

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St Anne's RC Primary School

Address: Hylton Road
Pennywell
Sunderland SR4 9AA

Telephone Number: 0191 5536860
Email address: st.annes.primary@schools.sunderland.gov.uk

School URN: 3943315

Headteacher: Mrs Christine Lynch

Chair of Governors: Mr Lawrence Brown

Inspector: Mrs Eileen Lawson

Date of Inspection: 8/9 December 2009

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 reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St Anne's is an average sized primary school which is situated in the suburbs of Sunderland. The school shares the site with the parish church and has very strong links with the priests and the parish community. It has higher than the national average levels of social deprivation. Attainment on entry is below the national average. The number of pupils eligible for free school meals is below the national average. The vast majority of pupils are white British and all speak English as a first language. Parents are extremely supportive and pupils are very happy in school.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 208

Percentage of pupils baptised RC: 66.8%

Percentage of pupils from other Christian denominations: 26.5%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 6.7%

Percentage of pupils from ethnic groups: 0%

Percentage of pupils with special needs: 22.1%

Staffing

Number of full time teachers: 9

Number of part time teachers: 0

Percentage of Catholic teachers: 100%

Percentage of teachers with CCRS: 44.4%

Percentage of learning time given to RE:

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

Parishes served by the school:

St. Anne's, Pennywell, Sunderland

Holy Family, Grindon, Sunderland

Overall Effectiveness

2

Capacity for sustained improvement

2

MAIN FINDINGS

St Anne's is a good Catholic school where the mission and ethos of Catholic education underpins all that the school does. Good relationships are a key strength of the school and foster the development of a community in which inclusion is given a high priority. The school's capacity for sustained improvement in all areas is good because leaders' accurate and on-going self-evaluation has resulted in leaders setting clear, challenging targets and appropriate priorities. All areas for improvement from the last inspection have been addressed and the school is striving to improve the progress pupils make in Religious Education and the standards of attainment they achieve. Pupils are well cared for and respected. The school is held in high regard by pupils and parents and has an important place in the life of the parish.

Pupils are delighted to go to school and have positive attitudes to learning. The progress pupils make is improving but standards attained in Religious Education are low, especially for the higher achieving pupils. However, current evidence indicates increasing rates of progress and improving standards. They benefit greatly from the range of opportunities offered to contribute to the Catholic life of the school. Pupils' levels of participation in the prayer and liturgical life of the school is good and they are developing independent skills in preparing and leading prayer and collective worship. Their spiritual and moral development is good.

Overall the school provides a good Catholic Education. Good teaching is promoting positive attitudes towards learning. Pupils make expected progress in Religious Education at Foundation Stage and Key Stage 1. Progress slows at Key Stage 2 but indications are that the progress all pupils make is improving. The Religious Education curriculum provided is varied and is focused on raising standards. It is now beginning to be adapted to meet the needs of the pupils. However, pupils, especially the more able, are not achieving their full potential because activities do not yet enable them to reach the higher levels of attainment. The quality of collective worship is good. It is well defined within the school day and pupils respond with respect and reverence. Staff are good role models for pupils and offer a variety of opportunities for prayer and worship.

The leadership and management of the school is good and staff are well supported. A clear vision shared by all ensures a common sense of purpose. Leaders are committed to raising standards and continuing development of the Catholic life of the school. The Religious Education co-ordinator is central to this development. Strong links exist with parents, parish and the wider community and opportunities taken to work together in partnership for the holistic development of pupils have a positive impact on the Catholic life of the school. Leaders have a clear sense of direction regarding curriculum Religious Education and are committed to raising standards. The professional development of all staff is a high priority in order to ensure that all staff have a good understanding of how to raise levels of and

attainment for all pupils, improve progress and develop the Catholic life of the school. The governing body fulfils its responsibilities well. Governors have a good understanding of what is required in leading the school and are well informed of strengths and weaknesses.

