



# St Anne's Catholic Primary School

Pickering Green, Harlow Green, Gateshead, NE9 7HX

School Unique Reference Number: **108386**

**Inspection dates:** 28 – 29 November 2018

**Lead inspector:** Angela Boyle

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

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Anne's Catholic Primary School is an outstanding Catholic school because:

- It is a warm and welcoming school. Senior leaders, staff and governors have high expectations and a shared vision with regard to the Catholic mission and ethos of the school.
- The Catholic Life of the school is outstanding because the well-being, spiritual and personal development of all pupils and staff is at the heart of this faith community. Excellent relationships at all levels are a strength of the school.
- Religious Education is good. Staff know their pupils well and teach lessons that engage and enthuse all pupils, ensuring that standards are rising rapidly.
- Collective Worship is outstanding because it is central to the life of the school and is given the highest priority. Staff and pupils plan and lead high quality acts of worship and all pupils act with deep reverence and respect.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school is smaller than average-sized, serving the parish of St Anne's Catholic Church in Harlow Green.
- There are currently 40% of pupils who are Catholic.
- The proportion of pupils supported by pupil premium funding is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is in line with the national average.
- The majority of pupils are of white British heritage with a small proportion from minority ethnic backgrounds and a small number who speak English as an additional language.

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

- Improve the quality of Religious Education by:
  - continuing to strengthen staff expertise and subject knowledge to deliver high quality learning experiences.
- Improve the quality of Collective Worship by:
  - allowing pupils to continue to take the initiative in regularly planning and leading the community life of prayer and Collective Worship.

## 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 outstanding.**

- All pupils have a deep sense of belonging to St Anne's school family. They enthusiastically embrace the demands that membership of the community entails.
- Pupils eagerly take on positions of responsibility and leadership, promoting the school's ethos within school, parish and the wider community. The mission statement was shaped and developed by the children working alongside parents, governors, staff and parishioners. As a result, there is a deep sense of ownership and commitment to the Catholic ethos. Pupils strive each day to live out the mission of 'Working together: in faith, learning and love'.
- Pupils spoke confidently about how they should live their lives. One pupil stated, 'We put Christ at the centre of all we do'. This clearly articulates their understanding of Gospel Values and how school is helping them become better people.
- Pupils care passionately about issues of social justice and the needs of others less fortunate than themselves both locally and globally. Each class has a nominated charity which is close to their heart and they make great efforts to fund raise to support their chosen charity, giving generously to a wide range of causes.
- Pupils are regularly involved in parish and diocesan celebrations.

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

- Provision for the Catholic Life of the school has the highest possible priority. The school mission statement is lived out by all at St Anne's, which has transformed itself into a community of acceptance, tolerance, love and support.
- The promotion, celebration and embedding of the mission statement was reinforced through mission week in September 2018. The work done by children throughout mission week is a clear indication that pupils are being helped to develop their faith and understanding of God's love for them.
- The Catholic character of the school is effectively reflected through display, artefacts and sacred spaces around the school. The mission statement is also prominently displayed throughout the building.
- The school is a very prayerful community where all feel welcomed. Parents commented

that they feel fully included in school events and many parents now take full advantage of the numerous opportunities to worship and pray with their children.

- Personal, social and health education and relationships and sex education are effectively planned and consistently well taught. They reflect Catholic teaching and principles following diocesan policy and guidelines.
- The school attends to the pastoral needs of all pupils and staff. It ensures that the needs of all are understood and catered for. The school displays a clear commitment to the most vulnerable pupils and their families. Breakfast and after school provision is free to those in need.

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

- School leaders are deeply committed to the Church's mission in education, providing inspiration within their school community. They have a very clear understanding and vision of Catholic education and the role of the Catholic school in the mission of the Church.
- Leaders and managers including governors have high expectations for the promotion and continuing development of the Catholic Life of the school. The leadership team are excellent role models for all staff and are motivated and excited about the journey the school is on.
- The Catholic Life of the school is monitored by all stakeholders on a regular basis. Governors are confident in holding the leadership team to account whilst being actively involved in supporting its mission.
- The school's self-evaluation has clear links to the school development plan that are focused on the Catholic Life of the school.
- The school has developed very successful strategies for engaging with parents and carers who now have a much clearer understanding of the school's mission and are supportive of it. Parents feel that the Catholic ethos is now very strong and they 'feel very welcome and part of the St. Anne's family'.
- Staff are very well supported and feel valued. High quality performance management alongside well matched continuing professional development opportunities are provided to all staff.

## 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.**

- Most pupils enjoy Religious Education, understand its value and are keen to do well; they have positive attitudes and speak enthusiastically about their learning.
- Pupils in all lessons observed across the school concentrate well and are rarely off task; therefore behaviour for learning is outstanding.
- Outcomes for pupils are good overall and improving. Pupils generally enter school with knowledge and skills that are below what is expected for their age. They make good progress within lessons and over time, through early years foundation stage, key stage one and key stage two.
- Books show evidence of a very good standard of work. They are well presented and pupils in all classes take pride in their work. Through evidence in pupils work and in conversations, by the end of key stage two, they are able to demonstrate effective use of prior knowledge when making links between religious ideas and using scriptural references.
- Pupils identified as having special educational needs make good progress because their needs are accurately identified and differentiation is finely tuned.
- Systems are in place to evaluate the progress of different groups of learners. Inspection findings and evidence presented by the school show some differences between groups of learners. These issues are cohort specific and are being addressed.

