

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

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**School:** St Anne's Catholic Primary School

**Address:** Pickering Green  
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Gateshead  
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**School URN:** 108386

**Headteacher:** Miss Kathryn Leonard

**Chair of Governors:** Mr John Consterdine

**Inspector:** Mr Martin G Humble

**Date of Inspection:** 12 and 13 July 2010

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 a smaller than average sized Catholic primary school situated in Harlow Green on the outskirts of Gateshead. It serves a community with a mix of socio-economic circumstances. The percentage of pupils from ethnic minority backgrounds is lower than the national average and the proportion of pupils with learning difficulties and/or disabilities is also lower than average. The school is held in very high regard by the parents, the parish community and the governors.

## **FACTUAL INFORMATION**

### **Pupil Catchment:**

Number of pupils on roll: 191

Percentage of pupils baptised RC: 43.5%

Percentage of pupils from other Christian denominations: 31%

Percentage of pupils from other World Faiths: 0.5%

Percentage of pupils with no religious affiliation: 25%

Percentage of pupils from ethnic groups: 1.5%

Percentage of pupils with special needs: 11%

### **Staffing**

Number of full time teachers: 8

Number of part time teachers: 1

Percentage of Catholic teachers: 80%

Percentage of teachers with CCRS: 75%

### **Percentage of learning time given to RE:**

FS	11.36%	Yr 4	10.6%
Yr 1	11.36%	Yr 5	10.6%
Yr 2	11.36%	Yr 6	10.6%
Yr 3	10.6%		

### **Parishes served by the school:**

St Anne's, Harlow Green

## OVERALL EFFECTIVENESS

How effective the school is in providing Catholic education

2

The school's capacity for sustained improvement

2

### MAIN FINDINGS

St Anne's is a good Catholic school with some outstanding features. There is a shared vision which promotes the highest expectations for all members of the school community. The headteacher, senior leaders and governors have a total commitment to the ethos and mission of Catholic education where continuous improvement in every aspect of school life is a priority. All priorities for improvement since the last inspection have been addressed and the school is continuously striving to improve standards. The school's capacity for sustained improvement in all areas is good because of rigorous and accurate self-evaluation leading to clear, challenging targets and appropriate priorities. Excellent relationships and a strong 'team' ethic are key strengths of the school.

Pupils are very enthusiastic about their 'lovely friendly school' and are happy to come to school which results in them having a very positive attitude to learning and they achieve well. In Religious Education all pupils make good progress from below average starting points and by the time pupils reach the end of Key Stage 2 attainment is above average. Pupils benefit greatly from the impressive range of opportunities offered to contribute to the Catholic life of the school. They respond to worship with respect and reverence. Their level of participation and skills in preparing and leading prayer and worship are outstanding. The promotion of pupils' spiritual and moral development is outstanding.

The school provides a good Catholic education. Teaching and learning in Religious Education is good which enables pupils to make good progress. Parents and carers are kept well informed. The Religious Education curriculum provided is rich and varied and is focused on meeting the needs of all pupils and raising standards. Assessment, monitoring and tracking systems, which are continually reviewed and developed, impact positively on pupil progress. The quality of collective worship is outstanding. It is well defined within the school day and pupils are continually developing skills in the preparation and leading of worship as the staff are very good role models for pupils and offer a wide variety of quality prayer and worship opportunities.

The strong leadership of the headteacher ensures that all pupils are well cared for, known and respected as individuals and well motivated to make good progress. The senior management team demonstrate a commitment to strive for continuous school improvement. Leaders and governors have a clear sense of direction and purpose in curriculum Religious Education which is recognised as the core subject of the curriculum. Professional development of all staff is a high priority. This is tailored to both whole school and individual needs resulting in competent staff that are committed to ensuring that all pupils make good progress. The effective Religious Education co-ordinator is central to the continuing development of the Catholic life of the school and Religious Education. Leaders and managers have developed a range of effective partnerships which contribute well to pupils' development and community cohesion is promoted well.