What the school needs to do to improve further

In order to raise standards the school must:

- ensure that all pupils, but especially the more able achieve higher levels of attainment in Religious Education by:
 - integrating more challenging activities into the planning of Religious Education
 - using data more effectively and implementing plans to improve provision and pupils' outcomes
- develop the confidence and competence of staff in the moderation of pupils' work and in their understanding of the levels of attainment in Religious Education;
- develop pupils' skills in self-assessment by:
 - embedding 'I Can' statements into assessment procedures throughout the school.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

3

Most pupils enjoy Religious Education. They speak enthusiastically about the subject and have very positive attitudes towards their learning. They are becoming religiously literate and their knowledge, skills and understanding are developing well. They are able to discuss their own beliefs with confidence and can talk about how religion, belief and spirituality impacts on their lives. Pupils in the Foundation Stage and Key Stage 1 make the progress expected given their starting points. However, most pupils in Key Stage 2 do not make expected progress. There is little variation in the amount of progress made by Catholics and those other than Catholic. Pupils with special educational needs and/or disabilities make satisfactory progress because their needs are accurately identified and support is adapted to meet them. However, pupils with higher abilities are not making enough progress. At the end of Key Stage 1 standards of attainment for most pupils are broadly satisfactory. At the end of Key Stage 2 a minority of pupils achieve level 4, which is the expected level of attainment, but for the large majority of pupils attainment is low. The school is addressing the need for greater progress for the more able and strategies and plans are also in place to ensure higher levels of attainment for all pupils but especially the more able. Pupil tracking and moderation of work indicate that these strategies are already having a positive impact on progress and standards.

Pupils make a good contribution to the Catholic life of the school and gain much benefit from it. They willingly take on responsibilities and participate in activities within and beyond the classroom, which they acknowledge does help them to become better people. They are reflective and enquiring and understand that religious belief and spiritual values are important to many people. They are interested in the religious life of others and are comfortable when expressing their own beliefs. They show respect for religious objects in the school. They understand the importance of key celebrations in school and in the parish community throughout the liturgical year. They are considerate to others and respond to the needs of people beyond the school. Pupils understand the need for forgiveness and have a good understanding of right and wrong.

Pupils' response to and participation in collective worship is good. They act reverently and are keen to take part in, plan and lead prayer and liturgies. They know what constitutes good worship. They sing joyfully, reflect silently and know a variety of ways of praying. They have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, religious artefacts, hymns and other forms of prayer. Collective worship contributes positively to the spiritual and moral development of the pupils. They show respect for everyone in their school community and understand that some people have different beliefs and attitudes to spirituality.

PROVISION

How effective the provision is for Catholic Education

2

The majority of teaching in Religious Education is good. It is linked to prior learning. A range of teaching styles, clear explanations, well paced lessons and good use of IT ensure that all pupils are interested in and enjoy their learning. The progress pupils make is beginning to improve. Good questioning techniques are used to extend pupils' learning and develop their concentration and application. However, planning does not always include challenging enough activities to enable all pupils, especially the more able, to achieve higher levels of attainment. Support staff are effectively deployed and The 'Nurturing Room' is used well to support pupils with emotional needs. Pupils are provided with feedback both orally and through quality marking which informs how well they have done and what they need to do to improve.

The school has a broadly accurate picture of pupils' achievement in Religious Education. Assessment procedures are in place. As yet, however, information is not used effectively enough to set pupils challenging targets and secure their continuous improvement and attainment of higher levels. Moderation of pupils' work also needs to be further developed so that all staff are more confident and proficient in using the levels of attainment appropriately in order to raise standards. Appropriate actions are now in place to tackle areas of under-achievement. The school's tracking systems to monitor pupils' achievement in Religious Education indicate that standards of attainment and pupils' progress are beginning to improve. Some classes use 'I can' statements enabling pupils to take part in the assessment of their own learning and progress but this practice is not used consistently. Quality marking is beginning to move pupils on in their learning.

The Religious Education curriculum is enriched through a variety of imaginative and well planned strategies and relevant resources which engage and motivate the pupils. Long and short term planning ensures full coverage of the Religious Education curriculum and identifies pupils' prior learning. However, there are not enough challenging opportunities to allow pupils to achieve their full potential in Religious Education, particularly for the more able pupils. The many opportunities the curriculum offers, impact positively on pupils' spiritual and moral development. The curriculum meets the requirements of the Bishops' Conference well.

