

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: Our Lady and St Anne's RCVA Primary School

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Newcastle upon Tyne
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School URN: 108510

Headteacher: Mr Michael O'Brien

Chair of Governors: Mrs Chris Baker

Lead Inspector: Mrs Maureen Galbraith

Team Inspector:

Date of Inspection 26 and 27 September 2012

INFORMATION ABOUT THE SCHOOL

Our Lady and St. Anne's is an average sized primary school. The proportion of pupils eligible for pupil premium is average. The proportion of pupils supported through school action is half the national average. Those supported at school action plus or those with a statement of special educational needs is well below that found nationally. Almost two thirds of pupils are from minority ethnic groups, mainly of Pakistani, Bangladeshi and Black or Black British background with a majority at an early stage of learning English. The school extends its services by providing a breakfast each day.

A new Chair of Governors was appointed in October 2011. A new Religious Education co-ordinator was appointed in September 2012.

Pupil Catchment

Number of pupils on roll:	244
Planned Admission Number of Pupils:	250
Percentage of pupils baptised RC:	36%
Percentage of pupils from other Christian denominations:	15%
Percentage of pupils from other World Faiths:	35%
Percentage of pupils with no religious affiliation:	14%
Percentage of pupils from ethnic groups:	39%
Percentage of pupils with special needs:	11%

Staffing

Full time teachers:	7
Part time teachers:	1
Percentage of Catholic teachers:	70%
Percentage of teachers with CCRS:	80%

Percentage of learning time given to Religious Education

FS	10%
Year 1	10%
Year 2	10%
Year 3	10%
Year 4	10%
Year 5	10%
Year 6	10%

Parishes served by the school

St. Mary's Cathedral

INSPECTION JUDGMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

1

KEY FINDINGS

- Our Lady's and St Anne's is an outstanding Catholic school. The school is a very inclusive and welcoming community. Priorities since the last inspection have been met and there is a continuous drive for improvement for the good of the whole school community. Collective Worship is good whilst both Catholic Life and Religious Education are outstanding. The spiritual, moral, social and cultural development of pupils' is exceptional.
- Religious Education is outstanding. Learning and progress are at least good in each Key Stage and outstanding in some parts of the school. Teaching and assessment are outstanding and highly effective in ensuring pupils learn well. The Religious Education curriculum is vibrant and stimulating and self-evaluation by leaders and managers rigorous and timely, resulting in year on year improvement.
- The Catholic Life of the school is outstanding. It has the highest possible priority and excellent relationships and communication are key strengths of the school. Pupils are very keen to participate in the varied opportunities provided to contribute to the Catholic Life of the school and benefit greatly from them. Effective monitoring and evaluation systems are in place and result in continuing improvement to outcomes for pupils.
- The quality of Collective Worship is good and pupils response to and participation in Collective Worship is good. Collective Worship is not yet outstanding because there are limited opportunities for pupils to plan and prepare worship. Leaders' and managers' promotion, monitoring and evaluation of the provision of Collective Worship are outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Improve the quality of collective worship by:
 - providing further opportunities for pupils to plan and prepare worship in whole school and class based contexts;
 - developing consistent provision for informal prayer, particularly in the classroom.
- Further improve the quality of teaching and learning so that more lessons are outstanding and pupil progress and achievement improves even further by:
 - encouraging and facilitating the use of ICT and a range of teaching styles based on best practice in the school
 - developing forms of assessment other than written to reflect pupils' abilities across the school and further consolidate and extend learning

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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Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They take advantage of the many opportunities offered to them and can articulate how the school is helping them to become better people. They respect the Catholic tradition of the school and its links with the parish community and are active participants in numerous parish celebrations and activities. Proud of their religious backgrounds and beliefs, pupils have a strong sense of personal worth. They treat others with a high level of respect and build relationships with people from all walks of life. They take their responsibilities seriously, seeing their roles as buddies and school councillors, for example, as important because it is about “looking after people as Jesus asked us to do.” Pupils confidently express their own views and feelings, demonstrate a deep understanding of how important it is to forgive and be forgiven and are aware of the needs of others. They are also quick to congratulate others, take responsibility for their actions and show a keen interest in spiritual, moral and ethical issues. Exemplary behaviour is underpinned by outstanding moral, social and cultural development.

