



Our Lady & St. Anne's Catholic Primary School Newcastle

URN: 148273

Catholic Schools Inspectorate report on behalf of Bishop Stephen Wright, Diocese of Hexham and Newcastle
12–13 February 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- Our Lady and St Anne's Catholic Primary School is compliant with the general norms for religious education laid down by the Bishops' Conference.
- Our Lady and St Anne's Catholic Primary School is fully compliant with all requirements of the diocesan Bishop.
- Our Lady and St Anne's Catholic Primary School has responded to the areas for further development which were identified during the last inspection.

What the school does well

- The pastoral care of pupils is exemplary and consequently, pupils know they are treasured.
- All staff have high aspirations for pupils and therefore pupils progress well in their learning.
- The Catholic charism of the school is celebrated in all aspects of school life.
- The diverse community that the school serves is highly valued and fully embraced.
- Pupils generously support members of the immediate and wider community who are most in need, and this is reflected in their spontaneous prayer.

What the school needs to improve

- Ensure that pupils fully understand that the charitable and supportive acts they undertake to help others are explicitly linked to Catholic social teaching.
- Ensure that authentic scripture is interrogated in lessons so that all pupils, including the most able, are challenged to reflect deeply and express a thorough understanding of religious concepts.
- Ensure that all pupils regularly evaluate celebrations of the word, so that they plan and lead with purpose and meaning.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

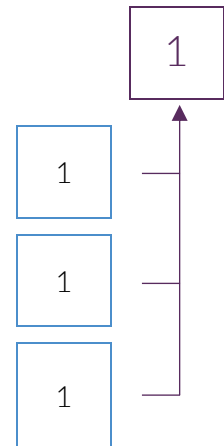
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are very proud to be part of the Our Lady and St Anne's Catholic Primary School community and are highly respectful of one another. They are eager to share their culture with others and to celebrate the diversity of their peers because they know that their uniqueness is valued. The school motto, 'Our light shines always,' is familiar and therefore pupils know that they are encouraged to flourish. They feel safe, which in turn gives them a sense of security and confidence. Pupils understand their responsibility to care for others and for our shared environment, though they do not explicitly connect this to Catholic social teaching. Pupils understand that following the teachings of Jesus helps them to grow in virtue and they therefore welcome opportunities to be leaders in Christ through groups such as Mini Vinnies, Faith in Action, and the Sign Language Club. Deep roots have been planted into the community and children speak proudly of their involvement with the local neighbourhood in activities such as supporting the foodbank and visiting residential homes. They are proud to represent the school and are outward looking. One pupil commented, 'Everyone is welcome and everyone is respected here.'

The pastoral needs of pupils are prioritised by all staff and therefore pupils thrive. Staff welcome opportunities to support parents and are witnesses of the Catholic character of the school. They sustain positive relationships with pupils, showing care, patience and understanding, and consequently, pupils enjoy school. Parents commented, the school has, 'a family feeling,' and there is a sense of belonging. Adults have ensured that all pupils understand that needs vary, and one pupil remarked, 'Equality is for everyone, but equity means that some children need more or something different.' Staff create an environment which celebrates the Catholic charism and ensures that Christ is at the heart of the school. At the same time, staff fully embrace the distinctive community they serve, cementing communal values and celebrating diversity. Staff are deeply committed to supporting the vulnerable and there is an embedded culture of welcome for all. Creating a culture of safety and love in school is at the forefront of all actions by

staff and has led to the designation of 'School of Sanctuary'. Staff actively maintain connections with the parish, with governors providing support for these links. Provision for relationships and sex education is rooted in the teachings of the Church and contributes positively to the formation of pupils.

Leaders have a clear vision for upholding the Catholic character of the school which is reflected in policies and protocols. Parents understand and embrace the school's mission and ethos because leaders invest time in developing supportive relationships with them. Parents trust leaders and are inspired by them. Leaders are deeply dedicated to fostering the spiritual growth of all pupils, with a strong focus on supporting those most in need. They create meaningful experiences that encourage children to contribute to the wider community and to strive for personal growth. Prioritising inclusivity, leaders provide opportunities beyond the classroom, including a visit to Rome for all Year 6 children. This ensures that pupils leave the school as well-rounded and socially responsible citizens with high aspirations. Leaders and governors ensure that gospel values are central to school, and they are ambitious for all learners so that pupils thrive now and in the future. They enthusiastically engage in diocesan initiatives and serve their community with energy and joy. Because leaders prioritise wellbeing, staff feel well-supported and valued. Staff speak highly of leaders and are driven to do more and be more in their professional development journey.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

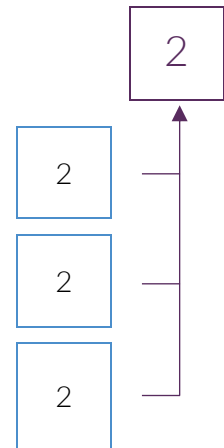
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils enjoy learning in religious education because lessons are interesting and varied. Appropriate to their age, pupils are able to consider religious commitment in life and can remember key knowledge. They are developing religious literacy, using appropriate vocabulary to express their opinions. They feel confident to ask questions which deepen their understanding. After looking at an image of Leonardo Da Vinci's *The Last Supper*, one Year 2 pupil asked, 'Is there a lady there? Why would there be a lady when Jesus only chose boys for his disciples?' Pupils behave well in lessons and therefore there is limited learning time lost. They report that they enjoy lessons, and they take pride in their work because they are motivated to improve and progress. Pupils display independence in their responses and respond to verbal feedback. Consequently, standards are in line with other subjects. Through careful prompting, pupils are able to recall prior learning and can discuss how faith informs the actions of believers. A focus on oracy ensures that pupils are able to articulate and explain their learning. However, written work does not always evidence deeper reflection on key concepts or the ability to make links between scripture passages. Teachers recognise the importance of religious education and provide varied opportunities for pupils to capture their learning. They plan interesting lessons which provoke discussion and help pupils to retain knowledge. Teachers use current assessments to plan lessons which are sequential and they provide feedback which is encouraging and motivating.

