

St Anne's Catholic Primary School

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

Inspection dates 2–3 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

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

- In all key stages, pupils do not make consistently good progress over time from their individual starting points, particularly in writing and mathematics. Standards of attainment by the end of Year 6 are below average.
- Teaching is not consistently good. Work is not always pitched at the correct level to challenge pupils, particularly the most able. Pupils do not move onto new learning quickly enough and sometimes have too little to do.
- Pupils are not always given the time they need to consider and respond to teachers' comments and advice in the marking of their work. This reduces the impact of the time teachers spend on marking.
- The teaching of writing and mathematics requires improvement. Pupils do not have enough opportunities to use and apply their writing and mathematical skills as part of work in other subjects beyond English and mathematics.
- Provision in the early years requires improvement. Teachers do not effectively question children to challenge their thinking. Opportunities to develop children's reading, writing, number and creative skills as they learn and play outdoors are overlooked.
- Most middle leaders are new to their roles and are at the early stages of developing their skills. They do not yet make an effective contribution to checking the effectiveness of teaching and pupils' achievement in their areas of responsibility.
- Over time, governors have not held leaders robustly to account for the school's performance. They are yet to ensure that leaders make effective use of the pupil premium so that disadvantaged pupils do well.

The school has the following strengths

- The executive headteacher provides strong leadership and direction. Together with the effective support from the local authority and the diocesan board, these are now having a very positive impact on school improvement.
- Teaching is improving and standards are rising, particularly in reading at Key Stage 2.
- As a result of effective provision and support, pupils who have special educational needs make good progress.
- Pupils' behaviour is good. They treat one another and adults with respect. Bullying is rare.
- Attendance has improved significantly and is now slightly above average.
- The school's work to keep pupils safe and secure is good. Pupils are kept safe in school and feel safe.
- The school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils are well prepared to take their places in modern British society.

Information about this inspection

- The inspector observed teaching and learning in a range of lessons or parts of lessons, two of which were joint observations with school leaders.
- The inspector spoke to a range of pupils about their work and play in school.
- Meetings were held with four members of the governing body as well as school leaders, a local authority representative and two diocesan representatives.
- The inspector took account of the 31 responses to the online questionnaire (Parent View) and 11 responses to the staff survey as well as talking to parents informally on the school yard.
- The inspector observed the overall work of the school and checked various documents and procedures including the school's plans for improvement and arrangements for checking pupils' attainment and progress. She also looked at documents relating to safeguarding, behaviour and attendance.
- The inspector considered a wide range of evidence, including the school's records of the quality of teaching over time and pupils' current work in books.