The quality of provision for the Catholic life of the school is outstanding. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos. All staff are involved in nurturing and living out the school’s mission statement and are fully committed to implementing it across the whole curriculum. There is a strong sense of community at all levels as evidenced by the quality of relationships and sense of unity that exists both among and between staff and pupils. The school is a happy and prayerful community and its Catholic character is effectively reflected through displays and artefacts in the learning environment and the creation of sacred spaces around the school. Clear policies and procedures are in place which provide the highest levels of pastoral support to pupils and there is an explicit commitment to the most vulnerable and needy. Catholic principles and values also underpin behaviour and relationship policies resulting in a strong shared vision for the Catholic life of the school. Effective training supports staff commitment and whilst space is limited, the physical resources of the school are used very well to help achieve priorities set.

Leaders and managers are outstanding in promoting provision for the Catholic life and mission of the school. Leaders have a strong sense of the mission of the church and the role of the school in expressing it. It is a very inclusive and welcoming community where the Gospel message of sharing and caring is seen in action. Leaders provide a clear direction for the Catholic life of the school which is a priority, along with the spiritual and moral development of pupils. Focused staff training has developed awareness, understanding and a commitment to the school's strong Catholic ethos. Consequently, pupils are able to articulate the distinctive mission of the school well. Highly effective and well established school self-evaluation leads to well-targeted planning and actions that improve aspects of the Catholic life of the school and subsequently outcomes for pupils. The school has very successful strategies for engaging with parents and carers. They have a clear understanding of the school's mission and are highly supportive of it. Governors make a significant contribution to the Catholic Life of the school. Committed to the school's mission, they are involved in self-evaluation and are prepared to challenge where necessary as well as support.

COLLECTIVE WORSHIP

HOW EFFECTIVE LEADERS AND MANAGERS ARE IN DEVELOPING THE CATHOLIC LIFE OF THE SCHOOL

2

- How well pupils respond to and participate in the schools' 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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Our Lady and St. Anne's is a prayerful community where pupils response to and participation in collective worship is good. They have a good grasp of what worship is about and are at ease when praying with their school community in large and small gatherings. Communal prayer is highly inclusive of all abilities and faiths and pupils are respectful and reverent. They understand that there are different forms of liturgies, such as Mass and non-sacramental liturgies as well as different types of prayer, both formal and informal. They know some traditional prayers appropriate to their age. They join in community prayers well, reflect silently and understand that song is a form of prayer. There are some opportunities for pupils to lead worship, which they do with confidence, but the school recognises that pupils are not yet skilled in planning and preparing worship. The provision for informal prayer in classes is also inconsistent. Pupils speak of feeling calm and peaceful afterwards and enjoy taking part. Collective Worship contributes extremely positively to the spiritual, moral and personal development of pupils.

The quality of provision for Collective worship is good. It is central to the life of the school and well resourced. There are many opportunities for staff and pupils to pray together in a variety of forms of worship. Parents, parishioners and governors are also invited to share in various acts of Collective Worship, when appropriate. They appreciate the opportunity to attend and comment with enthusiasm. Supported by active chaplaincy, pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression across the school. Pupils with different religious beliefs are assisted and supported in their prayer rituals. Staff are very skilled in planning worship and pupils lead with increasing confidence, skill and enthusiasm. They have limited opportunities for planning and preparing worship but 'would like the opportunity' to do so. Acts of Worship are appropriate to the age and needs of the pupils with themes based upon the scheme of work topic and the liturgical calendar; they are responsive to the diversity of the pupils. Staff review and plan improvements as evidenced by the focus of developing music and liturgical dance to enrich provision. Sacramental Preparation is well embedded and staff work effectively with the parish to deliver the school's half of the programme.