Staff implement the principles shared during professional development sessions successfully, and consequently, pupils make good progress from their starting points. Teachers skillfully adapt learning resources to ensure that all pupils keep up with the curriculum and they vary tasks so that pupils remain engaged. Pupils with additional needs achieve well because of the bespoke support they receive, and they contribute to lessons with understanding. Support staff are deployed effectively and consequently, they impact positively on learning. Whilst teachers ensure that scripture is featured in lessons, the use of paraphrasing is impacting on the ability of pupils to reflect deeply on meaning and to develop an authentic understanding of the story

of the people of God. Reflections on other sources are also limited and therefore there are missed opportunities for pupils to analyse and evaluate information.

Leaders have an accurate understanding of the quality of learning and teaching in religious education as a consequence of systematic monitoring processes. They act swiftly when they identify concerns and implement strategic actions which astutely focus on improvements. As a result, peer-to-peer support and professional development opportunities impact positively on learning. Leaders have identified that there has been some over-reliance on suggested tasks in the curriculum programme, which has resulted in missed learning opportunities in some lessons. As a result, they have implemented support which has ensured tasks relate more closely to the learning intention. Leaders have developed moderation activities to build staff's understanding of age-related expectations and as a consequence, teachers' assessments are increasingly accurate. The subject leader is inspirational and therefore staff feel well supported and guided. She works alongside staff to build their confidence and competence so that inconsistencies in teaching are addressed with sensitivity. She engages with diocesan training and initiatives to ensure that practices are in line with expectations, and she draws upon the community to enhance lessons. Governors regularly visit school to support monitoring procedures, and they are therefore well-placed to make informed decisions. They contribute to self-evaluation processes, offering objectivity and challenge to ensure good outcomes for pupils.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Prayer experiences are central to the day at Our Lady and St Anne's. A mixture of traditional and spontaneous prayers, in school as well as in the parish buildings of the Cathedral Church of St Mary and Our Lady of Lourdes Deaf Centre, ensure that pupils are able to celebrate their life experiences. Pupils welcome these opportunities and are reverent and respectful. The varied styles of prayer offered help pupils to remain engaged. This is particularly valued by pupils of other faith traditions who recognise that opportunities to worship allow for personal spiritual growth in their own faith tradition. One pupil commented, 'I find these times helpful because I can use this time to speak to my God. It is an opportunity for us to thrive in our own religion.' Because they experience a varied programme of prayer and liturgy, pupils have a deepening understanding of prayer as part of the Catholic tradition and in response to events in their own and others' lives. They are supported to plan celebrations of the word and undertake ministries with enthusiasm. However, some misconceptions about the liturgical year mean that celebrations do not always fully reflect the Church's seasons.

Parents recognise the valued contribution staff make in supporting the spiritual growth of pupils. One parent commented, 'Teachers are very good. They help my child to pray and they talk about God every day, so my child knows God is good.' Prayer is at the heart of school life and punctuates the rhythms of the day. Staff ensure that significant moments in the lives of pupils and the wider community are recognised during prayer and worship. They act as positive role models, using silence and quiet music to promote reflection. They facilitate links between worship and curriculum so that pupils participate more fully. Through relevant professional development, staff are developing the ability to support pupils to plan and lead well-constructed celebrations of the word. However, these are not systematically evaluated and therefore do not inform future planning. Enhancement of celebrations which reflect the centrality of scripture and rich tradition are emerging. Staff provide spaces across the school for spontaneous prayer and quiet reflection which are meaningful. They welcome families to join the prayer life of the school when possible and provide resources to support prayers at home.

Leaders have a clear strategy for developing the prayer life of the school and have prioritised staff development. They are inspiring role models in the way they generate a passion in all staff to create significant prayer opportunities for all. They seek the views of pupils to discern the impact of prayer and to plan improvements. The headteacher has a deep understanding of the context of the community the school serves, and consequently, she skillfully ensures that prayer and liturgy is accessible to all pupils, while at the same time, fully upholds the Catholic character of the school. She leads by example, preparing celebrations of the word that are engaging and meaningful. Because they prioritise the prayer life of the school, governors ensure that significant moments are marked through celebrations of the word and Mass. They support leaders to monitor the provision for prayer and liturgy and to ensure that evaluation leads to strategic action. They have consequently recently invested in staff training and resources to improve pupils' ability to plan and lead celebrations of the word with increasing independence, although this has not yet been embedded. They are a valuable link to the parish community and ensure that parishioners are involved in the prayer life of the school.

Information about the school

Full name of school	Our Lady & St. Anne's Catholic Primary School
School unique reference number (URN)	148273
School DfE Number (LAESTAB)	3913799
Full postal address of the school	Our Lady & St. Anne's Catholic Primary School, Summerhill Terrace, Newcastle-upon-Tyne, NE4 6EB
School phone number	01912325496
Headteacher	Samantha Henzell
Chair of governors	Hugh Stolliday
School Website	www.olsa.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Bewick Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	January 2018
Previous denominational inspection grade	2

The inspection team

Barbara Reilly-O'Donnell
Megan Clark

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement