

# St Anne's Catholic Primary School

Off Pickering Green, Harlow Green, Gateshead, Tyne and Wear, NE9 7HX

**Inspection dates** 22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is inconsistent and pupils make only the progress expected of them in Key Stage 2. While there is some good teaching and teachers try to make learning interesting, in some lessons pupils have too little time to get on with their own work and the pace of learning is too slow.
- When teachers plan work, they do not always make it clear to pupils what they are to learn, or ensure that work is always hard enough for all pupils.
- In some instances, when teachers mark work, they do not make it clear to pupils how to make their work better next time, or allow time for pupils to act upon advice given.
- Pupils have too few opportunities to apply their mathematical skills in real-life situations or to write at length in English and other subjects.
- Although behaviour and safety overall are good, there are some pupils whose attendance is too low despite frequent communication with parents and reminders from the school.
- While leaders regularly monitor the quality of teaching, areas for improvement for teachers are not clear enough or followed up rigorously. As a result, teaching and achievement require improvement.
- The skills of middle leaders in checking that plans for improvement are working and that assessment data is used well to plan lessons are not fully developed.

### The school has the following strengths

- Consistently good teaching and an exciting activities-based curriculum ensure that pupils make good progress in the Early Years Foundation Stage and Key Stage 1.
- Good leadership of the provision for special educational needs, allied to good teaching, ensures that pupils with special educational needs make good progress.
- The school offers strong care and support and provides well for pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is good. They say that they feel very safe. The school council is closely involved in plans to improve behaviour further.
- The headteacher and the governing body have a clear view of the school's strengths and weaknesses and the quality of teaching. They are determined to improve the school further.
- Progress in all subjects is now at least in line with expectations. Areas of weak teaching have been removed. This is an improving school.

## Information about this inspection

- The inspectors held meetings with staff, groups of pupils and the Chair and vice-chair of the Governing Body. One inspector also spoke to the school's local authority link inspector.
- The inspectors looked at a range of evidence including: the school's improvement plan; the school's data relating to pupils' progress; monitoring reports; the work pupils were doing in their books; and the school's documentation relating to safeguarding.
- The inspectors observed teaching and learning in 10 lessons taught by eight teachers and listened to groups of pupils read. In addition, the inspectors made a number of short visits to lessons.
- The headteacher and the deputy headteacher conducted three joint observations of lessons with the inspectors. The inspectors also observed these leaders reporting back to teachers on their findings regarding the quality of learning and pupils' achievement in lessons.
- The inspectors took into account the 13 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents and analysed the school's own questionnaire of parents' views.
- Six staff completed questionnaires and the responses were analysed.

## Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Jane Beckett

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well-below average.
- In some year groups, the proportion of girls to boys is well above that found nationally.
- There are a breakfast club and after-school clubs which are organised and managed by school staff.
- The school meets the government's current floor standards which set out the minimum expectations for pupils' progress and attainment.
- There have been many changes to staffing in the past three years.
- During the first day of the inspection, pupils in Years 1, 2 and 5 were on an educational visit.

