

# Inspection of St Agnes C of E Primary School

Hamilton Road, Longsight, Manchester M13 0PE

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Inspection dates: 18 and 19 October 2022

<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	Requires improvement

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

Pupils said that they feel safe at St Agnes C of E Primary School. There are always adults to turn to if pupils have any concerns. Pupils can also write their worries down and put them in the 'worry box'. Pupils trust staff to respond to their concerns and to give them help if they need it.

Pupils told inspectors that most pupils behave well because they understand what teachers expect from them. There are times when a small number of pupils misbehave and get distracted from their learning. However, teachers deal with these occasions straight away and pupils quickly get back on track. Pupils explained that staff respond effectively when any rare incidents of bullying happen.

Pupils, and children in the early years, know that leaders require them to work hard and learn as much as they can. Most pupils and children meet these expectations. Overall, pupils achieve well.

Pupils benefit from the many interesting and engaging activities, which leaders provide. For instance, well-planned visits to museums help pupils to broaden and deepen their understanding of aspects of the curriculum. Pupils also develop an appreciation of the importance of promoting tolerance and peace through their own actions. Pupils said that their school is a place where no person is judged for being different.

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

The curriculum is ambitious and covers the full range of subjects in the national curriculum. Leaders have carefully developed the curriculum since the previous inspection. They have ensured that it is clear what they want pupils to learn in each subject and in what order. Subject leaders work closely with staff in the early years to ensure that the curriculum that children learn flows seamlessly into Year 1 and beyond.

Teachers make regular checks to ensure that pupils, and children in the early years, understand what they are learning. Teachers use a suitable range of assessment methods to find out what pupils can remember of the curriculum. This helps teachers to decide what to teach next.

Teachers have a secure knowledge of the subjects that they teach. Across most subjects, they use this knowledge well to explain to pupils what they are learning. Teachers help most pupils to remember knowledge in the long term. They also successfully adapt the delivery of the curriculum to help pupils with special educational needs and/or disabilities (SEND) to access new content. As a result, the majority of pupils, including children in the early years, learn and develop well.

In a small number of subjects, however, some pupils do not retain learning in their long-term memory as securely as they should. These pupils cannot apply what they have learned previously to new learning. This is because they do not get enough opportunities to revisit what they have been taught to make sure that they remember it thoroughly. Leaders are aware of this and have started to devise ways to help these pupils to remember what they learn more effectively. However, it is too early to see the full impact of leaders' actions.

Leaders know the importance of reading and give it a high priority. They have a well-structured reading curriculum in place. This includes a phonics scheme which enables most children in the early years, and pupils in key stage 1, to acquire phonics knowledge in a logical order. Leaders also have an effectively organised approach to teaching reading in key stage 2.

Teachers are well trained to deliver the reading curriculum. Children in the early years start to learn about communication and sounds in the Nursery class. Soon after starting in the Reception Year, children successfully begin to learn phonics. Overall, staff teach them effectively and help most children to learn to read well. Across the early years and key stage 1, teachers are quick to provide appropriate extra support. This helps children and pupils to keep up with their reading, when needed. Most pupils in key stage 1 read accurately and fluently. By Year 6, the majority of pupils read with confidence.

Although the reading curriculum is delivered well, on occasions teachers do not match some pupils' reading books to their phonics knowledge. Consequently, these pupils, who struggle with reading, find their books too hard to read. This means that they cannot apply what they know about phonics to develop fluency in their reading.

There is an effective system for identifying the needs of pupils with SEND. This is well supported by the training that leaders provide for staff to enable them to spot potential needs and to report any concerns to leaders. Leaders provide effective help for pupils, including the involvement of outside services, when needed. Due to the range of support provided, most pupils with SEND achieve well.

The majority of pupils behave well. When a small number of pupils misbehave, teachers respond to them effectively. Very little learning time is lost because of misbehaviour in class.

Leaders ensure that pupils experience a broad range of opportunities, which contribute well to their wider development. For instance, pupils develop a deep appreciation of the importance of respect, through lessons and assemblies. There are clubs, such as basketball and art, to help to develop pupils' interests and talents. Leaders are in the process of widening the range of clubs and activities further still.

Staff stated that leaders are considerate of their welfare and do what they can to assist teachers in managing their workload. Governors have a clear view of the strengths and weaknesses of the school. They are diligent in holding school leaders

to account for the quality of education that pupils receive. Governors contribute positively to ensuring that most pupils learn a great deal.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are well managed. Leaders have robust systems for reporting and recording safeguarding concerns about pupils. Staff receive regular training and information. They know the signs of potential abuse and neglect in pupils. Records of concerns are detailed and thorough and leaders follow up concerns promptly and effectively. Leaders use a range of resources to provide help for pupils who need it, including external agencies.

Pupils receive the information that they need to keep themselves safe. For example, they know how to avoid harm when using the internet.

Leaders know the correct procedure if any concerns about members of staff arise.

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

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

- A small number of younger pupils, who have difficulties with reading, find their reading books too hard. This stops them from applying their knowledge of phonics successfully and means that they are unable to read with fluency. Leaders should ensure that they enable these pupils to develop their reading fluency more securely by providing them with reading books that more closely match their phonics knowledge.
- In a few subjects, some pupils have not retained what they have learned securely enough in their long-term memory. This means that they cannot apply prior knowledge to new learning, which prevents them from achieving as highly as they could. Leaders should continue with their work to develop appropriate strategies to ensure that pupils embed knowledge successfully in their long-term memory in this minority of subjects.

## 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

<b>Unique reference number</b>	105500
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10241196
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	439
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Thompson
<b>Headteacher</b>	Shoab Uddin
<b>Website</b>	<a href="http://www.st-agnes.manchester.sch.uk">www.st-agnes.manchester.sch.uk</a>
<b>Date of previous inspection</b>	26 May 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is a voluntary controlled Church of England primary school. It was last inspected under section 48 in April 2018.
- One new senior leader and one new phase leader have been in post since January 2022.
- Leaders do not make use of alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued 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, art and design, mathematics and history. In each subject, they met with the subject leader and teachers. They visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The lead inspector heard pupils from key

stage 1 and key stage 2 read. Inspectors also examined the curriculum structure, spoke with pupils and looked at their work in some other subjects.

- Inspectors spoke with members of the governing body, the headteacher and other school leaders. The lead inspector spoke with representatives of the local authority and the Diocese of Manchester. Inspectors also talked with staff about their welfare and training.
- 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 looked at the school's safeguarding policy and related policies and documentation. They checked the school's records of the suitability of staff to work with pupils.
- The lead inspector analysed responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

Mark Quinn, lead inspector	His Majesty's Inspector
Alex Farrow	Ofsted Inspector
Rebecca Jewitt	His Majesty's Inspector

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