Inspection team

Janette Corlett, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium is slightly above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who have special educational needs is below average. There are no disabled pupils in the school.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Children in the early years receive full-time education in the Reception class.
- There has been some turbulence in the leadership team since the last inspection. The executive headteacher and acting deputy headteacher were appointed in September 2014. Two new senior leaders were appointed in June 2015.
- The school does not make use of any alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to improve pupils' achievement, particularly in writing and mathematics, by making sure that:
 - work, including in the early years, is always pitched at the right level to challenge pupils of varying abilities, particularly the most able, so that learning builds well on what pupils already know and can do
 - expectations of what pupils can achieve in lessons are consistently high and pupils are quickly moved onto harder work so that valuable learning time is not lost
 - pupils are given the time they need to consider and respond to teachers' comments and advice in marking so that they correct and improve their work
 - pupils are provided with more opportunities to use and apply their writing and mathematical skills, including when they complete work across the curriculum subjects
 - the questioning of children in the early years develops their understanding of number, extends their vocabulary and writing skills, and challenges their thinking
 - more opportunities are provided for children in the early years to develop their reading, writing, number and creative skills as part of outdoor learning activities.
- Continue to strengthen the impact of leaders, managers and governors by:
 - developing the skills of middle leaders, including those responsible for leading subjects and in the early years, so that they make an effective contribution to checking the effectiveness of teaching and pupils' achievement in their areas of responsibility
 - making sure that the pupil premium funding is used to good effect so that disadvantaged pupils achieve well, gaps in attainment with other pupils nationally are narrowed and that governors hold the school effectively to account for doing so.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management require improvement because teaching and achievement over time have not been consistently good. However, the executive headteacher and acting deputy headteacher, with effective support from the local authority and diocesan board, are leading a number of changes that are starting to have a very positive impact on bringing about school improvement. Even so, there is still more to be done to ensure the teaching is consistently good so that children make a good start to learning in the early years and pupils make consistently good progress between Years 1 and 6.
- Although teaching is now improving, leaders have not ensured that teaching has improved at a good rate since the previous inspection. In the past, opportunities for teachers' professional development have not been well focused. Most teachers are now keen to improve their teaching. They appreciate new opportunities to learn from good practice, particularly in other schools and from local authority staff. Pupils' better achievement in reading, for example, shows that the teaching of reading has improved. However, improvement is less evident in writing and mathematics.
- In the past, the arrangements to check the performance of staff and to make decisions on any salary awards have not been closely linked to how well pupils are learning. This is now changing. Teachers are now set targets and are increasingly held to account for their performance.
- Following a period of turbulence and change in staffing, leadership and management are now more settled. Some middle leaders are newly appointed to their roles, such as those responsible for curriculum subjects. They are still at the early stages of developing their skills. They do not yet make an effective contribution to checking the quality of teaching and pupils' achievement in their area of responsibility, including in the early years.
- Leaders place a strong emphasis on making sure that this is an inclusive school. Their success reflects in the good relations that exist within the school and with the local community. Discrimination of any kind is not tolerated and there are no recorded incidents of racism or discrimination. However, leaders are yet to ensure that all groups of pupils achieve equally well, particularly the most-able pupils. Nor do they yet ensure pupils achieve equally well across all subjects, particularly in writing and mathematics.
- Previously wide gaps in the achievement of disadvantaged pupils compared to others in the school and nationally demonstrate that, over time, the pupil premium funding has not been used to good effect. However, gaps are now starting to narrow because provision for these pupils is improving. More effective individual and small-group programmes of support are helping disadvantaged pupils to do better in literacy and numeracy. However, teaching is not consistently good and, as a result, the impact of the pupil premium is still not effective.
- The primary school sport and physical education funding is used effectively to give pupils access to a wider range of sports and to increase their participation in sport, particularly competitive team sports. External coaches have successfully helped teachers to develop their skill and expertise in teaching physical education.
- The curriculum effectively promotes pupils' spiritual, moral, social and cultural development. This reflects in pupils' good behaviour and good relationships. Collective worship and religious education lessons ensure that pupils develop a good understanding, tolerance and respect for different cultures and religions. The curriculum ensures that pupils are prepared well with the personal skills they need to be successful in modern Britain. They learn about democracy, such as through voting for their school councillors. They know that their voice will be heard and understand why school rules are important.
- Changes to the curriculum in reading are helping pupils to make better progress. In writing and mathematics, opportunities to develop these basic skills, such as when completing work across the various curriculum subjects, are overlooked.
- Arrangements for safeguarding pupils meet statutory requirements and are effective.
- The local authority is providing ongoing support to the school. It has encouraged links with other schools and worked well with staff to improve the quality of teaching and leadership. The impact of this work is now starting to reflect in the school's improving performance.
- **The governance of the school:**
 - Governance, although improving, has not been effective over time in holding leaders to account for making sure that pupils achieve well across the school and that teaching is consistently good.
 - In the past, governors have not checked rigorously enough that leaders' decisions to award staff with pay increases were reflected in the quality of teaching or in pupils' achievement. This has hampered governors' effectiveness in holding school leaders to account for tackling underperformance in teaching.
 - Recent appointments to the governing body have increased the range of skills and expertise governors

offer. Detailed reports from the executive headteacher now provide them with good quality information on the school's progress in addressing improvement priorities. As a result, they offer helpful support to senior leaders.

