

# St Anne's Roman Catholic Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	108843
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	337167
<b>Inspection dates</b>	2–3 December 2009
<b>Reporting inspector</b>	Carol Gater

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lawrence Brown
<b>Headteacher</b>	Mrs Christine Lynch
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Hylton Road Pennywell Sunderland SR4 9AA
<b>Telephone number</b>	0191 5536860
<b>Fax number</b>	0191 5538682
<b>Email address</b>	St.annes.primary@schools.sunderland.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 12 lessons, and held meetings with governors, staff and pupils. They observed the school's work, its policies, teachers' plans and school improvement planning. The team analysed 51 questionnaires from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress that pupils make throughout the school, particularly in mathematics
- the way in which teachers plan activities to match pupils' abilities
- the effect of systems to monitor the progress of pupils.

## Information about the school

St. Anne's is an average size primary school. The school serves an area that has above average social and economic disadvantage. The percentage of pupils who are entitled to free school meals is above the national average. The proportion of pupils with special educational needs and/or disabilities is also above average. Almost all are of White British heritage and all have English as their home language.

From September 2009, the school has established a new Early Years Foundation Stage unit with provision for children aged three to five years. The school offers a daily Breakfast club. The school has gained a number of awards, including Healthy School's status, Activemark and Heart Start.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St. Anne's is a satisfactory school with many good features. All pupils are equally valued and their personal development is a real strength of the school. Parents comment that the headteacher is 'always approachable' and staff listen and do everything they can to help'. Pupils say that it is a 'happy place' and that 'learning is fun'. Pupils have an excellent understanding of how to keep safe and are confident that staff will always deal with any problems. Behaviour in class and around school is good and this promotes a calm, purposeful learning environment. Pupils are polite and considerate and work well together and even the very young children know the importance of 'taking turns'. They make a good contribution to the school and wider community and show compassion and understanding for others who are less fortunate. In sponsoring the education of a child in Cambodia, they say that their school is 'something we take for granted'. The curriculum provides many opportunities to practise basic skills in real-life contexts. This is more developed in reading and writing than in mathematics. Children settle well when they start school and, overall, make satisfactory progress, leaving Year 6 with standards that are broadly average. Progress is satisfactory but variable across the school and is slower in mathematics.

Teachers have high expectations and plan interesting activities, making meaningful links across the curriculum. As a result, pupils enjoy their lessons and are productive. At the end of one lesson observed, pupils were so absorbed that they wanted to continue writing. Teachers are now carefully monitoring pupils' progress, but assessment information is not yet consistently used well enough to plan activities to match the needs of individuals. There are insufficient opportunities given for pupils to work on suggestions for improvements to their work during lessons.

Leaders and managers at St Anne's are committed to improving outcomes for all pupils. This is evident in the time and energy that has gone into the establishment of the new Early Years Foundation Stage unit of which staff and governors are extremely proud. The development of a 'Nurture room' and the employment of an experienced school counsellor have had a very positive impact on pupils' personal development. Partnerships with parents, the parish and the community are good.

The headteacher and newly formed leadership team have accurately evaluated the school's performance and have pupils' progress as a priority. Systems are in place to track the progress of different groups of pupils across Key Stage 1 and Key Stage 2. Monitoring procedures are now more rigorous. Early indications show that pupils are beginning to make better progress and that the school has a satisfactory capacity to sustain further improvement. The school provides satisfactory value for money.

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

- Raise attainment and increase the rate of pupils' progress, particularly in mathematics, by:
  - ensuring that assessment information is used to match activities to the needs of individuals
  - providing opportunities in lessons for pupils to work on improvement points that are given in oral feedback or in teachers' marking
  - planning opportunities to practise mathematical skills in other subjects.
- 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

<b>3</b>
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Pupils make satisfactory progress from their respective starting points and, by the time they leave Year 6, attainment is broadly in line with the national average. Standards have improved in English and science. Test results and work in books show that boys' writing, which was an issue at the last inspection, has improved. This is as a result of the school's focus on using pupils' interests to steer the curriculum, and also through providing more meaningful opportunities for writing. The school has also been successful in challenging more-able pupils and this is reflected in the increased number of pupils reaching the higher levels.