Leaders' and managers' promotion, monitoring and evaluation of the provision for Collective Worship is outstanding. Leaders have a very clear vision for its development, which is shared with and understood by the whole school community. They have a thorough understanding of the Church's liturgical year (its seasons, rites and symbols) and use a range of artefacts, symbols and ICT very effectively to deepen pupils appreciation, knowledge and understanding. Leaders model high quality worship in school. They provide opportunities for staff and governors to worship together and ensure staff training in liturgical formation and spiritual development is a priority. Staff response to these opportunities is excellent. The monitoring and evaluation of Collective Worship is a priority in the regular review of school performance and is informed by feedback from pupils, staff, parents and governors. Findings are responded to, with the head teacher leading and guiding changes in liturgy. The school is committed to playing its part in the delivery of quality sacramental preparation in accordance with diocesan policy.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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 monitor and evaluate the provision for Religious Education

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Pupils' keenness and commitment to succeed are exceptional. Most concentrate very well in lessons, work at a good pace and show resilience when tackling challenging tasks. From well below average starting points, pupils make rapid and sustained progress in the Early Years Foundation Stage. Good progress continues in Key Stage 1, where there is a three year improving trend, and at the end of Year 2 most pupils achieve a Level 2 (the standard expected of them) with a few achieving Level 3. Good progress continues across Key Stage 2 and accelerates in Years 5 and 6, with most pupils attaining Level 4 and small minority Level 5, though current work indicates a rising trend. Inspection findings show little variation in progress between boys and girls, Catholic pupils and those other than Catholic. Pupils with special educational needs are well supported and achieve well according to their age and capacity. Across the school, pupils are developing extremely well in their knowledge and understanding as well as their ability to reflect on meaning and consider the impact of religious ideas on their daily lives. Increasingly able to interpret different sources of information and symbols, pupils talk confidently about their work in Religious Education and their personal beliefs.

Teaching and assessment is outstanding overall. The majority of teaching is outstanding and never less than consistently good. Varied teaching styles, good questioning, high quality resources, the use of ICT and adult support are all highly effective in moving learning forward and raising standards. Teachers demonstrate excellent subject knowledge, carefully plan lessons to build on prior learning and pupils' capabilities and increasingly differentiate activities well. They have high expectations of pupils and as a result of sharing targets and success criteria, pupils are beginning to understand how well they are doing and what is expected of them. The curriculum is enriched by an excellent programme of visits and creative activities which engage and motivate pupils and facilitate a high level of enjoyment. Rigorous assessment systems provide accurate and up to date information about achievement and progress for all pupils, though it is largely focused on written activities. Assessments are regular and systematic and both internal and external moderation shows levelling is mostly accurate. Pupils are involved in self-assessment and can speak confidently about using the 'I Can Statements' as targets to improve their work. Teachers' marking is focused and often gives advice to pupils about how to improve their work. Systems are newly in place to ensure they have time to act on it. The school sets challenging targets and carefully monitors progress towards them.

The Religious Education curriculum is outstanding in meeting the needs of pupils. Sensitively and creatively enriched and adapted through a variety of well-planned strategies and resources, it engages and motivates a diverse range of pupils. It fully meets the requirements of the Bishops Conference. It impacts very positively on pupils' spiritual, moral, social and cultural development. The monitoring and evaluation of Religious Education is outstanding. Outcomes for pupils are improving and for most are at least good and in some cases exemplary. A new Religious Education Co-ordinator took up post in September 2012, but the skills of the previous post holder and head teacher complemented each other extremely well. The Leadership team ensure priority status is given to Religious Education. Through a strong and shared vision for the subject, it remains at the heart of the school. All staff are kept informed about priorities identified from a range of systematic monitoring activities undertaken to evaluate the provision and outcomes for pupils. Leaders have well targeted plans in place which are kept under constant review to ensure maximum impact for pupils. The school has very successful strategies for engaging with parents and works effectively with a range of partners to increase the range and quality of opportunities for pupils. Governors make regular visits to the school. They are involved in monitoring and evaluation activities, extremely supportive of leaders and staff but also confident and questioning in their approach.

SUMMARY OF INSPECTION JUDGMENTS

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

COLLECTIVE WORSHIP

2

How well pupils respond to and participate in the schools' 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

1

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

1

The quality of teaching and assessment in Religious Education

1

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

1

	Pupil Outcomes	Provision	Leadership and Management	
Religious Education	1	1	1	1
Catholic Life	1	1	1	1
Collective Worship	2	2	1	2
	1	1	1	1