- Governors know that in the past pupils' achievement has not been good enough. They are now making sure that their skills in understanding the school's performance, including through reviewing data and how the performance compares with other schools, is developed and strengthened.
- Governors know that they need to check more carefully that the school's funds, particularly the pupil premium, are used to good effect and are now starting to do so. However, they are yet to ensure that disadvantaged pupils achieve well.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Most pupils are keen to learn and try their best in lessons. They respond well to teachers' instructions, take turns listening to one another in class discussions, and work well together in small groups and pairs. Disruptions to learning through poor behaviour are rare. Occasionally, when the pace of a lesson slows or where work lacks challenge, a few pupils become a little restless.
- Pupils are proud of their school and speak highly of the way that staff care for them. They say that teachers are friendly and are always willing to help them, if necessary. They say that teachers treat everyone fairly and all staff have equally high expectations of their behaviour. They appreciate the way that good behaviour is celebrated with small rewards. Pupils understand that poor behaviour will result in a yellow or red card and this means that they will lose some of their playtime or be sent to the headteacher.
- Pupils' behaviour at break time and as they move around the school is usually sensible. They are polite and well-mannered, treat one another and adults with respect, and are courteous with visitors.
- Attendance has improved significantly since the last inspection and is now slightly above average. Most pupils really enjoy coming to school and do not want to miss out on learning and opportunities to play with their friends. School leaders have good systems in place to follow up on any pupils who are absent. They encourage parents with any concerns to come into school and talk about them rather than keeping children at home unnecessarily.

Safety

- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe from harm both inside and outside the school, including when using the internet. They are aware of the potential dangers of inappropriate images and know that they must always tell an adult if they ever come across something that is harmful.
- Pupils understand that drugs can be harmful to them if misused and know the sorts of foods they should eat to keep fit and healthy.
- Pupils comment that there is very little bullying of any kind, including homophobic bullying. They typically say that, on those very rare occasions where there is an incident of bullying, 'teachers deal with it and it stops immediately'. Pupils know about racism but say that it does not happen in their school.
- The school buildings and grounds are secure. There is ample adult supervision at all times during the school day.

The quality of teaching

requires improvement

- Teaching requires improvement because it does not enable pupils to make consistently good progress over time in all key stages, particularly in writing and mathematics.
- Learning does not always build well on what pupils already know and can do. Pupils sometimes repeat work that they have already demonstrated their skill and understanding in. This is particularly the case when they are required to complete mundane and unchallenging worksheets.
- Pupils do not always move onto new learning quickly enough. Sometimes they have too little to do. They lose valuable learning time as they wait for adult instructions as to what to do next.
- Pupils who have special educational needs are taught well due to the effective support received from teachers and teaching assistants. Work for other pupils, however, is not always pitched at the right level of challenge to meet their needs. Work sometimes lacks challenge, especially for the most-able pupils.

Expectations of what they can achieve are not high enough to ensure that they reach their full potential.

- The school's marking policy is mostly applied well so that pupils know how well they have done and what they need to do to improve. Teachers mark pupils' work diligently. However, marking does not yet have a consistently good impact on improving pupils' work over time because pupils are not always given the time they need to consider and respond to teachers' comments and advice.
- Reading is increasingly well taught, particularly in Key Stage 2 and, as a result, progress is speeding up at a good rate. Older pupils receive good support from teachers so that they can understand complicated texts and explain what they mean. Teaching is now ensuring that younger pupils are better equipped with the skills they need to successfully decode words from their knowledge of letters and the sounds they make.
- The teaching of writing and mathematics requires improvement. In writing, pupils do not write at length often enough to develop their skills effectively. Their writing skills are sometimes held back, such as when pupils are asked to write on structured worksheets. In mathematics, pupils are given plenty of opportunities to show their understanding of mathematical calculations but have too few opportunities to use and apply their skills to solve mathematical problems. This prevents pupils from making consistently good progress and reaching the standards they are capable of, particularly the most able.
- In both writing and mathematics, pupils do not have enough opportunities to use and apply their writing and mathematical skills as part of work in other subjects beyond English and mathematics.
- Pupils complete homework that supports their learning at school; it is appropriate for their age.
- Teaching is improving, particularly in the early years and Key Stage 2. This reflects the positive impact of the new executive headteacher, support from the local authority, diocesan board and through working in partnership with other schools. Teachers' assessments of pupils' attainment and progress are now more accurate. Teachers now identify any pupils and groups of pupils at risk of falling behind more quickly and intervene to help them catch up. Pupils are starting to do better as a result.