At the end of Key Stage 1, attainment is also broadly average, with mathematics being the weaker subject. The school has rightly recognised this as an area for improvement. Progress seen in the books of the current Year 5 and Year 6 is good but it is variable across the school. Pupils with special educational needs and/or disabilities receive sound support from teaching assistants and make satisfactory gains in their learning. Communication between teachers and teaching assistants has been strengthened so that support is now better tailored to individuals' needs and this is beginning to accelerate progress for this group of pupils.

All pupils have good attitudes to learning and enjoy their lessons. Behaviour is good; pupils show respect for each other as well as for adults. Pupils at St Anne's confidently say they feel safe. This is because of the very good relationships they have with all staff and the supportive, inclusive ethos of the school. They have a good understanding of a healthy lifestyle and take advantage of the many extra activities the school offers. Over half the pupils have taken the opportunity to learn a musical instrument or to be part of the choir. From a very early age pupils know what is right and wrong. They are keen to take on responsibilities, such as caring for younger children within the school, and fund-raising to help others. The school council is very active and recently organised a school disco which involved applying for funds and operating within a set budget.

*These are the grades for pupils' outcomes*

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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Lessons are well planned and resources, particularly the interactive whiteboards, are effectively used to engage pupils' interest. Rules and routines are well established and little time is wasted. Good explanations ensure that pupils understand what they are learning. Teaching assistants are well deployed and enable pupils with special educational needs and/or disabilities to make the expected progress. Where teaching is good, assessment information is used to plan work that matches individuals' needs. In these lessons, teachers constantly intervene and prompt learners to remember what they need to do to improve. This is not yet consistent across all year groups. Teachers' marking gives points for improvement and there is evidence, in some cases, that pupils are acting on the advice. This is less so in mathematics.

Teachers take pupils' interests into account when designing the curriculum and this involvement has a positive impact on attitudes to learning. The school's commitment to extra reading sessions, some during Breakfast Club, has improved pupils' skills and confidence. 'Early Bird' sessions to improve pupils' mathematical skills are now part of the school's daily routine. Interventions are carefully planned during the week to support specific groups and individuals in their personal and academic development. The curriculum is enriched by a wide range of activities and strong partnerships with secondary schools have led to improved provision in sports and modern foreign languages. Visits and visitors from other cultures add richness and diversity to pupils'

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

learning.

Pastoral care is a strength of the school. Parents and carers speak highly of the care and support offered from the time their children start school. Transition between classes, and for Year 6 when they join the secondary school, is well organised and this has a positive impact on the pupils' self-esteem and the continuity of their learning. Skilled members of staff and outside agencies work sensitively to support vulnerable pupils and their families. The school takes very effective steps to promote attendance.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Governors and staff share the headteacher's determination to take the school forward. The new deputy headteacher is effectively supporting her in a concerted drive for improvement. She has already been instrumental in raising the profile of teaching by encouraging staff to share good practice. This is beginning to have a positive effect on the overall quality of teaching and learning. The roles of subject leaders are well defined and they make a good contribution to the school's self-evaluation and planning for improvement. Actions, including a rigorous monitoring plan, to improve attainment and progress, are in place. The relatively new system for tracking pupils' progress is based on challenging targets and regular discussions with staff and is now ensuring that relevant pupils receive targeted intervention.

