



St Anne's RC Primary School

Hylton Road, Pennywell, Sunderland, SR4 9AA

School Unique Reference Number: **108843**

Inspection dates:	13– 14 November 2013
Lead inspector:	Mrs Jill Burgess

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 Anne's RC Primary School is a good Catholic school because:

- It is a vibrant community in which all members share the headteacher's ambitious and passionate vision for the school.
- The Catholic Life of the school is outstanding. It has the highest possible priority and excellent relationships exist with all members of the school community. Pupil welfare is central to the mission of the school.

It is not yet outstanding because:

- Whilst the quality of Collective Worship is good, it is not yet outstanding as children are not given sufficient opportunities to plan and lead Collective Worship independently and consistently in different contexts.
- Although high expectations are evident in Religious Education, it is not yet outstanding as teachers do not always differentiate tasks fully and pupil feedback is inconsistent across the school.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Anne's is a slightly smaller than average-sized primary school, situated in a residential area. It serves the parishes of St Anne's and St Joseph's.
- The vast majority of pupils are of White British heritage.
- Eligibility for pupil premium funding is higher than the national average as is the proportion of pupils identified as having special educational needs.
- The school has recently been awarded the Anti-Bullying Gold Charter and pupils are now involved in assessing other schools.
- The school has also obtained Investors in People and Basic Skills awards.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Develop further the provision of Collective Worship by:
 - Allowing pupils to take the initiative in regularly planning and leading the community life of prayer and Collective Worship.
- Further develop the quality of teaching and learning by:
 - Ensuring teachers consistently differentiate by task as well as outcome.
- Improve marking by:
 - Encouraging pupils to consistently respond to teacher feedback at an appropriate level.

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.

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

- Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. Behaviour is exemplary and all pupils demonstrate a deep sense of belonging to their school family where 'everyone is welcome'.
- Pupils fully embrace activities that promote the Catholic Life of the school and they display great enthusiasm and pride when discussing their achievements, such as obtaining the Gold Anti-bullying Award.
- Pupils can articulate their roles and responsibilities within the school community and are able to clearly explain how they must support each other, for example through 'Playground Pals', or if the 'calm down thermometer' indicates someone needs help.
- This desire to be of service extends beyond school and pupils talk with a great sense of achievement of the difference they are making by supporting a Cambodian boy through school with their fundraising efforts.
- Pupils participate joyfully in a variety of events both in school and within the parish. Pupils are proud of their religious identity and deeply respect the Catholic traditions of the school. At the same time, they both respect and appreciate those with other faith traditions.

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

- The quality of provision for Catholic Life has the highest priority. The school's mission statement has been adopted as the school prayer and is lived out daily. All staff and governors have high expectations and a shared vision with regard to the Catholic mission and ethos of the school which 'is woven into everything we do'. The tangible sense of community is evident at all levels in the excellent quality of relationships that exist throughout the school.
- The importance of Gospel values is spoken of with great conviction by all school leaders and this is echoed by the pupils themselves who explain how 'friendly' and 'safe' their school is and how they are helped to 'make the right choices'. Clear policies and structures are in place, which provide exceptional levels of pastoral care.
- There is a real commitment to care for all pupils and the most vulnerable are well supported through a highly effective nurture programme. Pastoral materials such as SEAL, complement the diocesan resources, 'Statements to live by' and 'Journey in Love' (Relationships and Sex Education programme), and are used effectively to promote Catholic

teaching and principles.

- St Anne's is a vibrant learning environment where displays and artefacts provide many opportunities to pray, reflect and celebrate its Catholic character.

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

- The school leadership team, including governors are deeply committed to the church's mission and are highly ambitious for the Catholic Life of the school. There is a clear understanding of Catholic education and the role of the Catholic school within that. Personal development and high quality inclusive care are paramount.
- School leaders are viewed as outstanding role models in the continued development and sustenance of the Catholic ethos. The mission of the school is given the highest priority along with the spiritual and moral development of pupils. Leaders conduct a range of robust monitoring activities and therefore self-evaluation of the Catholic Life of the school is accurate and provides a clear and effective framework for school improvement.
- Governors know the school well, they are knowledgeable and well informed. They provide support as well as effective challenge. This leads to well-targeted school improvements to continually enhance the communal life of the school. As a result, staff and pupils' understanding of the mission of the school is outstanding.
- There are excellent partnerships with parents, parish and the wider community resulting in a variety of activities which improve the school's provision. This is a school which is constantly looking to further improve and it thrives on self-challenge, ensuring the best possible care for all pupils.

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.

