



St Agnes' RC Primary School

Rosedale Road, Crawcrook, Ryton, NE40 4UN

School Unique Reference Number: **108390**

Inspection dates:	28 – 29 April 2014
Lead inspector:	Martin Humble

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- Catholic Life at St Agnes' is outstanding. Senior leaders, staff and governors have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. Pupils make an outstanding contribution to the Catholic Life of the school, taking a lead role in activities that promote the school's ethos within school, parish and the wider community.
- Collective Worship at St Agnes' is good, is central to the life of the school and is a key part of school celebrations.
- St Agnes' is a welcoming family community helping pupils to develop their faith and spirituality.
- Religious Education provided at St Agnes' is good. The pupils are enthusiastic about their lessons.

It is not yet outstanding because:

- In some classes, teaching is not consistently planned to provide differentiated tasks to cater for the individual needs of all pupils.
- Some classes in school provide insufficient challenge for more able pupils.
- Marking and feedback for pupils does not always provide information on how they can improve.
- Pupils are not consistently involved in self-evaluation and target setting.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Agnes' is an average-sized primary school.
- St Agnes' school moved from its original site near the parish church to a 'new' site quite a distance from St Agnes' parish church.
- The proportion of pupils who are baptised Catholic is below average.
- The proportion of pupils with special educational needs is below average.
- The proportion of pupils supported by the pupil premium is below average.
- Most pupils are from White British background and there are no pupils learning English as an additional language.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- The school needs to raise the standards of some of the aspects in the teaching of Religious Education by:
 - Improving the quality of feedback to pupils in relation to the learning objectives.
 - Improving the planning of work to support and challenge the more able pupils in each class.
- The school needs to raise the achievement of all pupils by:
 - Improving the target setting process to include self-evaluation by pupils.
 - Improving pupil understanding of how they can improve their work.
- The school needs to develop aspects of Collective Worship by:
 - Improving pupil involvement in the preparation of a variety of Collective Worship opportunities throughout school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

1

1

1

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

- The mission statement is central to the life of the school and is understood and embraced by all pupils in their daily school life.
- Opportunities to participate in the evaluation of the Catholic Life of the school are provided through the school council, during Religious Education lessons and resulting from the responses in pupil questionnaires.
- Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They are well aware of the needs of others, both locally and globally. They seek to support others through awareness raising assemblies, the work of the 'Mini Vinnies' (who are currently visiting elderly residents in the community) and regular fundraising activities.
- Pupils take full advantage of the opportunities provided by school for their personal support and development. Pupils are very happy, confident and secure in their own stage of spiritual and emotional growth.
- An effective programme for Relationships and Sex Education (RSE) allows pupils to develop and foster understanding appropriate to their age.
- Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its strong links to the parish community. They are regularly involved with parish and diocesan celebrations, benefitting from staff involvement in school and parish activities.

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

- The provision for the Catholic Life of the school is a high priority which is reflected in the mission statement and in the way the mission of the school is 'lived out' by all in this family community. There is a very tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders. Parents agreed that there was an 'atmosphere of love' that makes the school a special place.
- The school is a prayerful community that provides a stimulating environment to reflect the school's mission and its Catholic character.
- Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders and through having clear policies and structures in place. Pastoral programmes working alongside Personal, Social and Health Education (PSHE) and RSE refer to Catholic teachings

and principles. These programmes cater for the needs of all pupils with skilled staff playing an active part in their delivery to ensure the best possible outcomes for pupils.

- The school attends to the pastoral needs of staff to ensure the needs of all are understood and well catered for.
- The behaviour of pupils in and around school is exemplary. Where conflict arises parents are very satisfied that the school sets out to resolve issues in a way that embraces the importance of personal responsibility, the need for justice whilst also facilitating reconciliation.
- The parish priest regularly supports the Catholic Life of the school and the pastoral care of pupils and staff.

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

- The school's leadership is committed to the Church's mission in education. The senior leaders in school embrace the task and provide inspiration within the school community.
- All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. Senior leaders share the responsibility for the development of the Catholic ethos very effectively.
- The school's self-evaluation is a reflection of planned monitoring, analysis and self-challenge. The very effective work of the link governor for Religious Education embraces Catholic Life too.
- There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising parish and pastoral partners to enhance the ethos of the school.
- There is an outstanding understanding of the school's mission as staff and pupils share its purpose and actively participate in developing and supporting it.
- The school engages very well with parents and carers to the great benefit of all its pupils and families. Parents have a good understanding of the school's mission and are very supportive of it.
- Governors make a significant contribution to the Catholic Life of the school and they are passionate about the school's mission and their participatory role in 'living out' the mission. Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- 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.

2

2

1

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

- Pupils understand the importance of prayer and worship and engage readily in small and larger gatherings. They reflect and respond reverently and join in community prayers. Praying and singing joyfully together is an integral part of pupils' experience.
- Pupils have a good understanding of religious seasons and feasts and the implication this has for Collective Worship. For some pupils, this knowledge is outstanding.
- Older pupils independently prepare and lead worship based on the ethos statements from "Nurturing Human Wholeness" using scripture, liturgical music, artefacts and other forms of prayer that engages their peers. Pupils' prayers, thoughts and feelings are a consistent feature of class liturgies and displays. Good practice in pupils planning and leading worship is evident in some classes but is not consistent throughout school.
- Pupils express their understanding of the centrality that prayer has on their lives. They understand that other faiths have different traditions and these are respected.

The quality of provision for Collective Worship is good.

