

Our Lady and St Anne's RC Primary School

Inspection report

Unique Reference Number	108510
Local Authority	Newcastle Upon Tyne
Inspection number	337096
Inspection dates	9–10 November 2009
Reporting inspector	Kate Pringle

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Miss Erica Howell
Headteacher	Mr Michael O'Brien
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school's reviews of its actions for improvement, its current development plans and updates of progress towards meeting identified priorities. Inspectors also considered questionnaire responses from parents and carers, pupils and staff.

- attainment and the progress that current pupils make
- evidence to indicate the extent of pupils' progress
- strategies used by the school to address the needs of different groups
- quality of provision in the Early Years Foundation Stage and its impact on outcomes for children
- how well all leaders and managers use their responsibilities to increase challenge and improve outcomes for pupils.

Information about the school

This is an average-sized Catholic primary school situated at the west end of the city of Newcastle. Most children come from the surrounding area. A much higher proportion are entitled to free school meals than found nationally. Almost half the pupils come from minority ethnic backgrounds and there are increasing numbers of pupils, about 45%, who speak English as an additional language. There are lower than average numbers of pupils who have special educational needs and/or disabilities.

The school has achieved awards for Healthy Schools, Silver Artsmark, Activemark and Enviro Schools. The school has received 'Accreditation for Action' and is part of the Comenius programme.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school that provides a warm, happy and caring climate for pupils from a wide range of cultures and backgrounds. The good leadership of the headteacher ensures a positive ethos underpinned by strong Christian values. Pupils' spiritual, moral, social and cultural development is outstanding. They enjoy every aspect of their school and demonstrate a strong commitment to working together through their very good attitudes to their teachers and their friends. An overwhelming proportion of parents and carers appreciate the happy and friendly atmosphere of the school in which every child is treated as an individual.

Pupils make satisfactory progress to attain average standards by the time they leave in Year 6. This represents an improvement following a time when progress slowed and standards declined. In Nursery and Reception, children make satisfactory progress, entering Year 1 with standards still below those expected for their age. This is especially so in their communication and number skills. This is because the school provides limited opportunities for investigations and problem solving, which restricts children's abilities to improve these skills.

In Key Stage 1 standards have also improved and are now average in reading but remain below average in writing and mathematics. Across the school progress is uneven, although satisfactory overall. Specific interventions for identified groups, such as those with special educational needs and/or disabilities, are successful and these pupils attain well. However, progress is satisfactory overall because teaching is largely satisfactory. Teachers do not always use assessment information well enough to plan learning activities that engage pupils or match their individual abilities. This means that pupils are not always appropriately challenged to achieve their next steps in learning.

Pupils are considerate and respect each other's feelings. The good care and support that pupils receive promote relaxed and friendly relationships in a calm atmosphere. Pupils care for each other through actions and prayers. Older pupils carry responsibilities exceptionally well as they mediate playground disagreements in their roles as 'buddies' and conscientiously carry out their many duties throughout the school. Access to lots of exciting opportunities supports a good curriculum which extends pupils' experiences. Excellent opportunities enable pupils to find out about each other's beliefs and cultures and representative groups speak articulately about their roles to help improve their school and the wider community.

The headteacher and most senior leaders have a clear view of the school's strengths and weaknesses. Good self-evaluation has successfully identified and addressed key areas for improvement which have returned attainment to average levels. The firm focus

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on improving teaching and learning reinforces the good capacity of the school for sustained improvement. Systems to check pupils' progress have been improved and strategies to evaluate the quality of outcomes for pupils strengthened. Governors provide good general support. Contributions to community cohesion are outstanding. The school works extremely successfully through local partnerships and globally. This work is further extended through excellent links with a wide range of partners which have a positive impact on the development and well-being of pupils. Overall, the school offers satisfactory value for money.

What does the school need to do to improve further?

- Accelerate the rate of progress in the Early Years Foundation Stage, especially in communication, language and literacy; and problem solving, reasoning and numeracy by:
 - - providing problem-solving and creative activities for children to investigate and explore through working together and talking about their thoughts and findings
 - - using assessment information to plan continuously for the next steps in learning.
- Improve progress and standards at Key Stage 1 in writing and mathematics by
 - using knowledge of what pupils do well to develop more exciting and challenging activities.
 - Improve the quality of teaching so that it is at least consistently good by:
 - - rigorously using assessment information to plan tasks for differing levels of ability
 - - ensuring that marking informs pupils of their next steps in learning
 - - ensuring that activities are practical to encourage pupils to investigate, enquire and be creative.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils are keen to learn. They listen carefully and work hard to complete the tasks set for them. They particularly enjoy enquiry-based lessons in which they are practically engaged. At these times they work with great enthusiasm and learn quickly. Good behaviour together with care and respect for others are central to the ethos of this school. Pupils have good attitudes to learning. They appreciate the help and support given to them by staff to improve their work and understand that some pupils with special educational needs and/or disabilities need additional help in order to succeed. The unvalidated 2009 national test results demonstrate that the school's strategies for improvement have been effective and the pattern of underachievement of past years has been reversed. Pupils enter Year 1 with standards below expected levels. Data for 2009 indicate that standards in reading at Key Stage 1 are average. However, attainment in writing and mathematics remains below average. Given their starting point, pupils' progress over Key Stage 1 is satisfactory overall. By the end of Year 6

