

# St Anne's Catholic Primary School

Off Pickering Green, Harlow Green, Gateshead, Tyne and Wear NE9 7HX

## Inspection dates

6–7 June 2017

|  |                      |
|--|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| Effectiveness of leadership and management   | <b>Good</b>          |
| Quality of teaching, learning and assessment | <b>Good</b>          |
| Personal development, behaviour and welfare  | <b>Good</b>          |
| Outcomes for pupils                          | <b>Good</b>          |
| Early years provision                        | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, deputy headteacher and governors have transformed the school's practices. They are skilful at tackling emerging issues and poor performance robustly. Consequently, standards have improved rapidly.
- Teachers plan and deliver engaging opportunities for learning that reflect pupils' interests and meet their learning needs. As a result, teaching overall is consistently good and pupils achieve well. Occasionally, teachers miss opportunities in lessons to recognise when pupils could be moved on to new learning more swiftly and apply their learning independently.
- Pupils, including the most able, make good progress in a range of subjects, especially in writing and mathematics. The rate of progress of current pupils continues to improve. However, some disadvantaged pupils do not progress quickly enough to achieve even higher standards.
- Pupils enjoy their reading and mathematics. The most able pupils thrive on being asked to think deeply and rise to the challenge of reading difficult books.
- Pupils' behaviour has markedly improved since the last inspection. They are well behaved, respectful and considerate. They are a credit to the school.
- The provision for special educational needs and/or disabilities ensures high-quality support and good outcomes for pupils because of strong and effective leadership.
- Children have strong foundations put in place in the Reception class. The early years learning environment is stimulating and engaging, promoting enquiry and investigation. Occasionally, opportunities to push children on more quickly are missed.
- The curriculum and provision for pupils' social, moral, spiritual and cultural development are good. Pupils are well prepared for life in modern Britain and equipped with the skills, attitudes and understanding required to access their learning in the next stages of their education.
- The role of subject leaders has not been fully developed in some aspects. As a result, not all subjects are tracked, checked and reported on as rigorously as in English, mathematics and science.

## Full report

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

- Improve the overall quality and consistency of teaching to outstanding in order to raise standards and accelerate pupils' progress by ensuring that:
  - pupils move on swiftly in lessons once they have demonstrated that they have an understanding of what is being taught
  - pupils have more opportunities to work independently to apply and deepen their learning
  - there are increased challenges, and opportunities for disadvantaged pupils to access in order to work beyond age-related expectations.
- Further develop the role of middle leaders, including in the early years, to:
  - ensure that the practice of subject leaders in English and mathematics is consistent across all subjects
  - improve the rigour with which foundation subject assessments are checked and reported.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is ambitious and fully committed to improving teaching and learning so that standards rise. Her determined and principled leadership, well supported by the deputy headteacher and governors, ensures that outcomes for pupils continue to improve rapidly. This is because where poor teaching persisted, it has been addressed robustly, expectations have been raised and parents and carers, pupils and staff have been included in helping to improve the school.
- Previously disappointing outcomes have been addressed. Decisive action by school leaders has seen improved rates of progress in all subjects with standards improving across all key stages. The improved outcomes seen in 2016 have been maintained and further enhanced.
- Leaders have high expectations of themselves and others. They lead by example and provide high-quality support to help staff, including those early in their career, to develop effective practice. School leaders recognise that recent turbulence in staffing has limited their impact on embedding middle leaders' roles fully, including in the early years. Recent appointments are beginning to make a difference in their areas of responsibility, especially in mathematics.
- Leaders are highly effective in identifying the essential priorities for the school's improvement. Systems are in place to ensure accurate and precise evaluations of teaching and the impact it has on learning. School senior leaders are astute in recognising effective practice and weaknesses in teaching. All staff are held accountable and engaged with sharing responsibility to ensure that school priorities are met.
- The leader of the special educational needs provision is effective in ensuring that pupils have their needs met. She has a detailed understanding of the circumstances of individuals and works closely with teachers to plan provision to meet the needs of pupils. Information is collected and analysed to ensure that these pupils are beginning to catch up. Where support interventions are not working, this is identified quickly and amendments are made. Funding to support these pupils is used wisely. Consequently, this group of pupils make swift progress.
- Additional funding for disadvantaged pupils is used effectively. Where issues arise, well-targeted actions address the issues. For example, too many disadvantaged children were missing school too often. Therefore, additional support and challenge were put in place. As a result, the attendance of this group of pupils has improved rapidly and now matches that seen for all pupils nationally.
- The school's curriculum is broad, balanced and provides pupils with opportunities to explore key concepts in some depth. Care is taken in planning to ensure that all subjects are covered and leaders are robust in checking that this is adhered to. A wide range of curriculum and extra-curricular opportunities are provided which are shaped and reviewed by pupils' views. Homework is personalised to meet the needs of individual pupils and extra guidance is provided where necessary. Consequently, pupils

achieve well across the curriculum but this information in foundation subjects is not evaluated as rigorously as those in the basic skills of reading, writing and mathematics.

