



# St Anne's RC Primary School

Hylton Road, Pennywell, Sunderland, SR4 9AA

School Unique Reference Number: **108843**

**Inspection dates:** 03 – 04 July 2019  
**Lead inspector:** Angela Boyle

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

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Anne's RC Primary School is an outstanding Catholic school because:

- St Anne's is a fully inclusive Catholic school where faith and its practice is central and everyone is welcome. The school is held in high regard by pupils and parents and has a very important place in the life of the parish.
- Religious Education is outstanding because the curriculum captures pupils' interest, is well planned, monitored and evaluated, resulting in very good outcomes for all pupils. Behaviour is exemplary.
- The Catholic Life of the school is outstanding because the mission of Catholic Education underpins all that the school does and is lived out by staff and pupils. The welcome from pupils, staff and governors is exceptional and an indication of the excellent relationships which are a key strength of the school.
- Collective Worship is outstanding because it is central to the life of the school and is given the highest priority. Guided by staff, pupils confidently plan and lead worship and all pupils act with reverence and respect.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Anne's is an average sized primary school serving the parish of St Anne's and Holy Family.
- There are currently 82% of pupils who are baptised Catholic, with 10% of pupils from other Christian denominations and 1% of pupils from other world faiths.
- The proportion of pupils supported by pupil premium funding is slightly below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is slightly above the national average.
- The proportion of pupils from minority ethnic groups is below the national average.
- Due to transition visits to secondary schools during this inspection, lessons observations and pupil discussions did not involve Year 6 pupils; however, book scrutiny included a range of Religious Education books from year 6 pupils.

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

- Further develop the quality of Collective Worship by:
  - developing creativity and imagination in Collective Worship in all its forms.
  - allowing pupils to take the initiative in leading the community life of prayer and worship and include opportunities for their attendance at voluntary acts of worship.

## 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.

1
---

1
---

1
---

#### **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 St. Anne's. Almost all pupils have a deep sense of belonging to their school and parish family and willingly embrace the demands that this entails. Pupils together with staff, parents and governors are very proud of their reputation in the local community.
- Pupils' behaviour is exemplary; they have an excellent grasp of how their faith impacts upon their lives and the lives of others. They are able to clearly articulate their beliefs, reflect on what they may have done wrong and therefore change their behaviour.
- Pupils take advantage of the opportunities provided for their personal and spiritual growth. They care for each other and willingly accept positions of responsibility including buddies, mini vinnies and school councillors. They are rightly proud of their anti-bullying platinum award, young carer's award and the mental health charter mark.
- Pupils are alert to the needs of others both locally and globally. Together with their families and confidently led by the mini vinnies, they reach out to help the less fortunate. They speak confidently about the wide range of charities they support, including their sponsored child, the Bradley Lowery foundation and fundraising to send two nurses to Lourdes on the diocesan pilgrimage.
- This year, pupils in year 6 are being well supported to achieve the Faith in Action Award with many opportunities to contribute to the Catholic Life of the school. Pupils are regularly involved in parish and diocesan celebrations.

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

- Pupils are at the heart of this nurturing family community. All are valued and welcomed. Faith is modelled and staff are passionate about the school's inclusive mission.
- The mission statement was recently revised and renewed. It was consulted upon taking into account the views of all stakeholders; pupils, staff, parents, governors and parish. It is reflected in all aspects of the school's work and there is a deep sense of ownership and commitment to the school's mission, 'To live happily, love unconditionally and learn enthusiastically with Jesus by your side.'
- There is an explicit commitment, evidenced in policy and practice to all in society, particularly the most vulnerable and needy.

- Strong relationships and mutual respect between leaders, staff, parents and the parish community are a key feature of St Anne's. Pupils have access to a nurture group, friends for life and a school counsellor; pastoral care for pupils is outstanding. This high level of pastoral care is affirmed by parents and staff who offered personal accounts of the support they have received.
- The Catholic character of the school is celebrated through the many vibrant and creative displays, artefacts and sacred spaces. The work and displays completed following the pilgrimage to Holy Island for all pupils in key stage 2 is striking, memorable and thought provoking.
- Personal, social and health education (PSHE) and relationships and sex education (RSE) are well planned and consistently well taught. They reflect Catholic teaching and principles, following diocesan policy and guidelines.