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attainment in English and science is average and above average in mathematics. Overall, progress from Year 2 indicates that there is good progress in mathematics, but improvement in reading and writing is satisfactory. Progress at Key Stage 2 is satisfactory overall. The school's data currently confirm this picture of attainment at the end of Years 2 and 6. The success of interventions for those with special educational needs and/or disabilities results in these pupils making good progress. Pupils who speak English as an additional language demonstrate continuous improvement as they move through the school and make good progress.

Pupils enjoy school, where they feel safe. They speak clearly about the dangers they may face, how to deal with them and who can help. They are aware of what bullying is but say that it does not happen in their school. Opportunities such as cycling proficiency and regular swimming increase their abilities to assure their own safety. Attendance is satisfactory. There is a proportion of absenteeism because of extended holidays taken in countries of birth outside the United Kingdom. Pupils have an excellent understanding of the benefits of keeping fit, staying active and choosing a balanced diet. The work by the eco warriors is further informing pupils of the benefits of recycling, composting and making their world a better and healthier place to be. Spiritual, moral and social development is excellent and is apparent in pupils' reflection and thought for others through the prayers they offer, giving emotional responses to people in need. The wide ethnic mix in the school enables pupils to have an excellent understanding of the diversity of beliefs and cultures. The school has extended links with other global schools through the Comenius project and locally has excellent relationships with a range of communities. The work of pupils through ABC (attitude, behaviour, consequence) with the local police adds to their understanding of the impact their actions can have on others. As part of its mission, the school supports a wide range of charities locally, nationally and internationally and, as a result, pupils' have strong social values.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching ranges from satisfactory to outstanding. This lack of consistency contributes to the uneven progress that pupils make across the school. Where teaching is good or better, there is good pace and realistically high expectations that promote good-quality learning, well matched to pupils' needs. Successful lessons engage pupils in enquiry-based learning which challenges their understanding and increases their verbal reasoning. However, not all teachers plan effectively to engage pupils in such a way; neither do they always use assessment information to plan effectively to meet individuals' needs. As a result, learning opportunities do not always reflect pupils' abilities well enough and some pupils are set work that is either too difficult or too easy. Marking does not consistently inform pupils of their achievements or indicate their next steps in learning. Consequently, pupils do not make consistent progress.

Improving pupils' well-being and increasing their enjoyment of learning is central to the curriculum. Many exciting opportunities provide increasingly rich experiences and contribute greatly to pupils' understanding of the wider world. There is an increasing use, across a range of subjects, of discussion and writing in different ways, such as writing diaries, reports and instructions. However, the curriculum does not presently offer pupils understanding of how subjects link together. Pupils are hugely enthusiastic as they speak about educational visits, visitors and their visits to museums and art galleries. They avidly take up the many after-school clubs on offer and this extends their knowledge and skills through a range of activities. The residential visits for pupils in Key Stage 2 contribute considerably to raising their independence, self-esteem and cooperation.

Staff know pupils very well and this enables them to provide excellent care and sensitive pastoral support at the right time for those who speak English as an additional language, who are vulnerable or have special educational needs and/or disabilities. All have access to the full curriculum and this means that most pupils make at least satisfactory progress. Parents and carers are confident that their children's pastoral needs are very well met. The school works well to ensure that induction for the youngest children is supportive, as is the transition through this school and into the next.

These are the grades for the quality of provision

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<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	3
	3
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	2
<p>The effectiveness of care, guidance and support</p>	2

How effective are leadership and management?