- The pupils' understanding of British values and equalities, and their spiritual, moral, social and cultural development are good. Pupils talk confidently about tolerance, respect, democracy and cultural diversity in Britain today. They are clear about what being an active citizen means in today's society.
- Parents are complimentary and confident about the leadership of the school. Those spoken with during the inspection believe that the school has been transformed and that school leaders take their concerns seriously and act on them promptly.

## **Governance**

- Governors, along with support from the local authority and the diocese, have played an important role in securing the improvements seen in the school. They have recognised their own weaknesses and addressed them.
- Led by the chair of the governing body, governors have undertaken a review of their own effectiveness, recruited new governors with the required skills and knowledge, and improved their own practices and procedures. Consequently, they have a thorough understanding of the needs of the school and what needs to improve further.
- Governors track the progress of pupils and groups of pupils systematically, identifying emerging issues and taking swift and decisive decisions when required. Where poor performance in teaching is evident, they support senior leaders in taking prompt action to address it.
- An increased presence in the school has provided governors with a sharp insight into the day-to-day working of life in the school. They hold school leaders at all levels to account for their actions and the difference they make. They ask challenging questions and frequently ask for further information if they are not satisfied.
- Governors have a good understanding of the use of additional funding for physical education and sport and for disadvantaged pupils. They track how the funding is spent, evaluate its impact and ensure that it is being used effectively.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders have ensured that a strong culture of safeguarding underpins the work of all staff. Weekly updates, reminders and checks keep all staff vigilant and knowledgeable about current and ongoing issues. Staff have a clear understanding of what to do and what to be aware of in ensuring that children are kept safe. Training programmes and updates are a regular feature of school life. Staff, including the site manager and school business manager, play an active role in identifying and minimising risk. Consequently, everyone recognises that safeguarding is their responsibility.
- Pupils know about how to keep themselves and others safe because the curriculum is designed to be responsive to emerging issues in the school and the local community. Carefully programmed work and the regular revisiting of key themes underpin the

personal, social and health education provided, with a strong focus on ensuring pupils' understanding of equalities and the importance of positive relationships.

- Senior leaders, including governors, keep a close watch on the quality of the provision to keep children safe. They meet regularly to ensure that best practice is reviewed and maintained. The headteacher knows every child in the school and has built a positive relationship with parents.
- The school works closely with a range of other agencies and partner schools. Where additional support is needed, assistance is provided to families, including help with attendance issues. Any issues relating to the safety of children are recognised and acted on speedily. All records are of a high quality. School leaders increasingly engage with wider local authority safeguarding priorities.

### Quality of teaching, learning and assessment

**Good**

- The quality of teaching and learning has improved since the last inspection. School leaders have rightly focused on improving teaching and learning, and taken effective action to address any issues. As a result, teaching is now good across the school.
- Teaching is characterised by high expectations, consistency across classes and year groups, and positive relationships between pupils and staff. Learning is celebrated and pupils have a positive attitude in lessons.
- Teachers provide advice and support on next steps to pupils consistently in line with the school's marking policy. Pupils respond well to feedback and understand what they need to do to improve their work further. Time is given to pupils to address any mistakes and follow up on the advice from teachers.
- Reading is taught effectively. Pupils enjoy reading and talk confidently about their favourite books and authors. They use punctuation well to add expression to their reading. The most able pupils are challenged and enjoy more complex texts to respond to.
- Phonics is taught accurately and systematically on a daily basis from Reception class and across key stage 1. Teachers ensure this is applied consistently in pupils' reading and writing.
- Writing is taught well. Pupils take care in the presentation and accuracy of their work. They have opportunities to apply their writing in a range of interesting contexts and subjects. They frequently write at length and appreciate opportunities to review their own work.
- Pupils are enthusiastic about mathematics. This is because teachers pose interesting questions and challenges, and make pupils apply their understanding to explain and solve problems. Where pupils get stuck, this is recognised quickly and support is given.
- In lessons, teachers plan interesting and stimulating lessons which build on the interests of pupils and engage them in their learning. On occasions, teachers do not recognise when pupils are ready to move on quickly and apply their new learning independently or in a new context.
- Teachers and teaching assistants have secure subject knowledge which helps them respond quickly to pupils' misconceptions. They are skilled at working with individuals

and groups of pupils to help them keep up in lessons. Opportunities for disadvantaged pupils to access, in order to work beyond age-related expectations, are sometimes missed.