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

- Teaching and assessment is good overall with some outstanding teaching observed during the inspection. Teachers have a clear understanding of the value of Religious Education and willingly share good practice.
- The 'Come and See' programme is used effectively and teachers use diocesan plans and guidance to good effect. Teachers have sound subject knowledge, however this could be further developed as more specialist knowledge in Religious Education will impact positively upon the quality of their teaching.
- Lessons are well differentiated; learning intentions and success criteria are shared, leading to appropriate challenge for pupils and well matched activities for learning.
- Teachers mark work regularly and give good quality feedback. Some very good examples of focused marking with accurate steps to improve learning were evident across all age

groups. Pupils are given time to respond and improve their work. Systems are well embedded; 'I can' statements are used consistently across the school and offer pupils opportunities for self-assessment.

- The school has an effective assessment and tracking system to monitor pupils' progress and achievement in Religious Education. Staff are becoming more confident and accurate in their assessments. They have a good awareness of pupils' prior learning and capabilities.
- Relationships between staff and pupils are very positive and are a real strength of the school.

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

- The commitment and leadership of the experienced Religious Education coordinator who is also the headteacher has had a significant impact on raising standards in the school. Consequently, teaching and learning has improved rapidly. A new coordinator is currently being trained.
- Leaders ensure that their vision for Religious Education is shared through staff meetings, briefings and attendance at diocesan and in house training. As a result, Religious Education has a high profile in the school and is well planned to meet the needs of all pupils. It compares favourably with other core subjects in terms of staffing, resources and time although very few staff hold the Catholic Certificate in Religious Studies.
- Senior leaders conduct a range of systematic monitoring activities relating to provision and outcomes in Religious Education leading to an accurate picture of achievement. However, the approach to checking the quality of teaching could be further developed by focusing on the deepening of pupils' learning.
- The school's strong links with the parish and the wider community provide a wide range of enrichment activities to promote pupil learning. The curriculum meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.
- Governors are well informed of the priorities to bring about further improvement. They are regular visitors to the school; they are extremely supportive but also confident in their ability to challenge.
- Sacramental preparation is delivered well, is fully embedded in the Religious Education curriculum and follows diocesan guidelines.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

<b>1</b>
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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.**

- St Anne's is a very prayerful community where worship is a regular and meaningful part of each day. Collective Worship engages the interest of all pupils and inspires them to reflect and respond reverently and with joy. They sing with great enthusiasm and confidence.
- Pupil involvement in Collective Worship is a central part of their experience at St Anne's. Pupils plan and lead worship for each 'Come and See' topic at an age appropriate level, they also plan worship around themes and feasts.
- Guided by adults, older pupils choose hymns and scripture, write their own prayers and reflections in addition to using traditional prayers. They should now be given further freedom and responsibility in leading and preparing worship for their peers.
- The school has invested wisely in a variety of artefacts and resources, which the children use to add to their worship experience.
- Pupils have a very good understanding of the Church's liturgical year, seasons and feasts. They have a love for special devotions such as the Rosary and attendance at lunch time voluntary worship is good.
- There is a deep sense of respect for faiths other than their own. Pupils are well informed and have a good understanding of world faiths.

#### **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 all staff and pupils.
- There is a clear policy for Collective Worship and a well-planned programme of Masses, liturgies and liturgical celebrations. It is given the highest priority and is well resourced.
- Families are involved in pupils' religious development through 'travelling cribs' in Advent alongside the many special events they attend such as the joint parish and school carol service. Attendance at these has grown significantly over the last three years and this is a growing trend.
- Staff have become increasingly skilled in enabling pupils to confidently plan, prepare and lead Collective Worship. They ensure there is progression of skills from reception to year

six. During the inspection, a group of year six pupils planned and led Collective Worship, which engaged all pupils in their class. Hymn choice, scripture and going forth activities were highly appropriate. Year five 'faith leaders' say they 'feel privileged to be appointed' and wear their faith leader hoodies with pride. They are a crucial link between the school and parish.

- Parents and governors comment on how much they value Collective Worship experiences. Parents and grandparents stated that 'Collective Worship gets better and better'.

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

- Leaders have excellent knowledge of how to plan and deliver high quality acts of Collective Worship. They model this in school and ensure it is shared with staff.
- Leaders and managers have a deeply rooted understanding of the Church's liturgical year, its seasons, rites and symbols. They are excellent role models and inspirational leaders. They ensure that worship is delivered in a way that it relevant to pupils, using a range of skills and quality resources.
- Leaders and managers including governors regularly monitor the quality of Collective Worship and constantly seek ways to improve upon the pupils' experience. Staff have attended diocesan and in house training and implemented what they have learned. This has led to a focused drive for improvement and enrichment of liturgies and worship.
- Leaders are equally attentive to staff needs. They ensure that staff receive formation in the development of spiritual and liturgical understanding. A staff and governor retreat day at St Anthony's Priory gave the opportunity for reflection, developing their own faith and sharing and supporting the school ethos.
- Leaders also seek the views of parents and staff. Their responses are highly valued and lead to further developments.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

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

1

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.

1

**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

**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.

1

## SCHOOL DETAILS

<b>School name</b>	St Anne's Catholic Primary School
<b>Unique reference number</b>	108386
<b>Local authority</b>	Gateshead
This Inspection Report is produced for the Rt Reverend Seamus Cunningham the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mr. Stephen Bartley
<b>Headteacher</b>	Sonia Fraser
<b>Date of previous school inspection</b>	December 2013
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