



# Our Lady and St Anne's RC Primary School

Summerhill Terrace, Newcastle Upon Tyne, NE4 6EB

School Unique Reference Number: **108510**

**Inspection dates:** 29 – 30 January 2018

**Lead inspector:** Lisa Stokoe

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Requires Improvement	3

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- The Catholic Life of the school is good. Pupils are willingly involved in a variety of activities enhancing their moral, social and emotional development. They are considerate to others, respond to the needs of people beyond the school and understand the need for forgiveness.
- The quality of Collective Worship is good because it is central to the life of the school and all pupils from a very young age are respectful and reverent during worship.
- Religious Education requires improvement. Attainment is well below diocesan averages, as is progress over time.

### It is not yet outstanding because:

- The procedures for monitoring and evaluating the Catholic Life of the school are not yet fully embedded.
- In Collective Worship there are limited opportunities for pupils to plan and prepare worship independently.
- The quality of Religious Education is inconsistent across the school. Some lessons are not sufficiently differentiated to meet the needs and interests of all pupils, particularly the more able.
- Guidance provided for pupils to help them to improve their work in Religious Education is inconsistent and not always acted upon.
- There are inconsistencies in the accuracy of assessment.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Our Lady and St Anne's is an average sized primary school serving the parish of The Cathedral Church of St Mary's.
- There are approximately 34% of baptised Catholic pupils in the school.
- The proportion of pupils known to be eligible for pupil premium is above average.
- The proportion of pupils with disabilities and those with special educational needs is above average. There are currently no pupils who have a statement of special educational needs or an education, health and care plan.
- Nearly two thirds of pupils are from minority ethnic groups, including Asian or Asian British Pakistani, Black or Black British African, or Asian or Asian British Bangladeshi. Most pupils from minority ethnic groups speak English as an additional language and are proficient or are gaining proficiency in speaking English.
- The school extends its services by providing both a breakfast club and after school wrap around care.

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

- Improve the Catholic Life of the school by:
  - Formalising monitoring and evaluation procedures within the school involving all stakeholders and using this to plan for improvement.
- Further develop Collective Worship by:
  - Providing more opportunities for pupils to improve their skills in planning, preparing and leading Collective Worship in a variety of contexts.
  - Monitoring of Collective Worship both formally and informally.
- Raise standards in Religious Education by:
  - Ensuring that the expectations of pupils in Religious Education are consistently high and that tasks are closely aligned to pupils' skills and abilities.
  - Challenging all pupils, but particularly the more able, so that they make better progress and achieve to the best of their ability.
  - Further developing assessment systems tracking and analysing the progress of all groups of pupils and targeting intervention where necessary.

## 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.**

- Pupils appreciate and value the community to which they belong. They understand that school promotes positive behaviour through the Gospel value led footsteps to success on their Good to be Green scheme. They can clearly articulate how they are encouraged to follow these footsteps and 'that if we follow these rules we will have a happy day and so will everyone else'. As a result behaviour is good and pupils are caring and considerate towards each other. This view was shared by pupils, parents, staff and governors alike.
- Pupils understand that they have a voice in school helping to shape their mission. As a result pupils enter wholeheartedly into a range of activities which promote and support the school's ethos such as visiting and donating to the People's Kitchen and collecting for the Newcastle food bank, Children in Need, Marie Curie and the Samaritan's Purse shoebox appeal.
- Pupils have a good understanding of key liturgical celebrations throughout the year and also have involvement with parish and diocesan activities and celebrations. They are regular visitors to the Emmaus village and all pupils spoke enthusiastically about this experience.
- Pupils, from diverse faiths, within the school understand that religious beliefs and spiritual values are important for many people. They treat each other with respect and show care for religious artefacts such as the travelling crib.

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

- The mission statement and motto 'Our Light Shines Always' is central to the life of the school. This is lived out in the school community and is prominently displayed throughout the school. It was reviewed in 2015 and the views of all stakeholders were taken into account ensuring a strong sense of ownership and commitment to the ethos and values.
- The learning environment clearly reflects the Catholic identity. The wide range of displays and focal points remind pupils of the school's mission and the focus for the current themes such as the Year of Mary display within the school hall.
- The school provides good levels of pastoral care to all pupils and there is a commitment to the most vulnerable in both policy and practice. Staff and governors have undertaken training led by Rainbows and the Road Centre, to enable them to support pupils fully in school.
- Relationships are strong in all areas and staff appreciate the support and guidance they receive.
- Parents are supportive of the Catholic Life of the school and describe the strength of the school saying, 'there's a real sense of togetherness and inclusivity here.'

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

- Leaders and managers, including governors, are clearly committed to the mission of the church. They are held in high regard by pupils, staff and parents alike.
- The headteacher and deputy headteacher, who is also the subject leader, have a clear focus on developing staff. Key priorities for developing Catholic Life are linked to staff appraisal.
- Systems to monitor and evaluate the Catholic Life of the school are relatively new and therefore not yet fully embedded or formalised. They have therefore not yet had time to have an impact.
- The school is developing successful strategies for engaging with parents and carers. They have a clear understanding of the school's mission and are fully supportive of it. The school would like to involve parents and carers more regularly and there are plans in place to support this.
- Governors are influential in determining the direction of the school and are involved in evaluating Catholic Life. Consequently, they discharge their duties effectively and appreciate the need to offer challenge as well as support.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

<b>2</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 good.**

- Our Lady and St Anne's is a prayerful community. The calm ethos pervades the school and is reflected in pupils' behaviour and consideration for others. 'It makes me calm and happy because I'm talking to God.'
- Pupils act reverently and show respect when participating in acts of worship. They listen well, reflecting in silence and joining in community prayers with confidence and are happy to take part in Collective Worship thus contributing positively to their spiritual and moral development.
- Pupils lead worship with increasing confidence and enthusiasm although they are not yet given sufficient opportunities to plan and lead worship in a variety of contexts.
- Pupils have a good understanding of religious seasons and festivals and the implication this has for Collective Worship. The Journey to Bethlehem which was celebrated during Advent this year was commented upon as being 'something new that I really enjoyed doing as it made me focus more on God.'
- Interest in, and respect for other faiths was clearly articulated by pupils. They understand that other faiths have different traditions and these are respected.
- Pupils participate actively in the school's sacramental preparation programme following diocesan guidelines.