### **What the school needs to do to improve further**

- Provide opportunities for staff to share good practice in marking pupils' work.
- Provide opportunities for greater pupil involvement in self-assessment using the 'I can statements'.

## PUPILS

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

2

The quality of pupils' learning and progress is good. Pupils are keen to do well. In all lessons observed pupils applied themselves diligently. The pupils endeavour to produce their best work and are interested and enthusiastic in Religious Education lessons. Pupils speak enthusiastically about their lessons and have very positive attitudes towards their learning. Pupils are increasingly religiously literate and their knowledge, skills and understanding continue to develop well in relation to their age and capability with challenge suitably set for all. Attainment at Key Stage 1 is average and above average by the end of Key Stage 2. All pupils make good progress across the key stages including those who have special needs and/or disabilities and those who enter school at other than the normal yearly intake, because their needs are accurately identified and appropriate and effective support given to meet them.

Pupils make an outstanding contribution to the Catholic life of the school. The strong Catholic ethos enables them to take an active part in shaping activities with a religious character both in the school and the wider community. Most are increasingly able to take on responsibility for themselves and others. They take full advantage of the many and varied opportunities the school provides for their personal support and spiritual development. The pupils from Reception class onwards show curiosity, are imaginative, intuitive and have a strong sense of their own identity. Many can discuss their own faith and spirituality with confidence and know other people have different beliefs. They are able to refer to the teachings of Jesus when talking about how to treat others and how to behave. Many are conscious of the needs of others and have a developing sense of justice and concern for others.

Pupil's response to and participation in the school's collective worship is outstanding. The pupils are at ease in their worship and in times of reflection and prayer. Their level of participation is high. Vibrant acts of worship engage all pupils and inspire them to respond thoughtfully, reverently and respectfully. Many pupils regularly prepare and lead worship confidently and enthusiastically in a variety of gatherings and settings. Most are knowledgeable about and skilled in using a variety of ways, such as Scripture, music, silence and artefacts, to pray and worship. They sing joyfully and express their thoughts and feelings openly when worshipping within their school community. The high quality collective worship is having a significant, positive impact on pupils' spiritual and moral development.

# PROVISION

## How effective the provision is in promoting Catholic education

2

Teaching is good. A range of teaching styles, good questioning techniques, clear explanations, well paced lessons and good use of ICT ensure that all pupils are consistently interested in their learning and make good progress. Effectively planned lessons build on prior learning and meet the varying needs of pupils. Teachers have strong subject knowledge which inspires and promotes very confident learners. They have high expectations and make learning interesting which impacts positively on pupil enjoyment, engagement and motivation. Support staff are effectively deployed.

Assessment and monitoring procedures are good and give a clear and accurate picture of pupil progress and attainment. Leaders and teachers use this information to good effect, ensuring continuous improvement. Tracking systems for Religious Education have been successfully incorporated into the whole school assessment system which enables the school to focus on ensuring that different groups of pupils achieve equally well. This information is being used effectively by teachers in setting targets for improvement. All have a growing understanding of how to get the pupils where they want them to be. Good guidance ensures that pupils know how well they are doing but the school recognises that pupils' skills in self assessment need to be developed further enabling them to become more responsible for their own learning. Pupils are provided with feed back, both orally and written, but the quality of marking to move pupils on in their learning is not consistent throughout the school. The school recognises the need to share good practice in marking pupils' work.