The achievement of pupils

requires improvement

- From their individual starting points on entry to Year 1, pupils do not make good progress in reading, writing and mathematics over time between Years 1 and 6. While most make the expected progress, few of them do better than this. In 2014, the proportion of pupils reaching the standards expected for their age overall in reading, writing and mathematics at the end of Year 6 was below average. Only a very small minority of pupils achieved standards that were better than this.
- The results reported from teacher assessments at the end of Year 2 show that standards have been on a rising trend and in 2014 were above average in reading, writing and mathematics. However, school data and inspection evidence shows that these standards have not been sustained. Standards currently in Key Stage 1 are below average. Pupils do not make good progress in Key Stage 1 because teaching requires improvement. Too few pupils reach the levels of attainment that they are capable of, particularly the most-able pupils.
- Between Years 3 and 6, pupils make expected progress from their starting points. As a result of improvements in teaching, pupils are now doing much better in reading. Consequently, more pupils are now making good progress and reaching the higher levels of attainment. Achievement in writing and mathematics in Key Stage 2 still requires improvement because the quality of teaching is not consistently good.
- The achievement of the most-able pupils requires improvement. Currently, few pupils in Year 2 are working at the higher Level 3, particularly in writing and mathematics. At the end of Key Stage 2 in 2014, the proportion reaching the higher Level 5 was also much lower than average. The achievement of the most able is now improving in reading. However, across the school, the work provided for the most-able pupils in writing and mathematics lacks the challenge needed to reach the standards they are capable of.
- The achievement of disadvantaged pupils requires improvement. In Year 6 in 2014, the attainment of disadvantaged pupils in reading was similar to other pupils in the school but about three terms behind other pupils nationally. In writing, their attainment was about one term behind other pupils in the school and other pupils nationally. In mathematics, the attainment of disadvantaged pupils was around three terms behind other pupils in the school and four terms behind other pupils nationally.
- School leaders are now addressing these gaps and have already narrowed them in reading. However, they are yet to do so in writing and mathematics. The pupil premium funding is not used effectively to ensure that disadvantaged pupils make consistently good progress because pupils are not taught consistently well.
- From their starting points, pupils who have special educational needs across the school make good

progress in reading, writing and mathematics as a result of effectively targeted support.

The early years provision

requires improvement

- Most children enter the early years with levels of skill, knowledge and understanding that are below those typical for their age. Although children make the expected rate of progress, they do not catch up quickly. The proportion of children who reached a good level of development by the end of the Reception Year in 2014 was below average. Only a minority were ready for learning in Year 1. As a result, the early years requires improvement.
- Over time, teaching has not enabled children to make consistently good progress. Although the quality of teaching is starting to improve, activities do not enable children to develop their skills at a good rate, particularly those that take place outdoors.
- Teachers carefully check and record what children already know and can do. However, from this they do not always identify clearly and plan what children need to learn next. As a result planned activities do not closely meet children's varying needs and abilities.
- Teachers' questioning skills require improvement. Opportunities are missed to encourage children to develop their understanding of mathematical concepts, to extend their vocabulary and writing skills, or to challenge their thinking.
- Resources are generally of high quality and are stimulating. Indoors, they are particularly well organised and easily accessible. The outdoor area has a good range of equipment for climbing, swinging and balancing. This helps to promote children's physical development effectively. However, opportunities to develop children's reading, writing and numeracy skills, and their creative development as they play outdoors, are still overlooked. This hampers their achievement.
- Behaviour is good. Children listen to adults and respond well to instructions. Classroom routines, such as tidying up after activities, are well established and promote children's personal and social development well. Children say that they enjoy coming to school.
- New early years leadership is now in place. Good support from the local authority is helping to strengthen the quality of leadership and teaching, particularly to understand how children of this age learn best. Leaders' success is now starting to reflect in children's improved achievement. The majority of children currently in Reception are now working at levels similar to those expected for their age.
- Leaders ensure that effective procedures are in place to keep children very safe and secure. They promote good partnership with parents. Parents appreciate opportunities to be involved with their children's learning, such as recording their children's achievement beyond school in the children's 'Wow books'.

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

Unique reference number	108386
Local authority	Gateshead
Inspection number	462261

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Andrea Bennison
Headteacher	Lucie Stephenson
Date of previous school inspection	22 May 2013
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