The quality of Collective Worship provided by the school is good and ensures that the spiritual needs of the pupils are well met. It is fully inclusive, reflective and well planned enabling pupils to take an active part. Staff regularly review and plan improvements and ensure that pupils are becoming skilled in preparing and leading acts of worship. Prayer is central to the life of the school and this is reflected in the way pupils are enabled, from a very early age, to become prayer leaders. They eagerly and confidently lead prayers in class, in school liturgies and in Eucharistic celebrations in Church. Acts of collective worship are well attended by parents, governors and the parish community.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

2

Leaders and managers promote and develop the Catholic life of the school well. The Catholic mission of the school is at the heart of all school life and pupils' spiritual and moral development, are at the centre of the school's vision. The head teacher, senior staff and the governors have a clear understanding of the school's role in the mission of the Church. The strong promotion of Catholic values is clearly expressed to the whole community and this, coupled with quality staff training and good quality chaplaincy provision enables a high level of pupil involvement and participation. A range of informal and formal monitoring activities ensures continuous improvement in the Catholic life of the school.

Systems are in place for the monitoring and evaluation of the provision for Religious Education but leaders and managers are only just beginning to use the data to bring about improvement in provision and in pupils' outcomes. The newly appointed co-ordinator is efficient and conscientious and is committed to raising standards of attainment. Supported wholeheartedly by the head teacher, she is keeping staff well informed, supporting them confidently and has high expectations. Clear steps for on-going improvement are identified in both the co-ordinator's action plan and the school improvement plan through the school's own self evaluation process. These plans, although reviewed, are not yet fully implemented.

Governors discharge their statutory and canonical duties effectively. They are very proactive, highly involved in the Catholic life of the school and also make a significant contribution to the work of the school. They are well informed and put the well-being and development of the whole child at the centre of their work. They play an active part in planning for continuous improvement, showing determination in challenging and supporting the school in order to address areas for development. They are actively involved in the school community and have positive relationships with staff, pupils and their families. Governors understand the school's performance in Religious Education and know what needs to be done to raise standards.

Leaders effectively develop partnerships with other providers and organisations. A range of partnership activities makes a good contribution to pupils' well-being and to the Catholic life of the school. The head teacher ensures that links are well established with other Catholic primary schools, the diocese, the Catholic Youth Service, parish and local organisations to provide opportunities which enable pupils and staff to enjoy, achieve and develop well.

Leaders and managers' promotion of community cohesion is good. The school is an inclusive community with a clear, shared vision and a strong sense of belonging. Pupils from different backgrounds are given the opportunity to work together enabling them to respect and celebrate difference. They are developing an understanding of the common good and a commitment to their global responsibilities. Pupils speak very enthusiastically about their support of a young boy from Cambodia, through '*World Vision*'. Acts of collective worship are inclusive and each one's spiritual identity is respected. The Religious Education curriculum promotes attitudes of respect and tolerance for all faiths and those with none.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	2
The school's capacity for sustained improvement	2
How good outcomes are for pupils, taking particular account of variations between different groups	3
• how well pupils achieve and enjoy their learning in Religious Education	3
❖ the quality of pupils' learning and their progress	3
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	3
❖ pupils' standards of attainment in Religious Education	4
• the extent to which pupils contribute to and benefit from the Catholic life of the school	2
• how well pupils respond to and participate in the school's Collective Worship	2
How effective the provision is for Catholic Education	2
• the quality of teaching and purposeful learning in Religious Education	2
• the effectiveness of assessment and academic guidance in Religious Education	3
• the extent to which Religious Education curriculum meets pupils' needs	2
• the quality of Collective Worship provided by the school	2
How effective leaders and managers are in developing 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 and plan improvement to outcomes for pupils	2
• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	3
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met	2
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	2
• how effectively leaders and managers promote Community Cohesion.	2