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

- There is a deep commitment from all leaders to the Church's mission in education. The headteacher and deputy headteacher, who is also the Religious Education coordinator, lead by example and act as a source of inspiration to the community. They are active and visible in school, parish and community ensuring that pupils are given the best possible experiences in order to grow in faith and spirituality.
- School self-evaluation is rigorous and accurate and is gathered from a range of sources. This has clear links to the school development plan which is focused upon improving outcomes.
- Staff, particularly those who are new to the school, are very well supported. They are very appreciative of the support given to them.
- School, home and parish work closely together. The welcoming nature of the school, outstanding pastoral care and effective communication have led to increasing numbers of parents engaging with the school and embarking upon their own personal journeys of faith.
- Governors make a significant contribution to the Catholic Life of the school. They are very active within the school community and have an excellent grasp of the school's strengths and areas for development. They are skilful and effective in holding leaders to account whilst supporting its mission.

## 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 promote, monitor and evaluate the provision for Religious Education.

1
---

1
---

1
---

#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils participate fully in their Religious Education lessons, and speak with great enthusiasm about what they have learned. They are actively engaged, enthusiastic and concentrate well. Behaviour for learning is outstanding. Pupils are proud of their work and always aim to do their best. Work in books is of a high standard and very well presented.
- Pupils enter school with knowledge and skills that are below what is expected for their age. They make good to outstanding progress through early years foundation stage and key stage 1. This continues throughout key stage 2. Data indicates that attainment is in line with or sometimes above diocesan averages. Very good progress is consistent across the school.
- Religious Education is at the heart of the school curriculum, it is taught both discretely and in a cross curricular way. Pupils acquire knowledge quickly and in depth. They are able to interpret sources and symbols and are able to reflect upon their learning.
- Pupils identified as having special educational needs make good progress because their needs are quickly and accurately identified and they have well targeted support from highly skilled staff.
- Inspection findings and data presented by the school shows no notable differences between groups of learners.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

- Teaching is consistently good with much that is outstanding. Teachers have a passion for the subject and high levels of confidence and expertise. They plan creative and imaginative lessons based upon a thorough understanding of pupils' prior learning. They employ a wide range of teaching strategies including drama, roleplay, art and information technology, which contributes to successful learning for all pupils.
- Teachers have excellent subject knowledge. They have high expectations and know their pupils well. Teaching assistants are used very effectively to support individual and group learning. All adults use questioning skilfully and maintain good pace in order to promote learning and to challenge thinking.
- Marking is of a high quality. Pupils are given regular feedback on how well they have done and the next steps for improvement. Pupils are given time to respond to teacher comments. In the best practice misconceptions are addressed and learning is deepened as

pupils are encouraged to respond in greater depth.

- Teachers use driver words to frame learning objectives; pupils know and understand these. Alongside knowledge of their targets, pupils are encouraged to reflect upon their learning. Self-assessment by pupils is well embedded and consistently applied across the school.
- In preparation for the introduction of the Age Related Standards framework, staff have attended diocesan training and have also worked alongside a pilot school to develop teacher knowledge.

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

- Leaders and managers are well informed of current developments in Religious Education and are excellent role models for their colleagues. This ensures that staff are increasingly skilled and share their vision for continuous improvement.
- Leaders and managers including the Religious Education governor provide strong leadership and conduct a range of monitoring activities. Work and planning scrutiny, lesson observations and analysis of teaching and learning are regular features of the monitoring cycle and are carefully planned to impact on provision.
- School self-evaluation is thorough and as a result leaders have an accurate picture of the strengths and areas for development, evidenced in the school improvement plan.
- The Religious Education coordinator provides outstanding support to staff particularly those new to the school, this support ensures high quality experiences for pupils, assuring very good learning and progress.
- Rigorous tracking of pupil progress ensures that timely action can be taken to prevent under achievement.
- Governors are highly visible in the school and appropriately challenge and support the leadership. The Religious Education governor is well informed of standards, is involved in many monitoring tasks and speaks confidently of pupil attainment.
- Sacramental preparation is given a high priority by leaders and is fully embedded into the Religious Education curriculum. It is highly valued by parents and pupils.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

1
---

- 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.