### What does the school need to do to improve further?

- Improve the quality of teaching, especially in Key Stage 2, so that it is consistently good or better, to further increase pupils' progress and raise attainment, by:
  - planning lessons more effectively so that they have more pace, pupils are clear about what they are to learn and are allowed time to engage in activities which are well matched to their individual learning needs
  - ensuring teachers' marking helps pupils understand how to do better next time, and they have time to act upon advice given
  - offering more interesting opportunities in mathematics for pupils to apply their skills in solving problems related to everyday life
  - offering pupils more opportunities to write at length in English and in other subjects.
- Increase the impact that leaders at all levels have on pupils' attainment and progress, and accelerate the rate at which the school is improving, by:
  - using information gathered from lesson observations more robustly to ensure that areas for improvement are followed up by teachers and form the basis of the next review of their teaching
  - using targeted training to develop middle leaders' ability to check that actions designed to improve teaching and accelerate pupils' progress are working
  - developing middle leaders' understanding of how assessment data can be used in planning lessons.
- Further improve attendance by working closely with families whose children are not attending school regularly.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children start school with skills that are below those typically expected for their age. Good teaching by all adults and a stimulating, activities-based curriculum ensure that pupils make good progress in the Early Years Foundation Stage and Key Stage 1. As a result, standards at the end of Year 2 are average in reading, writing and mathematics.
- Attainment at the end of Year 6 is typically average in the national tests. In 2012, attainment in mathematics was below average. While pupils had made the expected progress in English, with some pupils making good progress in writing, progress in mathematics was not good enough.
- While attainment and the rates at which pupils make progress declined in 2011 and 2012 in Key Stage 2, this was caused by some weak teaching and by some newly qualified teachers who were not fully confident in the classes they were teaching. The headteacher acted decisively to remove the weak teaching and deployed the new teachers where they could be most effective.
- As a result, progress is now at least in line with expectations in Key Stage 2. A greater proportion of Year 6 pupils than in 2012 are working above the standards expected for their age in reading, writing and mathematics.
- In 2012, most pupils who were eligible for the pupil premium made at least expected progress in English. Too few of these pupils made expected progress in mathematics. Their attainment in reading and writing was in line with other pupils in the school. In mathematics they were a term behind.
- The school's success in improving rates of progress for all groups of pupils shows its commitment to promoting equal opportunities and tackling discrimination. Improvements to provision and teaching for disabled pupils and those with special educational needs ensure that they make good progress. Furthermore, the school recognised that in 2012 progress for girls in Year 6 was less rapid than for boys. It has acted decisively to ensure that girls now make at least expected progress in Key Stage 2.
- Inspection evidence shows that progress in reading is good. There is consistent teaching in how to link letters and the sounds they make, to help pupils read words they are not used to. This is linked to a clear focus in all classes on helping pupils to enjoy books and read more often in school and at home.

### The quality of teaching

### requires improvement

- The quality of teaching is inconsistent in Key Stage 2. Much is good. However, even in those lessons where teachers have good skills in questioning, explaining difficult ideas and checking that pupils are making progress, they talk for too long and the pace of learning is often too slow. Opportunities for pupils to find things out for themselves or to practise their skills are limited.
- The curriculum is planned to offer many opportunities for pupils to develop their number and calculation skills. While teachers recognise the importance of developing pupils' skills in problem-solving, there remain too few opportunities for them to practise their mathematics skills in real-life activities. In some cases, there is lack of a clear understanding of how such activities can be structured.
- Books which contain pupils' written work show that pupils make expected, and occasionally good, progress in writing. While there are many opportunities for pupils to write at length in religious education and history and some examples of pupils writing stories, they do not do this often enough. There is an over-emphasis on pupils trying out their skills in short exercises rather than being given the chance to apply them in their own writing.
- While there are good examples of teachers making sure that work set is at the right level and with the right amount of interest, they do not all consistently plan work well enough to get the best out of all pupils. Occasionally, they try to develop too many skills at the same time. As a result pupils become confused. This was evident in both mathematics and English lessons.
- Pupils' work is regularly marked and this marking often helpfully tells pupils how successful they have been in their work. In the best examples, teachers make clear to pupils how they can make

their work better. However, this approach is not fully evident across the school and pupils are not always given time to act upon any advice that is given.

- Where teaching is good, teachers make sure that pupils learn quickly. In a Year 2 English lesson, the teacher asked questions which challenged pupils to think hard. They were given work which was exciting and involved the use of drama activities. Work was hard enough for them and the teacher skilfully checked their learning as the lesson went on. The teaching assistant made a strong contribution to pupils' learning. As a result, pupils made rapid progress.

