

School report

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Inspection of St Anne's RC Primary School

Clarendon Road, Audenshaw, Manchester M34 5QA

Inspection dates: 28 and 29 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils develop a strong sense of community at this school. For example, they raise money in support of local and global issues and charities. Those in the school choir perform for others regularly across the region. Pupils take pride in being responsible, active citizens in their school and more widely.

Pupils have many opportunities to develop their talents and interests. For example, there are plenty of clubs on offer. Some pupils compete in sports competitions while others have drumming and guitar lessons during the school day. Pupils appreciate these experiences.

Pupils are happy and safe. They enjoy the relationships with their classmates and their teachers. Instances of bullying are rare and leaders take appropriate actions to deal with any conflicts that occur. Leaders have high expectations for pupils' behaviour. Pupils understand these expectations and conduct themselves well in lessons and around the school.

Most pupils achieve well across the curriculum. They rise to leaders' high expectations for their learning.

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

Leaders have introduced well-designed subject curriculums. They have clearly identified the important knowledge that these pupils will learn and when they will acquire it. This helps pupils to build their knowledge securely over time. Teachers have good subject knowledge and teach subject content that is equally ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). As a result, many pupils achieve well across the curriculum.

Teachers carry out appropriate checks on pupils' learning. They use the assessment information that they gather to help pupils to correct their errors or misconceptions. Leaders also use this information to identify and meet the needs of pupils with SEND. Teachers adapt their delivery of curriculum content well so that pupils with SEND can access the same ambitious learning as their classmates.

Leaders monitor teachers' delivery of the subject curriculums. However, some leaders are still developing their ability to evaluate the information that they gather to identify what is going well and what needs to improve in their subject. At times, this means that they are not as effective as they could be at supporting teachers to help pupils learn the important knowledge that they need.

Leaders promote a love of reading at the school. Pupils vote for which of their own books their teacher will read to them each day. Leaders ensure that pupils learn phonics as soon as they begin in the Reception Year. Staff are well trained in teaching the school's phonics programme. Pupils read books which are suitably

matched to the sounds that they know. Leaders arrange for additional catch-up support for pupils who need further help to close the gaps that they have in their knowledge of sounds. As a result, pupils quickly become fluent, confident readers.

Children in the early years, including those with SEND, get off to a positive start. Although leaders are still to finalise some aspects of the curriculum in the early years, teachers know how young children learn and make sure that they do so successfully. Teachers model communication effectively. They also facilitate positive relationships between children. Children generally engage well with learning opportunities on offer. They achieve well and are well prepared for key stage 1.

Leaders enrich the curriculum and enhance pupils' personal development in a wide variety of ways. Pupils enjoy attending a range of extra-curricular clubs. These include many sporting and music clubs. Pupils develop a strong understanding of respect for difference through their lessons and weekly assemblies. They understand British values such as democracy. They learn how to look after their own emotional well-being. They are prepared well for life in modern Britain.

Pupils behave well in class and around the school. While some pupils reported that disruptions to learning occur, these are isolated incidents which teachers and leaders deal with quickly. Leaders have high expectations of attendance. They provide pupils and families with additional support to help them attend school. This helps to make sure that pupils do not miss out on important learning.

Governors know the school well. They play an active part in school life and pupils' learning. They fulfil their statutory duties effectively. Governors and leaders engage well with staff. They ensure that staff's workload and well-being are given due care. Staff value the efforts of leaders to help them manage their work.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors are well trained in safeguarding duties. They can recognise the signs that pupils may be at risk of harm. Teachers know what to do when they have concerns about a pupil's welfare and raise these concerns quickly with leaders. In turn, leaders respond appropriately in order to get pupils and their families the support that they need.

Pupils learn to stay safe online. They know how to respond to anything inappropriate that they see on the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders are still developing their ability to identify what is going well and what needs to improve further in their subject. At times, this limits their ability to support teachers to help pupils learn essential knowledge. Leaders should ensure that subject leaders gain a stronger oversight of their subjects. This is so subject leaders are well placed to help teachers improve their delivery of the curriculum, so that, in turn, pupils 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](#)' 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	106257
Local authority	Tameside
Inspection number	10242219
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	241
Appropriate authority	The governing body
Chair of governing body	Chris Lough (co-chair) Maureen Daly (co-chair)
Headteacher	Alicia Duffy
Website	www.st-annes-audenshaw.tameside.sch.uk/
Date of previous inspection	3 October 2017, under section 8 of the Education Act 2005

Information about this school

- A new headteacher and deputy headteacher have been appointed since the last inspection.
- There is a before- and after-school club at the school. The governing body oversees this provision.
- This is a Catholic school. The last section 48 inspection took place in July 2018.
- 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 has received since the COVID-19 pandemic began. 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, geography 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 observed 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. Inspectors also talked to staff about their workload and well-being.
- The lead inspector spoke with representatives of the local authority and the diocese.
- 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 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

Katie Hague

Ofsted Inspector

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