1
---

1
---

1
---

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

- St Anne's is a very prayerful community where worship is a regular and meaningful part of each day. Collective Worship engages the interest of almost all pupils.
- From a young age pupils are reverent and respectful during worship. Pupil engagement and enjoyment is evident. Pupils describe feeling connected to God during prayer time and praying with their class enables them to be calm and 'worries are taken away.'
- Pupils plan and lead worship at an age appropriate level. They are experienced in following a format to prepare and lead worship and when guided by adults are confident in using music, scripture, silence and religious artefacts in their liturgies with increasing skill. They should now be given further freedom and responsibility in leading and preparing worship for their peers, including further opportunities to write their own prayers and reflections.
- Pupils have a very good understanding of the Church's liturgical year, feasts and liturgical colours and use this well to set up focal points in their classroom.
- There is a deep respect for beliefs other than their own at St Anne's. Pupils are extremely well informed of other world faiths as a result of their thriving inter-faith programme. Each year pupils celebrate a multi faith week, which involves visiting a mosque, gurdwara, synagogue, Methodist church and a Buddhist temple. Key stage 2 pupils also have the opportunity to work alongside representatives from the refugee and asylum seekers society. All of this contributes positively to their outstanding spiritual and moral development.

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

- Praying together is a natural part of the daily experience for pupils and staff and is valued by all. Collective Worship is given a very high priority at St Anne's. There is a well-established programme for weekly and daily worship that has a clear purpose and message based upon statements to live by, the Wednesday Word and special feasts.
- High quality displays throughout the school promote an ethos of prayer and provide excellent support for reflection.

- Daily reflections provided by the chaplain to St Anthony's, who has very close links to the school, are used to create a prayerful, purposeful start to every day at St Anne's. These are adapted well by staff to ensure they meet the needs of pupils of all ages.
- The Collective Worship progression of skills document sets out clear expectations of what children should be able to demonstrate in planning, preparing and leading worship. This impacts positively on provision across the school. This should now be extended to ensure there are opportunities for pupils to participate in voluntary acts of worship and prayer and use a wider variety of methods and styles of prayer.
- Families are involved in pupils' religious development through travelling cribs, Lenten bags, Year of Mary bags and the Wednesday Word. These run alongside the many special events they attend including Lenten reflections and carols around the tree. This involvement leads to parents speaking very positively about the extent to which worship goes beyond school and church.
- Parents, parishioners and governors regularly take the opportunity to attend mass and liturgies and speak highly of these occasions. There are very strong links with the parish community.

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

- Leaders have excellent knowledge of how to plan and deliver quality acts of Collective Worship. They model this in school and share their expertise with staff. Their dedication and commitment is instrumental in the drive to provide high quality worship across the school.
- Leaders and managers have a thorough understanding of the church's liturgical year, its seasons' rites and symbols. A range of artefacts, symbols and media are used to deepen pupils' understanding.
- Leaders are attentive to staff needs and ensure staff receive formation in the development of spiritual and liturgical understanding. They have access to diocesan and in-house training and implement what they have learned. Staff training and a focused drive to enhance Collective Worship has led to enrichment in liturgies. New members of staff are mentored in leading worship and this is highly valued.
- Leaders and governors have developed rigorous monitoring and evaluation systems for Collective Worship. They seek the views of parents, pupils and staff. Responses are very positive and highly valued.

## SUMMARY OF INSPECTION JUDGEMENTS

**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

**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

**COLLECTIVE WORSHIP:****1**

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

1

The quality of provision for Collective Worship.

1

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

1

## SCHOOL DETAILS

<b>School name</b>	St Anne's RC Primary School
<b>Unique reference number</b>	108843
<b>Local authority</b>	Sunderland
This Inspection Report is produced for the Rt Reverend Robert Byrne the Bishop of Hexham and Newcastle 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 Julie Galano
<b>Headteacher</b>	Mrs Catherine Harrison
<b>Date of previous school inspection</b>	November 2013
<b>Telephone number</b>	0191 5344555
<b>Email address</b>	info@stannesrcprimary.org.uk