The Religious Education curriculum is creatively adapted to meet the needs of all pupils. It is enriched through a variety of imaginative and well planned strategies and relevant resources which engage and motivate the pupils. Planning ensures full coverage of the curriculum and identifies pupils' prior learning. The Religious Education curriculum provides good opportunities for and impacts 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 outstanding and ensures that the spiritual needs of all pupils are very well met. Prayer is central to the life of the school, is fully inclusive, reflective and well planned enabling pupils to take an active part. Pupils regularly plan, prepare and lead acts of collective worship and are provided with very good role models. From a very early age, pupils are enabled and encouraged to use special prayer areas and are given the opportunity to write their own prayers. There is a wide, varied range of formal and informal opportunities for prayer, reflection and liturgy and pupils eagerly and confidently share different forms of prayer in class, school liturgies and school masses. Acts of collective worship have a significant impact on pupils, parents and parishioners. They are very public demonstrations of the ethos of the school.

# LEADERS AND MANAGERS

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

2

The school's leadership and management promote 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 is central to the school's vision. The deep commitment, drive and energy of the headteacher is an inspiration to the whole school community. Self-evaluation at all levels within the school is a coherent reflection of rigorous monitoring, thorough analysis and self challenge. This results in targeted and coherent planning and actions to ensure continuous improvement in all aspects of the Catholic life of the school. Good quality induction and staff training have ensured an awareness, understanding and commitment to the very strong Catholic ethos.

The monitoring and evaluation of the provision for Religious Education are good. The co-ordinator for Religious Education has effectively ensured that monitoring, assessment and tracking systems are in place to impact positively on pupils' learning, progress and standards. They accurately inform areas of strength and areas for further development and contribute to the good capacity for improvement. The co-ordinator has high expectations, keeps staff well informed and is very supportive. Detailed and well targeted plans are in place and strategies to effect improvement are implemented very effectively, resulting in continuously improving outcomes for all pupils.

Governors provide effective challenge and support regarding the Catholic life of the school. They are well informed on issues relating to Religious Education and the Catholic life of the school, understand well the school's performance in Religious Education and know what needs to be done to ensure continuous improvement of standards. Some governors are visible in and around school on a daily basis and are an integral part of this community. Consequently there is a good understanding of the school's strengths and areas for development and put the well-being and development of the whole child at the centre of their work. Governors discharge their statutory and canonical duties well and are very supportive of leaders and staff.

Leaders and managers are successful at developing partnerships with other providers and organisations. The school engages in a good range of partnership activities which impact significantly on pupils' achievement and well-being and to the Catholic Life of the school. The dedicated headteacher ensures that links are well established with other Catholic primary schools, the Diocese, the 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. Leaders respect difference, value diversity and ensure equal opportunities for all. Many opportunities exist for pupils to engage and collaborate with each other through the school pastoral system. The school has recently developed an eco garden involving the local community and all pupils. The school has strong links with Handicapped Children's Pilgrimage Trust, assisting in many ways towards the success of the Lourdes pilgrimage. The school has the 'Impetus' award for developing awareness of the rights of children in our global society. As a result they recognise, respect and celebrate differences and have a strong sense of the common good.

## SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

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

<b>Overall effectiveness</b>	<b>2</b>
<b>The school's capacity for sustained improvement</b>	<b>2</b>
<b>How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>1</b>
• how well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
❖ the quality of pupils' learning and their progress	<b>2</b>
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>2</b>
❖ pupils' standards of attainment in Religious Education	<b>2</b>
• the extent to which pupils contribute to and benefit from the Catholic life of the school	<b>1</b>
• how well pupils respond to and participate in the school's collective worship	<b>1</b>
<b>How effective the provision is in promoting Catholic education</b>	<b>2</b>
• the quality of teaching and purposeful learning in Religious Education	<b>2</b>
• the effectiveness of assessment and academic guidance in Religious Education	<b>2</b>
• the extent to which Religious Education curriculum meets pupils' needs	<b>2</b>
• the quality of collective worship provided by the school	<b>1</b>
<b>How effective leaders and managers are in developing the Catholic life of the School</b>	<b>2</b>
• 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	<b>2</b>
• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	<b>2</b>
• 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	<b>2</b>
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	<b>2</b>
• how effectively leaders and managers promote community cohesion.	<b>2</b>