- Teachers use their knowledge of what pupils can and cannot do to plan their lessons to meet the needs of all individuals, regardless of their starting points. The curriculum ensures that pupils develop their skills in mathematics and English in a logical order. Consequently, teaching equips pupils with the basic skills they require for their next stage of education.
- Assessments are used to track individuals and groups of pupils to make sure they are on track. Where pupils are falling behind or could make faster progress, this is identified and acted on quickly by teachers and senior leaders. Short interventions are planned to address any shortfall in understanding or to support pupils who could work at greater depth.
- Previous poor and inadequate teaching means that some gaps in learning persist, but these are being rapidly addressed.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' written work displays accuracy and attention to detail. The quality of presentation shows they take pride in their learning.
- Systems to ensure that pupils are kept safe are exemplary. For example, risk assessments for activities in and beyond the school reflect the individual or group needs within specific classes. These are shared and signed off by all adults involved in the activities.
- Pupils say they feel safe in school. They have a good understanding of how to keep themselves and others safe in a range of situations both in school and beyond the school gate. They have a good understanding of how to keep themselves safe when using the internet. The planned curriculum ensures that these themes are revisited regularly.
- Pupils say that bullying rarely happens. When it does occur, they are aware of the steps they need to take. Pupils and parents are confident that issues with bullying will be taken seriously and resolved effectively by staff. Pupils have a mature awareness of the different forms that bullying can take, including homophobic and racist bullying.
- Pupils are generally confident about expressing their views and raising any concerns. Where concerns are raised, they are dealt with quickly and fairly. Consequently, adults and pupils have positive relationships built on trust and mutual respect. However, some pupils feel less confident during lunchtimes that boisterous behaviour would always be challenged.
- Pupils talk confidently about the importance of healthy eating and fitness. They are knowledgeable about healthy lifestyles and life choices that could be detrimental to their health.

- Parents who responded to Ofsted’s online questionnaire, Parent View, and who spoke with the inspector confirm that their children are kept safe by the school. They say any concerns they raise are taken seriously, managed quickly and resolved appropriately.

## Behaviour

- The behaviour of pupils is good.
- Staff, pupils and parents all say that behaviour in and around the school is improved beyond recognition. This is because expectations have risen and pupils have been set clear boundaries and rules for their behaviour.
- Pupils concentrate well in lessons and have positive attitudes to their work. When tasks are too easy, pupils occasionally lose attention and become uninterested.
- Pupils are considerate, polite and courteous, and have a good understanding of what is expected of them. They have a mature understanding of the impact that their behaviour has on others and themselves.
- Pupils move quickly and quietly around the school in an orderly fashion and start lessons ready to learn.
- Attendance of pupils is close to that seen nationally. Actions to work with hard-to-engage families are making a difference. Consequently, the attendance of pupils, including disadvantaged pupils, is improving.

## Outcomes for pupils

**Good**

- The improvement in teaching and learning since the last inspection has resulted in better outcomes for pupils. In 2016, the majority of pupils left Year 6 with the required skills in reading, writing and mathematics to equip them for the next stage of their education. This year, the proportion of pupils operating at and beyond age-related expectations has continued to improve across the school.
- In 2016, pupils made better progress than that seen nationally in key stage 2 in mathematics and writing. The progress in reading matched that seen nationally. Pupils and groups of pupils continue to make rapid progress in reading, writing and mathematics in most classes in key stage 2.
- The quality of pupils’ writing is good. Pupils take pride and care in the presentation of their work. Teachers’ expectations of pupils’ application and presentation of writing are high, including their work in subjects other than English.
- In key stage 1, pupils achieve well from their various starting points in reading, writing and mathematics. Evidence seen in lessons and in pupils’ workbooks confirms the school’s own assessment information that the proportion of pupils working at age-related expectations is increasing. Furthermore, increasing numbers are working at greater depth in all subjects.
- Outcomes in the Year 1 phonics screening check continue to improve and help pupils achieve well in their reading and writing by the end of key stage 1.
- Disadvantaged pupils and those in receipt of additional funding achieved as well as other pupils nationally in 2016 in reading, writing and mathematics at age-related

expectations in both key stage 1 and key stage 2. However, in reading and mathematics none went on to work at greater depth or achieve higher standards.

