

Inspection of St Anne's Roman Catholic Primary School Blackburn

Feilden Street, Blackburn, Lancashire, BB2 1LQ

Inspection dates: 21–22 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Everyone is made to feel welcome at St Anne's. Pupils describe their school as 'one big happy family'. Many pupils who join the school are new to the country. Staff help these pupils to settle in quickly and make new friends.

Pupils told inspectors that they feel happy and safe at school. They said that there is always an adult to whom they can turn if they have any worries. Pupils are confident that if bullying or name calling happens, staff will sort it out and make sure it is not repeated.

Pupils behave well because their teachers have high expectations of them. Pupils are clear about the school rules. They work hard in lessons, listen attentively and follow teachers' instructions.

Pupils appreciate what they learn from each other about different religions and cultures. A broad personal, social, health and economic education (PSHE) curriculum helps them to learn about and celebrate the differences that exist between people. Pupils enjoy the opportunity to be members of the school council and the faith council.

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

Leaders have designed a well-planned and appropriately ambitious curriculum, including in the early years. Through high-quality training, subject leaders have developed their curriculum expertise. They use their knowledge to support teachers to deliver the curriculum well. Children in the early years get off to a strong start. For example, they learn to count confidently and recognise written numbers and patterns in mathematics. Pupils across the school achieve well. When pupils leave at the end of Year 6, they are well placed to make a strong start at secondary school.

In most subjects, leaders have set out the essential knowledge that pupils will learn and by when. Teachers design learning effectively to ensure that pupils learn this knowledge in the order intended. However, in a small number of subjects, leaders have not clearly identified the essential knowledge that pupils should learn. This means that, on occasion, teachers do not design learning that builds on what pupils know already.

In most subjects, teachers use assessment information well to inform their planning. This is particularly the case in reading and mathematics. Teachers review and adapt their plans regularly to revisit important content that pupils may have missed or forgotten because of the COVID-19 (coronavirus) pandemic. This is helping pupils, including children in the early years, to catch up with their learning.

Pupils, including children in the Reception Class, benefit from daily reading lessons. The early reading and phonics curriculum is designed carefully so that pupils can

learn and practise their sounds and letters in the right order. Staff access appropriate phonics training. They ensure that those pupils who fall behind in reading get additional support. Almost all pupils can read fluently by the end of Year 2. Mostly, staff ensure that the books younger pupils read are matched well to the sounds that they know. However, very occasionally, some pupils who struggle with reading, read books that are too difficult. This affects pupils' confidence and prevents them from reading fluently. Older pupils told inspectors that they enjoy reading and listening to stories. Teachers use well-chosen stories to develop and broaden pupils' vocabulary.

Pupils with special educational needs and/or disabilities (SEND) are supported well by staff. Leaders ensure that pupils' additional needs are identified as early as possible. Parents and carers of pupils with SEND are highly positive about the effective individualised support that their children receive. Those pupils who speak English as an additional language benefit from the help they need to access the curriculum.

Pupils' learning in class is rarely interrupted by the behaviour of others. Those pupils who struggle with their behaviour are supported well by staff. As a result, pupils can learn in calm and well-ordered classrooms.

Through the PSHE curriculum, pupils learn how to stay healthy, both physically and emotionally. Pupils value the opportunity to organise charity and fundraising events. Leaders ensure that pupils develop their talents and interests through a range of clubs. For example, pupils enjoy playing dodgeball and football at lunchtime.

Members of the governing body provide leaders with an appropriate level of challenge and support. For instance, they have ensured that leaders' curriculum plans are suitably ambitious. Staff appreciate the lengths that governors and leaders go to, to keep their workload manageable. Staff feel that leaders care for them and look after their well-being. All staff who responded to Ofsted's online questionnaire enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive appropriate safeguarding training. Staff are clear about how to report any safeguarding concerns. Leaders act quickly to refer any concerns to external agencies and ensure that pupils and their families receive appropriate support.

Pupils learn about how to keep themselves safe. For example, pupils learn about the dangers associated with social media and how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Very occasionally, some staff do not ensure that younger pupils read books that are closely matched to the sounds that they know. This hinders these pupils in developing their fluency and confidence in reading. Leaders should ensure that the books pupils read are matched more closely to their phonics knowledge, so that pupils can become proficient readers.
- In a small number of subjects, leaders have not set out clearly enough the essential knowledge that pupils should learn and when. This hinders teachers in designing learning that builds on what pupils know already. Leaders should ensure that they make clear to teachers the essential knowledge that they want pupils to know and remember, so that subsequent learning builds on pupils' prior knowledge.

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.

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

Unique reference number	119511
Local authority	Blackburn with Darwen
Inspection number	10200811
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	214
Appropriate authority	The governing body
Chair of governing body	Sarah Cullen
Headteacher	Jeff Brown
Website	www.stannesblackburn.co.uk
Date of previous inspection	21-22 February 2018

Information about this school

- A new chair of governors and several new members of the governing body have been appointed since the time of the previous inspection.
- St Anne's Roman Catholic Primary School is a voluntary aided school. It is part of the Diocese of Salford. The school's last section 48 inspection took place in January 2018. The school's next section 48 inspection overdue due to the COVID-19 pandemic.
- The school does not make use of any alternative provision

Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During this inspection, inspectors met with the headteacher and the deputy headteacher and members of staff. Inspectors spoke with four representatives of

the governing body, three representatives of the local authority and a representative of the Diocese of Salford.

- Inspectors spoke with pupils, both formally and informally, about their work and school life. Inspectors observed pupils' behaviour in lessons and during play times.
- Inspectors looked at a range of documentation relating to safeguarding, including leaders' checks on newly appointed staff.
- Inspectors spoke with parents and considered the 15 responses to Ofsted's online survey, Parent View including 11 free-text comments. Inspectors considered the 28 responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and PSHE. For each deep dive, the inspector met with subject leaders, reviewed curriculum plans, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and considered samples of pupils' work.

Inspection team

Garry White, lead inspector

Her Majesty's Inspector

Claire Hollister

Ofsted Inspector

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