- Collective Worship is central to the life of the school and is shared with parents and parishioners on an increasingly regular basis through seasonal liturgies and Collective Worship.
- The prayer life of the school is an important and central aspect of community life for staff and pupils. The school sends out the Wednesday Word to encourage family prayer and discussion around scripture. The travelling crib during Advent engages families in prayer and worship.
- All staff prepare good quality Collective Worship and are mindful of the Church's liturgical heritage, rites and seasons when developing quality experiences for all pupils.
- Year six pupils planned, prepared and led Collective Worship for their class. They developed, through their worship, an understanding of the disciples' mission after the Resurrection. This was a well-planned good quality Collective Worship, engaging pupils spiritually and prayerfully. This approach to planning and leading Collective Worship, however, is not consistent throughout school.
- Staff plan carefully for the liturgical formation of their pupils. Age appropriate planning that encompasses the religious beliefs and backgrounds of all pupils, shows progression as pupils journey from foundation stage to year six.

- Pupils have increasing confidence to plan, prepare and lead good quality Collective Worship, having participated in good quality worship led by the headteacher, senior leaders and teaching staff.
- Staff make good use of the 'Statements to Live By' to nurture human wholeness.

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

- The headteacher is a source of inspiration to the school community. He is ably supported by the deputy head in planning and delivering high quality Collective Worship. They have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols. As a result Collective Worship is delivered in a way that is relevant to pupils in a contemporary context. This was evidenced in a whole school assembly where the headteacher used a range of skills and resources, including 'audience participation', to effectively ensure pupils of all ages could access and understand the theme of 'Trust and Trusting'.
- Leaders have a clear vision that Collective Worship is seen as a priority for continued professional development. Staff are highly receptive and enthusiastic about moving forward together.
- Leaders view the school's prayer and liturgical life as the heart of its curriculum. They have a shared sense of direction and understanding of what is required to bring about further improvement. This is based on regular monitoring and review of practice. They are keen to discuss the views of parents and pupils and respond to this in a thorough and systematic way.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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.

2

2

1

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

- Pupils enjoy and are committed to their learning in Religious Education and view it as one of the important lessons in the curriculum.
- Pupils concentrate well and are rarely off-task. Behaviour for learning is very good.
- Pupils make good progress in their learning as they journey through school. There are no specific differences in the progress made by pupil groups.
- Pupils acquire knowledge at a good pace and are secure in their understanding.
- Pupils are developing and applying a range of skills to good effect including independence, imagination, originality, the ability to interpret sources and symbol, the ability to ask deeper questions, the ability to engage with religious ideas and integrate them into their lives and apply all of these skills across the curriculum.
- Pupils do not have sufficient involvement in the evaluation of their work and therefore they do not fully understand how they can improve their work.
- Due to the state 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.

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

- Teaching is consistently good. It is effective in enthusing pupils and ensures that they learn well. Almost all pupils make good and sustained progress.
- Pupils and pupil groups are achieving well over time.
- Teachers have effectively integrated the 'Come and See' programme into their teaching. They have a good understanding of the value and importance of Religious Education which is communicated effectively to their pupils.
- Teachers use a good range of resources and teaching strategies to promote good learning.
- Whilst some progress has been made in challenging more able pupils this is not consistent throughout school.
- Time is managed well to ensure the coverage of the Religious Education programme and that pupils forge links between their study of religion and belief and their exploration of more personal reflections on issues of meaning and purpose.
- Where there are effective assessment procedures, teachers and other adults have a good awareness of their pupils' prior learning and capabilities, which is reflected in effective

planning to meet the needs of pupils. However, this is not consistent throughout school.

- The quality of marking and constructive feedback is generally good but is not consistent between classes. This does not allow all pupils the opportunity to fully understand what their next steps for development are.
- Feedback to pupils, in all classes, does not always refer to the lesson objectives to aid pupils in their evaluation of their learning and understanding of their future targets.
- The use of the 'I Can' statements for the evaluation of pupil progress and for pupil target-setting is also inconsistent between classes.

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

- Leaders and managers have conducted a wide range of monitoring activities relating to provision and outcomes in Religious Education. They are very well aware of the areas for development in the teaching of Religious Education and see this as a high priority within the school improvement plan. Planning is therefore founded on sound evidence and data.
- Leadership is well-informed by current developments in Religious Education and continues to monitor and evaluate to further improve and support teaching. The Religious Education leader in school is very knowledgeable, enthusiastic and well aware of what the school needs to do in Religious Education to maintain and further enhance the current provision.
- There is a shared common purpose amongst staff to gain that higher level of consistency in assessment, marking and feedback so that they are all consistently operating at an outstanding level.
- The Religious Education curriculum is well planned by teachers but does not always meet the needs of all pupils to ensure effective continuity and progression for all learners.
- The school has good links with a variety of agencies, the wider community, local schools and parishes to provide an enriched curriculum and activities promoting learning and engagement. A joint 'Stations of the Cross' with a neighbouring Catholic school was 'a very moving and spiritual experience' for all those participating and attending.
- The curriculum enables pupils to gain first hand and quality experiences of the liturgical life of the Catholic Church and of a diversity of religious communities.
- Religious Education is very well resourced. Religious Education meets the requirements of the Bishops' Conference fully.
- Leaders have ensured that pupils have access to sacramental preparation in accordance with diocesan policy.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****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

COLLECTIVE WORSHIP:**2**

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

2

The quality of provision for Collective Worship.

2

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

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

1

SCHOOL DETAILS

School name	St Agnes' RC Primary School
Unique reference number	108390
Local authority	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.	
Chair of governors	Mr A Marron
Head teacher	Mr G M Laidler
Date of previous school inspection	January 2007
Telephone number	0191 4132184
Email address	stagnesCatholicprimaryschool@gateshead.gov.uk