Governors are very supportive and are involved in the life of the school. They are keen to access training that will enable them to raise further questions about teaching and progress. There are good procedures in place to protect and safeguard staff and pupils. The school contributes well to community cohesion. It has a good understanding of the parish and community it serves. Pupils show a good understanding of their own and other faiths and different cultures. An inclusive ethos promotes equality, and discrimination is effectively tackled. Communication with parents and carers is good and the school does a great deal to involve all families in their children's learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

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

<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Early Years Foundation Stage**

Children start school with skills at a level often below that typical for their age, particularly in some aspects of language development. There is some variation year –on-year due to differing ability profiles. Overall, outcomes are satisfactory and children make the expected progress in all areas of learning.

Members of staff have worked extremely hard to develop the new unit that now encompasses a Nursery provision. It is well organized and welcoming; children settle quickly and happily into routines. Much has already been achieved since the unit opened in September in planning an exciting curriculum for all children. This was evident during the inspection in a teacher-led activity where children were making Christmas fruit punch. The focus was on mathematics, but every opportunity was explored to improve children's speech and their creative and physical development. Teachers' planning allows for children to choose activities in the classroom; outdoor provision is not as well developed as yet, although plans are in place for improvements. Observations and assessments are thorough, but the information is not always used consistently to plan activities that are matched to the full range of needs. Policies are in place to support children's well-being. Children feel safe and reflect this in their confidence in mixing with each other and adults. Displays of children's photographs and examples of their independent writing show how much individuals are valued. Parents speak highly of the way they are kept informed about events and the progress their children are making.

The Early Years Foundation Stage leader is committed to improving provision. In the past, children have joined the school from a number of settings and this has often made initial assessments difficult. Currently, she is working with members of the team to implement a tracking system that will enable her to monitor children's progress more effectively.



*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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**

Parents have a high regard for St Anne's school and its staff. All those who responded say that they agree or strongly agree that the school keeps their children safe. They find the staff 'approachable' and 'willing to listen' and praise the way the staff are committed to doing the best for the children in their care.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's Roman Catholic Voluntary Aided 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 inspector received 51 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	75	12	24	1	2	0	0
The school keeps my child safe	40	78	11	22	0	0	0	0
The school informs me about my child's progress	30	59	19	37	2	4	0	0
My child is making enough progress at this school	34	67	17	33	0	0	0	0
The teaching is good at this school	41	80	9	18	1	2	0	0
The school helps me to support my child's learning	34	67	16	31	1	2	0	0
The school helps my child to have a healthy lifestyle	29	57	22	43	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)	31	61	18	35	0	0	0	0
The school meets my child's particular needs	33	65	18	35	0	0	0	0
The school deals effectively with unacceptable behaviour	27	53	24	47	0	0	0	0
The school takes account of my suggestions and concerns	28	55	23	45	0	0	0	0
The school is led and managed effectively	38	75	12	24	1	2	0	0
Overall, I am happy with my child's experience at this school	42	82	9	18	0	0	0	0

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.

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## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



4 December 2009

Dear Pupils

Inspection of St Anne's Roman Catholic Voluntary Aided Primary School, Sunderland, SR4 9AA

Thank you for being so welcoming and friendly when we visited your school. Please thank your parents and carers for the information they gave me.

We were very impressed by your good behaviour, both in lessons and around the school. It was wonderful to know that you feel extremely safe in St. Anne's and that your teachers are there to help if you need them. You are very caring and it was good to hear that you think of others less fortunate than yourselves, especially in the way you are sponsoring a child in Cambodia.

It was obvious that you enjoy your lessons. You listen to your teachers, ask good questions and settle down well to your work. I like the way you confidently share your ideas in groups and in pairs.

Overall, your school gives you a satisfactory education. However, some of you do not make sufficient progress in your work, particularly in mathematics. To improve this I have asked your headteacher and teachers:

- to make sure that your work matches the targets you have for improvement
  - to give you opportunities to practise what you need to improve in other subjects.
- You can help by continuing to work hard, especially in those 'Early Bird' sessions!

I wish you every success in the future.

Yours sincerely,

Mrs Carol Gater

Lead Inspector

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