- The most able pupils enjoy the challenges set in mathematics and thrive on tackling complex texts in books. As a consequence, increased proportions of pupils are working at higher levels.
- Pupils who have special educational needs and/or disabilities have their developmental needs met through interventions and support plans. This enables them to make good progress from their starting points.
- Outcomes for children in the early years continue to improve. Accurate day-to-day assessment informs the planning of next steps in learning. Teachers' good understanding of the early years curriculum requirements ensure that increasing proportions of children are ready for the challenges of key stage 1.

### **Early years provision**

**Good**

- Children start the Reception class with a wide range of abilities and skills, and Nursery experiences. The proportion of children who achieve a good level of development at the end of the Reception Year matches that seen nationally and increasingly more children are working beyond the typical level for their age. As a result, children make good progress whatever their starting points.
- Children who need to catch up are beginning to do so. Disadvantaged children make typical progress, and some make rapid progress. Consequently, by the end of the Reception Year, most children are well prepared for their move into Year 1.
- Staff plan exciting and stimulating activities, and take account of children's needs and interests to ensure that they access all areas of learning. Children are encouraged to identify and manage risks, plan and reflect on their work, and work together.
- Adults are increasingly skilled at ensuring that children develop effective communication and language skills, and have their emotional needs met. Some opportunities to encourage children to listen to and respond to each other are missed.
- Effective teaching ensures that children develop the basic skills in reading, writing and mathematics well. Phonics skills are taught accurately and systematically. Opportunities are provided to ensure that children apply these skills precisely in their reading and writing. However, some practice is inconsistent and does not always move learning on quickly enough when children have demonstrated a firm grasp of what they are doing.
- Children learn in a climate of respect and responsibility that promotes effective learning. They are well behaved and develop good relationships with adults and other children. Children understand the importance of taking turns and working together.
- Arrangements for ensuring that children are safe are in place, staff know the children very well and individual needs are catered for. All welfare requirements are met.
- The partnership with parents is positive and improving. Parents who made their opinions known have a positive view of the quality of learning in the early years, feel they are listened to and are beginning to contribute to the assessments made by staff.

- Leadership of the early years provision is effective. The headteacher's actions to improve the early years have been effective in improving outcomes for children. Systems are in place to ensure accurate assessments and a high-quality, effective provision. School leaders have a clear understanding of what needs to improve further.

## School details

|                         |           |
|-------------------------|-----------|
| Unique reference number | 108386    |
| Local authority         | Gateshead |
| Inspection number       | 10031978  |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Voluntary aided  |
| Age range of pupils                 | 4–11   |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 128  |
| Appropriate authority               | Local authority  |
| Chair                               | Maria Elliott  |
| Headteacher                         | Sonia Fraser   |
| Telephone number                    | 0191 433 4053  |
| Website                             | <a href="http://stannesprimary.org">http://stannesprimary.org</a>          |
| Email address                       | <a href="mailto:info@stannesprimary.org.uk">info@stannesprimary.org.uk</a> |
| Date of previous inspection         | Not previously inspected   |

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized school.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The proportion of pupils who have special educational needs and/or disabilities is in line with the national average.
- The proportion of pupils supported by pupil premium funding is in line with the national average.
- The proportion of pupils from minority ethnic backgrounds is below the national average.
- Children in the school's Reception classes attend full time.

## Information about this inspection

- The inspector held discussions with governors, the headteacher, senior leaders, local authority and diocesan representatives, and some subject leaders.
- The inspector observed learning in all classrooms. Joint observations were carried out with the headteacher and the deputy headteacher.
- The inspector looked at pupils' work, had discussions with pupils and listened to some pupils read.
- The inspector observed pupils' behaviour around the school, at playtimes and in lessons.
- The inspector looked at the responses to Parent View, considered some written comments from parents and met with some parents at the start of the school day.
- The inspector examined a wide range of documentation, including evidence of the school's self-evaluation, information about the performance of teachers and pupils, and reports to the governing body, as well as information on the curriculum, safeguarding and other key policies.

## Inspection team

Jonathan Brown, lead inspector

Ofsted Inspector

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