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

- There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure it is both regular and inclusive. Praying together is part of the daily experience for all pupils and staff.
- Focal points are evident throughout the school and provide encouragement for independent reflection and prayer. The prayer box in the school hall and worry boxes in the classrooms are appreciated and used regularly by pupils.
- Staff ensure that Collective Worship is carefully planned and resourced to reflect the liturgical year. Families are recently becoming more involved in the pupils' religious development through the use of the travelling crib during Advent and the Oscar Romero bag during the Year of Oscar Romero 2017.
- Themes for Collective Worship are carefully chosen and are responsive to the religious diversity and ethnic backgrounds of pupils.

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

- The school's leaders have a good knowledge of how to plan and deliver liturgy and worship. They understand the church's liturgical year and traditions and are good role models to both staff and pupils. A range of artefacts, symbols and technology are used to deepen pupils' knowledge and understanding.
- Leaders recognise the importance of nurturing staff as well as pupils, consequently all feel valued. They prioritise the spiritual development for all in school and that time is devoted to this. The staff spoke highly of a recent retreat day in Hexham they had shared.
- The headteacher and Religious Education coordinator have a highly visible presence in school and a good understanding of the strengths and areas for development in Collective Worship through informal monitoring. More formal monitoring of Collective Worship has yet to be embedded.
- Leaders respond appropriately to the views of stakeholders which have been sought through pupil voice, staff and parental questionnaires.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

<b>3</b>
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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 requires improvement.**

- Pupils enjoy Religious Education lessons; they have positive attitudes to learning, display interest and enthusiasm and want to do their best. Pupils are able to talk with some confidence about their learning in Religious Education.
- Behaviour for learning is good and disruptions to lessons are unusual.
- Pupils enter school with knowledge and skills which are below what is expected for their age. They make some progress in early years foundation stage and key stage one although this progress is slow.
- Within key stage two progress slows even further. Pupils work effectively within lessons but they are not sufficiently challenged to achieve the higher levels.
- Differentiated work is not provided and is addressed mainly by outcome and the support given. As a result, the pace of learning and the pace of skills acquisition requires improvement.
- Outcomes require improvement because attainment has been consistently below diocesan averages for a number of years and current progress is not consistently good across the school.

#### **The quality of teaching and assessment in Religious Education requires improvement.**

- Lessons observed during the inspection were good, however the work scrutiny showed that progress over time and attainment requires improvement.
- Teachers follow the Come and See scheme of work for Religious Education in their planning. Expectations of what pupils can achieve are not always high enough and teachers do not consistently use assessment to plan differentiated activities that challenge and extend learning for all groups of pupils and thus raise standards.
- Relationships between pupils, teachers and support staff are warm, constructive and contribute to their keenness to learn. Teaching assistants are used well to support pupils learning within lessons.
- Most teachers demonstrate sound subject knowledge and can use a range of strategies to engage pupils in their learning and help develop their independence as learners. Pupils are beginning to understand their progress in Religious Education.
- At its best marking and feedback refer to key Religious Education skills and allow pupils the opportunity to respond to advice given in order for them to take the next steps in their learning. However, this good practice is not consistently implemented across all year groups and the school recognises this as an area where development is ongoing.

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

- The Religious Education coordinator, although relatively new to the role, is very committed, enthusiastic and well informed about current developments through her attendance at all relevant training.
- Leaders ensure that their vision for Religious Education is shared through staff meetings and staff attendance at diocesan training events. As a result Religious Education is developing a high profile in the school and is planned to meet the needs of most pupils.
- Monitoring activities, including lesson observations, work and planning scrutiny and moderation are planned to enable the subject leader to gain a more accurate picture of achievement.
- Governors are regular visitors to the school and are committed and passionate about the improvement of the school providing appropriate support and challenge to the headteacher and senior leadership team. They know its strengths and areas for development and have a good grasp of the challenges faced by the school.
- The school has the capacity to address areas for improvement in Religious Education and has identified the need for collaborative working with other schools in relation to moderating work and ultimately raising standards in the subject.
- Pupils have access to good quality sacramental preparation led by parish catechists and supported by the school.



## 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.

2

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

2

**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.

2

**RELIGIOUS EDUCATION:****3**

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

3

The quality of teaching and assessment in Religious Education.

3

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

3

## SCHOOL DETAILS

<b>School name</b>	Our Lady and St Anne's RC Primary School
<b>Unique reference number</b>	108510
<b>Local authority</b>	Newcastle
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese 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>	Mrs Chris Baker
<b>Choose School Leadership Type</b>	Mr Michael O'Brien
<b>Date of previous school inspection</b>	September 2012
<b>Telephone number</b>	0191 2325496
<b>Email address</b>	OurLadyAdmin@olsa.org.uk