Pupils who struggle to read are given the help they need to catch up. The books that pupils read match the sounds that they are learning. These strategies have been successful. Most pupils achieved the expected standard in the Year 1 phonics screening check in 2019.

Leaders make reading a high priority. Younger pupils enjoy the 'snuggle books' that they take home for parents to read to them. Older pupils talk confidently about the descriptive vocabulary that authors use. Pupils use their increased vocabulary knowledge well in their own writing across a range of subjects. They are particularly proud of their contributions to the school's newspaper, the 'Mega Mag'.

Leaders provide a range of experiences to enhance pupils' personal development. Pupils are proud of the contribution they make to the local community, such as organising fundraising events for the local children's hospital. Pupils in the choir spoke enthusiastically about a recent performance at the Liverpool Peace Proms. The roles and responsibilities that pupils have, for example, as play leaders and lunchtime monitors, helps to prepare them to be responsible citizens for the future.

Governors use their experience to support and challenge leaders. Governors are mindful of staff's workload. Staff who spoke to us said that they feel valued and listened to. They commented positively on the teamwork and positive relationship fostered by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Appropriate checks are made to ensure that all adults in school are suitable to work with pupils. Staff understand what to do if they have any safeguarding concerns because of the high-quality training that they receive. Leaders are vigilant. They work with other agencies effectively. This enables leaders to provide carefully planned support for vulnerable pupils and their families.

Pupils are taught how to use the internet safely. Visits from police community support officers teach pupils how to keep themselves safe in a variety of situations, including when they are out in the local community.

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

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

- In some subjects, some teachers do not implement the well-planned curriculum in enough depth. This leads to gaps in pupils' knowledge and understanding in these subjects. Leaders need to ensure that teachers implement the curriculum effectively so that pupils achieve equally as well across subjects.
- Across the early years, staff's knowledge and understanding of the curriculum varies. Expectations of what children can do are sometimes too low. As a result, some children do not achieve as well as they should. Leaders need to ensure that staff have the knowledge and understanding that they need so that children are prepared well for Year 1 across all areas of learning.

## **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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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>	133284
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10125267
<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>	444
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sheila Casey
<b>Headteacher</b>	John O'Brien
<b>Website</b>	<a href="http://www.stansrcprimary.co.uk">www.stansrcprimary.co.uk</a>
<b>Date of previous inspection</b>	12–13 December 2007, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Salford. The school's last section 48 inspection took place in July 2017.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

The previous 'outstanding' judgement reflected the school's overall effectiveness in December 2007 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 13 years, which is longer than the five-year maximum interval between inspections under section 5 of the Education Act 2005. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made most outstanding schools exempt from routine inspection.

- During the inspection, we spoke with six members of the governing body, the headteacher, senior leaders, subject leaders and members of staff. Inspectors also spoke to a representative from the local authority by phone.
- We considered the 61 responses to Parent View, Ofsted’s online questionnaire. We also spoke with staff and pupils during the inspection.
- We carried out deep dives in these subjects: reading, history, art and mathematics. We met with subject leaders, visited lessons, spoke to teachers and spoke to pupils about their learning. We also looked at pupils’ work and listened to pupils read.
- We also reviewed other subjects such as music, science and Spanish.
- During the inspection, we reviewed a range of documentation including documentation relating to safeguarding.

### **Inspection team**

Amanda Stringer, lead inspector	Her Majesty’s Inspector
Bev Dolman	Ofsted Inspector
Tim Lucas	Ofsted Inspector
Kathleen McArthur	Ofsted Inspector

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