The headteacher provides good leadership of the school and has clear aspirations for continued improvement which are shared by all leaders and managers. Governors are clearly committed to the continual improvement of the quality of learning. They are aware that key procedures such as safeguarding require regular and robust quality assurance checks. Safeguarding meets requirements well and the school adopts recommended good practice on areas of health and safety and risk management. Successful partnerships with a considerable range of providers from across the city and further afield support staff and pupils extremely well. Senior leaders work well together to secure further improvement and target setting is increasingly challenging. Weaknesses in provision have been successfully addressed, such as the recent work to improve writing standards, and the school has clearly identified areas of priority to improve standards further. Teachers are extremely supportive of each other and work well together to share good practice. They are aware of their roles and responsibilities and lead their individual subject areas well. There is thorough management of the school's system for tracking pupils' progress and this has led to a more accurate and reliable analysis of data. This provides a secure platform for improving intervention and support. The school promotes equality well, illustrated by its harmonious and tension-free atmosphere and this is characterised by the strong focus upon every aspect of community cohesion, which is excellent.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning</p>	2
	2
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	3
<p>The effectiveness of the school's engagement with parents and carers</p>	1
<p>The effectiveness of partnerships in promoting learning and well-being</p>	1
<p>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</p>	2

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children arrive in the Nursery and settle quickly in a warm, caring atmosphere. Their skills on entry are below those expected for their age, particularly in communication, language and literacy, and problem solving, reasoning and numeracy. Children's independence and their personal skills develop well, providing a sound basis for future learning. By the time they enter Year 1, all have made satisfactory progress. Behaviour is good and children interact well with each other as they share and take turns. Adults ensure that activities and practices are safe. However, there are not enough opportunities for children to think up their own learning activities and so encourage the inquisitive side of their nature through investigation. As a result, opportunities to extend vocabulary through talk are missed as many children engage in solitary play. All children benefit from easy access to a well-resourced outdoor area. Good hygiene habits are encouraged before snacks, lunch and after outdoor play. The provision is competently led and staff have successfully implemented the Early Years Foundation Stage requirements. 'Learning journey' records enable children's achievements to be shared and staff have a good knowledge of each individual child's needs and interests. However, the pace of gathering assessment evidence to demonstrate progress is satisfactory and this means that the planning of new learning to build systematically on children's skills is not yet developed fully.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers are extremely positive about the school. Parents and carers hold the headteacher in high regard and appreciate the care and consideration given to their children. They are confident that any concerns are listened to carefully and acted upon appropriately. The school received much praise for the enjoyment it provides for their children. One typical comment, 'We are very lucky to

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have a school which is so caring and supportive,' sums up their views. Parents and carers might find it helpful to know that there were no serious issues in the very small numbers of concerns raised, but all were fully investigated.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady and St Anne's RC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	67	16	30	2	4	0	0
The school keeps my child safe	37	69	16	30	0	0	1	2
The school informs me about my child's progress	31	57	23	43	0	0	0	0
My child is making enough progress at this school	34	63	18	33	2	4	0	0
The teaching is good at this school	38	70	14	26	0	0	0	0
The school helps me to support my child's learning	34	63	19	35	1	2	0	0
The school helps my child to have a healthy lifestyle	36	67	18	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	63	16	30	3	6	0	0
The school meets my child's particular needs	31	57	20	37	2	4	0	0
The school deals effectively with unacceptable behaviour	31	57	17	31	4	7	0	0
The school takes account of my suggestions and concerns	29	54	22	41	0	0	1	2
The school is led and managed effectively	37	69	14	26	0	0	0	0
Overall, I am happy with my child's experience at this school	41	76	12	22	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 November 2009

Dear Pupils

Inspection of Our Lady and St Anne's RC Primary School, Newcastle-upon-Tyne, NE4 6EB

Thank you for the lovely welcome you gave the inspectors when we visited your school recently. We did enjoy talking to many of you and particularly liked the way in which you care for each other and for your school. We were really pleased to see how well you all get on together, especially the way in which you try to think of others and help them in whatever way you can, through prayers, through raising money and giving of your time to visit and sing to others in your community. We thought your behaviour was good and you obviously enjoy all of the wonderful experiences your school provides for you, your visits to the museums and the art galleries, and all of the exciting authors and artists who visit you to help you learn new skills. The adults who care for you make sure that you are well looked after and we know that you feel really safe in school.

Your teachers plan lots of things for you to do but we have asked your school to help you understand your lessons more clearly and have even more fun. I have asked your headteacher and teachers to concentrate on these things in particular:

- Plan exciting and problem-solving activities for children in Nursery and Reception classes to do together so that they can improve their language, reading and writing, and their number work, at a faster rate.
- For Key Stage 1 pupils to progress faster in writing and mathematics and achieve higher standards, I have asked teachers to make sure that your tasks match exactly what you need to learn in an exciting and challenging way.
- To make sure that teaching in all lessons is good by teachers using information about what you can do to plan for your different abilities. We feel some of you need bigger challenges to help you towards your next steps in learning by using individual targets more effectively. I have also asked that teachers make learning more fun by giving you lots of opportunities to investigate, enquire and be creative so that you have lots of practical things to do.

I'm sure that you will be able to think of more ways to help your school become even better than it is now.

Best wishes for the future

Yours sincerely
Mrs Kate Pringle
Lead Inspector

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