### **The behaviour and safety of pupils** are good

- Pupils say that most of the time behaviour is good in their lessons and any minor misbehaviour is quickly dealt with by their teachers. The needs of a very small number of pupils who have significant behavioural difficulties are very well managed by the school. As a result, there have been no exclusions in recent years. Indeed, good behaviour was observed during the inspection, except on the few occasions when pupils became distracted when they had to listen to their teachers talking for too long.
- Pupils play and work well together. They respect and care for one another well. They are very polite to adults, talking openly about their school. They are very happy in school, enjoy their learning and are eager to succeed in their work. They develop social skills in the breakfast and after-school clubs and on the many visits that the school provides for them.
- Pupils feel very safe. They are aware of different forms of bullying, including cyber-bullying. They are very clear that any form of bullying is rare and is limited to name-calling by one or two individuals who find good behaviour difficult and with whom the school works closely. When it does happen, pupils are confident that it will be quickly dealt with by 'playground buddies' or adults.
- The school council has helped improve behaviour by helping to draw up a clear set of rules, rewards and expectations. It has also helped to plan fund-raising for various charities. With the sports council, it organises competitions and activities which pupils enjoy and which help them keep fit.
- Attendance has improved in the past three years. However, it remains below average and the school is engaged in a constant process to persuade a few families of the importance of good attendance. While it has introduced strategies to support and to challenge some families to ensure that their children attend regularly, there remains a group of pupils whose attendance is too low.

### **The leadership and management** requires improvement

- The headteacher has a clear view of the school's strengths and weaknesses. While her judgement of the school's overall performance as lying between 'requires improvement' and 'good' shows some indecision, it reflects both her desire for the school to be the best it can be and her recognition that there are still improvements to be made. Her self-evaluation accurately identifies where the balance of strengths and relative weaknesses lies.
- She has an accurate view of the quality of teaching and has acted to improve its quality. However, in lesson observations, the headteacher and other leaders do not always make it clear to teachers how their teaching could be improved. They do not always check that areas for development are put into practice. As a result, teaching remains inconsistent in Key Stage 2.
- There is strong teamwork and high morale across the school. The deputy headteacher is a highly effective leader and the school has worked hard to improve the quality of the work of subject leaders. Middle leaders skilfully plan improvements and link subject planning into whole-school plans. However, they are less confident in checking that strategies to improve teaching and accelerate pupils' progress are working. They are less effective in using information about pupils' attainment to plan work which would make progress more rapid.
- Performance management is clearly focussed on increasing the rates at which pupils make progress. It is beginning to improve the quality of teaching and raise standards. The

headteacher has set demanding targets for teachers which are beginning to have an impact on all these areas. Teachers are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done.

- The curriculum provides many opportunities for pupils to develop their spiritual, moral, social and cultural awareness through educational visits and a strong focus on history, music and religious education.
- The local authority works effectively with the school. It has offered helpful advice that has led to improvements in the teaching of reading and mathematics, and the quality of teaching across the school.

■ **The governance of the school:**

- The governing body has improved in the past year. The new Chair and vice-chair are very well informed and offer clear leadership so that governors are now very focussed on measuring outcomes and improving pupils' attainment, progress and the quality of teaching. The creation of strong partnerships with teachers has not stopped governors from acting decisively to remove weak teaching. They clearly know how the pupil premium funding is allocated and they monitor its impact. They ensure that the school fulfils its statutory responsibilities for safeguarding. They ensure that staff are trained appropriately to keep pupils safe and free from harm, as well as to improve their teaching skills. They know how teachers' performance is assessed, how it is related to any pay rises and their training needs are met. Governors are aware that teaching requires improvement and are determined to improve it further.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108386
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	411900

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Bennison
<b>Headteacher</b>	Kathryn Leonard
<b>Date of previous school inspection</b>	28 June 2010
<b>Telephone number</b>	0191 4334053
<b>Fax number</b>	0191 4334054
<b>Email address</b>	stannes@gateshead.gov.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