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

- Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence appropriately and join in community prayers with confidence and enthusiasm. The calm and peaceful ethos which permeates throughout the school and the excellent relationships which exist, are particularly evident during Collective Worship.
- Children prepare worship with increasing confidence and independence as they move through the school, adopting a variety of approaches including scripture, religious artefacts and liturgical music. As a result, pupils are fully engaged by the Collective Worship planned by their peers as shown in the year four Remembrance liturgy. Planning and leading worship in whole school contexts is not fully established, however, and accurate school self-evaluation has already identified this as a key area for development.
- Pupils have a good understanding of religious seasons and feasts appropriate to their age and ability. Children are at ease in sharing prayer experiences with those of different faiths and can clearly articulate the difference that a community of prayer has made to their own sense of identity, security and growth – it 'makes you follow the right path' and it 'makes you a happier person'.

The quality of provision for Collective Worship is good.

- Developing the spirituality of all is seen as fundamental in supporting the Catholic ethos of the school. Staff pray together and have recently attended a day of spiritual reflection. These experiences have a significant impact on the school's sense of community.
- Acts of Worship are well resourced and age appropriate, centred on themes and messages which are easily accessible to pupils. A well planned programme of Masses, liturgies, assemblies and other liturgical celebrations provide many opportunities for participation from the wider school and parish community. Parents and carers appreciate these occasions and comment on how it encourages 'a feeling of belonging' and a sense of 'one big family'.
- A former school governor led family sessions on the Rosary and families are becoming more involved in the pupils' religious experiences through the 'travelling crib' and 'Lenten bags'. Focal points are evident both in classrooms and around the school providing further encouragement for independent prayer and reflection.
- The school is now at the stage of seeking ways by which it can make more use of children's initiative in planning, producing and leading prayer and worship independently and consistently. This is an area for further development.

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

- Leaders and managers have expert knowledge of how to plan and deliver quality experiences of Collective Worship and this is shared effectively with pupils. There is a very clear understanding of the Church's liturgical year and these traditions are shared with pupils enthusiastically.
- The school recognises the importance of Collective Worship and is keen to share good practice amongst staff to ensure the highest quality experiences for pupils. Leaders recognise the importance of nurturing staff as well as pupils; consequently, all feel valued. Senior leaders also ensure that pupils have the best possible sacramental preparation in accordance with diocesan policy.
- Collective Worship is regularly reviewed as part of the self-evaluation process and the school is keen to obtain the views of staff, pupils and parents. Response is thorough and appropriate as continual improvement is the driving force for all leaders and managers to work towards outstanding Collective Worship opportunities for all.

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

2

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

- Pupils speak with great enthusiasm regarding Religious Education and show a great desire to contribute to lessons. From starting points which are broadly below average, almost all pupils make sustained progress over time given their starting points.
- Pupils identified as having a special educational need progress well as they are effectively supported by teaching assistants and some access an individually tailored nurturing programme. Almost all pupils concentrate very well and demonstrate the ability to work independently and collaborate effectively, depending on the task.
- Good behaviour has a positive impact on learning. Children are thoughtful and articulate in their responses and are keen to do their very best at all times which is reflected in the detail and quality of work in books.
- Due to the state of transition in level expectations across all of 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.

- Overall, teaching is good with some outstanding elements. As a result of this, most pupils and groups of pupils, including those with special educational needs achieve well over time. Teachers have high expectations and use the 'Come and See' materials with confidence to plan and deliver Religious Education.
- Within lessons, time is usually used effectively to maximise learning opportunities. An appropriate range of resources and teaching strategies are used to promote good learning across a sequence of lessons. In the most effective lessons, teachers make appropriate and timely interventions to maintain pace and momentum and sustain interest. As a result of good assessment procedures, teachers make good use of prior learning and information about pupils' capabilities.
- Whilst some books show work of a very high standard, there are inconsistencies in differentiation across classes.
- Some teachers use marking well to provide pupils with clear steps for improvement however there are not always sufficient opportunities provided for children to consistently revisit work to expand ideas.

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

- Leaders and managers conduct a range of systematic monitoring activities relating to provision and outcomes in Religious Education. This analysis provides a well-founded basis and clear understanding of the school's strengths and areas for development. School improvement planning evolves effectively from this. Strategic action taken by the school has led to increasingly good outcomes in Religious Education.
- Both the headteacher and the senior leadership team are devoted to giving Religious Education the highest priority in school and this is reflected in the positive attitudes shown by staff, pupils and parents. Their dedication and commitment are instrumental in the drive to provide high quality teaching and learning in Religious Education. The curriculum fully meets the requirements of the Bishops' Conference.
- St Anne's works closely with other primary schools to moderate standards and share good practice. Good links are forged with other agencies and the wider community allowing pupils to explore other local religious and belief communities. Children talk with great excitement about planned visits to the Synagogue and Gurdwara.
- Diocesan guidelines for Sacramental preparation are followed enthusiastically by all and the parish priest works very effectively with catechists, parents and pupils. The governing body fulfils its role well with regard to Religious Education.
- Members of the governing body are frequent visitors to school offering both challenge and support. They ensure that all statutory and canonical responsibilities are very well met.

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

2

SCHOOL DETAILS

School name	St Anne's RC Primary School
Unique reference number	108843
Local authority	Sunderland
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.	
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