



# St Anne's RC Primary School

Pickering Green, Harlow Green, Gateshead, NE9 7HX

School Unique Reference Number: **108386**

<b>Inspection dates:</b>	03 – 04 December 2013
<b>Lead inspector:</b>	Maureen Galbraith

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Anne's RC Primary School is a good Catholic school because:

- St Anne's is a good Catholic school with some outstanding features. It is a very warm and welcoming community in which everyone shares the headteacher's clear vision for the school. Caring relationships underpin the school's work as a community of faith and learning.
- The Catholic Life of the school is good. Pupils are actively and willingly involved in a variety of activities supporting their community which contribute to their moral, social and emotional development.
- The quality of Collective Worship is outstanding because, guided by staff, pupils confidently plan and lead prayer and worship and act with reverence and respect.
- The quality of Religious Education is good and areas for improvement since the last inspection have been addressed.

**It is not yet outstanding because:**

- Systems for the formal and systematic self-evaluation of the Catholic Life of the school involving all stakeholders are not yet in place.
- Systematic monitoring and evaluation of Collective Worship by all stakeholders is not yet in place.
- There are inconsistencies in the quality of the teaching of Religious Education across the school. Some lessons lack pace and there are inconsistencies in the quality of questioning and match of work to pupils' abilities.
- There are inconsistencies in the quality of marking and feedback across the school

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school is smaller than the average size primary school.
- There have been a number of staffing changes since the last inspection three years ago.
- The proportion of pupils supported through school action is below average.
- The proportion supported through school action plus or a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for the pupil premium is average.
- Almost all pupils come from a White British background.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching by:
  - Ensuring that marking consistently provides information to pupils about how to improve their work.
  - Ensure pupils are consistently given time to respond to advice given by teachers.
  - Ensure teaching in all classes is consistently good by sharpening pace along with more probing questioning.
  - Ensuring teachers consistently match tasks to pupils' abilities.
- Improve the quality of the Catholic Life of the school by:
  - Implementing and embedding a systematic approach to the self-evaluation of the Catholic Life of the school, involving all stakeholders.
- Improve the quality of Collective Worship by:
  - Systematically seeking the views of all stakeholders on the quality and significance of Collective Worship in school.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.**

- Actively involved in shaping the school's mission statement, pupils can say how they are being helped to become better people. They feel valued and are keen to share their views and feelings on improving the Catholic Life through response sheets and in school council discussions.
- Pupils have a deep sense of belonging to their 'school family'. They value the many opportunities they are given and enthusiastically and effectively promote the Catholic ethos when involved in fundraising to sponsor children in a Thai orphanage. The members of the School Council, Justice and Peace Group and 'Mini Vinnies' see their roles as important because 'we have to be kind and share what we have like Jesus'.
- Older pupils speak confidently about their school as a Catholic community and value the Catholic traditions, explaining that 'Jesus is always in our school'. Regularly involved in parish and diocesan celebrations, they value the experiences on offer within the parish, community and diocese.
- Pupils work well together. Their behaviour is very good and they are polite and considerate of others. Aware of the importance of spiritual values, they show an interest in, and are developing knowledge of, the religious life of others.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The Catholic Life of the school is a high priority which is reflected in the new mission statement lived out by all in the school community. Pupils feel valued as individuals and their talents are celebrated. They are taught about God's love and shown it by example in all areas of school life.
- There are excellent relationships between all members of the school community – staff, pupils, governors, parents and the wider community. All say that there is a strong 'family feel' that is very welcoming.
- St Anne's is a school committed to Catholic tradition and ethos. Its Catholic character is well reflected in the environment through displays and artefacts, Religious Education challenge areas and 'prayer/quiet areas' in all classrooms.
- Clear policies and procedures are in place, which provide high levels of support for pupils, staff and the wider community. There is regular fundraising for the neediest in society, for

example, the homeless shelter in Benwell, and policies refer to the teachings of the church.

- The positive behaviour policy emphasises personal responsibility. It is rooted in a culture of respect, praise, rewards and choices, whilst encouraging reconciliation.
- High quality induction and training support staff pastoral needs and commitment to Catholic principles, which are rooted in Gospel values.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.**

- The headteacher and governors have a clear vision for the Catholic Life of the school, which is welcoming and inclusive, and a clear understanding of the role of the school in the mission of the church.
- Leaders are highly ambitious for all children of the school providing clear direction for the Catholic Life
- The school has very successful strategies for engaging with parents and carers; they have a clear understanding of the school's mission, feel the Catholic ethos is strong and are very supportive of it.
- There is a clear development plan for the Catholic Life of the school leading to well-targeted improvement
- High quality staff training, the importance placed on relationships and the care and concerns all members of the school community show one another, are major strengths and show strong support for the Catholic Life.
- Governors discharge their statutory and canonical duties well. Committed to upholding the strong caring ethos that exists, they work effectively with the headteacher. They have an excellent grasp of the challenges faced by the school. They evaluate the Catholic Life by 'being part of it' but formal monitoring by governors and school leaders is not yet in place.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Acts of Collective Worship engage the interest of all pupils; their enthusiasm for Collective Worship results in quality responses in singing (and signing), prayerful silence and reflection. The chaplaincy group was set up as a result of pupil eagerness.
- Pupils take part in, lead and prepare class liturgies and whole school prayer with reverence, sincerity and joy.
- At age appropriate levels, pupils know what constitutes the various elements of worship and are becoming increasingly skilled in using a variety of ways of praying, in the use of scripture, religious artefacts and hymns. They know many traditional prayers appropriate to their age.
- Pupils plan and lead Collective Worship for each 'Come and See' topic at age appropriate levels. Pupils could engage in high quality discussions about what to include in setting up focal points.
- Pupils have a good understanding of religious seasons, festivals and the Church's liturgical year. They are able to apply their knowledge and understanding to class discussions and Religious Education lessons.
- The experience of being part of a praying community has enabled all pupils to be thoughtful and reflective, irrespective of their faith background.
- All of these contribute very positively to their spiritual and moral development which is outstanding.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is a natural part of the school day for pupils and staff. Parents, parishioners and governors regularly join the pupils in worship and prayer. They appreciate the opportunity to attend, comment enthusiastically and speak of the impact on pupils.
- Focal points are evident in each classroom with well thought out resources. These all contribute to the quality of prayer and provide good support and stimulus for reflection.
- The 'prayer/quiet areas' in classrooms provide a peaceful space for children to develop

their spirituality as does continuous provision to write in 'Class Feelings or Prayer Books'.

- There is a clear policy for Collective Worship, which is both regular and inclusive. The well-planned programme of Masses, liturgies and other liturgical celebrations are appropriately matched to the pupils' stage of development.
- Families are involved in pupils' religious development through, for example, 'Travelling Cribs'.
- Staff have a thorough understanding of the purpose of Collective Worship and consider the age and experiences of the children when planning worship, which is very inclusive. It includes the beliefs and backgrounds of all pupils and shows progression as children move through school.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.**

- The headteacher is an excellent role model and highly motivated and aspirational in her vision for all staff and children in school. She has a clear understanding of the strengths and weaknesses of Collective Worship, though leadership is not yet outstanding because formal feedback from all stakeholders is not yet sufficiently part of the evaluation process.
- The leadership team is highly skilled in planning and delivering high quality worship. They provide opportunities for pupils to think about the Church's liturgical year, seasons and symbols in a manner appropriate to their age.
- Liturgical development is a high priority in on-going training and support; staff respond well to the opportunities given to them. Provision to enhance the spiritual formation of staff is identified within the school improvement plan, as is greater involvement of parents in the prayer life of the school.
- Sacramental preparation is well embedded and in line with Diocesan policy. The school works effectively with the parish to deliver the Sacramental programme.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is good.**

- Almost all pupils enjoy and understand the value of Religious Education and are keen to do well. Behaviour in lessons is good – pupils generally work well, try hard at activities set and mostly work at a good pace. They show interest and enthusiasm in their learning.
- Pupils apply a range of skills across the school and are developing well in their knowledge and understanding as well as their ability to reflect on meaning. They are able to consider the impact of religious ideas on their daily lives.
- Outcomes are good overall. Pupils enter school with skills below those typically expected for their age and many have little experience of church. They make good progress through the early years foundation stage and key stage one. This good progress continues over time in key stage two.
- Due to the stage of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.
- Inspection findings and evidence presented by the school showed no notable differences between groups of learners.

#### **The quality of teaching and assessment in Religious Education is good.**

- Teaching and assessment is mostly good with some that is outstanding. In the best lessons, pace is effective and focused questioning used to check understanding, builds on previous learning and reinforces the learning objective. As a result there is a good match of work to ability and good levels of engagement.
- In some lessons, however, the pace is too slow. Questioning is not used effectively to move learning forward and activities are not sufficiently matched to pupils' abilities to engage and challenge all groups of learners.
- Support staff are effectively deployed and less able pupils supported well in their learning. Assessments are regular and systematic and external moderation shows levelling of pupils' work is accurate.
- Teachers mark children's work regularly and the written guidance and feedback given to pupils is always positive and supportive. However, written comments by teachers to improve learning are not consistent across the school. Nor are pupils consistently given



time to respond to questions asked and advice given.

- Teachers use diocesan plans and guidance to good effect and teacher knowledge is mostly good.
- Children's work is shared, celebrated and displayed. Children feel proud when their work is used as a good example for the rest of the class.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

- Leaders use a range of monitoring activities to regularly check on the quality of teaching and, as a result, have a largely accurate picture of strengths and areas for development. Planning for improvement is well targeted and leads to good outcomes for pupils.
- The commitment and leadership of the Religious Education coordinator, who is both knowledgeable and enthusiastic, along with robust tracking systems, have had a significant impact on raising standards.
- The Religious Education curriculum meets the requirements of the Bishops' Conference. Leaders are well informed about current developments and plan staff training so that teaching continues to improve. It makes a good contribution to the development of pupils' moral and spiritual development
- Numerous links have been formed with the parish, the local and global community. The school works closely with other Catholic schools in the area and provides a range of enrichment activities to promote pupils' learning.
- The governing body discharge their statutory and canonical duties well. They are well led by an informed chair of governors who has a sound knowledge of the school. Governors are regular visitors to school and whilst very supportive, also provide appropriate challenge.

## SUMMARY OF INSPECTION JUDGEMENTS

### HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

**2**

### CATHOLIC LIFE:

**2**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

2

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

### COLLECTIVE WORSHIP:

**1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

### RELIGIOUS EDUCATION:

**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2

## SCHOOL DETAILS

<b>School name</b>	St Anne's RC Primary School
<b>Unique reference number</b>	108386
<b>Local authority</b>	Gateshead
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
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<b>Date of previous school inspection</b>	July 2010
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