

Inspection of a good school: St Anne's Catholic Primary School, Harlow Green

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

Inspection date: 5 May 2023

Outcome

St Anne's Catholic Primary School, Harlow Green continues to be a good school.

What is it like to attend this school?

Leaders, including those responsible for governance, at St Anne's Catholic Primary School have high aspirations for all the pupils who attend here. Leaders have developed a broad and well-planned curriculum that is closely linked to the local area, so that pupils reach their potential. The school's ethos, 'working together; in faith, learning and love', is part of daily life for pupils.

Pupils are proud to attend. They are enthusiastic about their learning and the friendships that they have. Learning is rarely interrupted by poor behaviour. Pupils say that bullying might happen here, but they are clear that adults are quick to help if problems arise. The relationships between pupils and staff are warm and caring. It is clear that staff in school know their pupils and families well.

Parents and carers, staff and pupils are overwhelmingly positive about school. They would happily recommend it as a place to learn and work. Parents described the school as a 'fantastic school with a close-knit family feel'.

What does the school do well and what does it need to do better?

The curriculum has been developed so that pupils build key knowledge and skills over time. Alongside this, leaders have prioritised links so that pupils have a better understanding of how learning is connected to the world they live in. The curriculum starts in early years so that children have the skills, knowledge and language they need for key stage 1.

Children make a prompt start in learning to read in early years. Pupils at the earliest stages of reading are eager to use the sounds they know to read words. This enjoyment of reading continues through the school. Pupil in key stage 2 talk enthusiastically about class novels and are clear about the types of books and authors they enjoy reading. Younger pupils can recall the sounds they have learned with speed and are well supported to develop the fluency of their reading.

In mathematics and geography, leaders have carefully planned the key knowledge and skills pupils need in order to be successful. Teachers have strong subject knowledge in these subjects. Pupils learn through activities that are well matched to the curriculum. This includes children in early years. Each lesson revisits previous learning so that pupils remember more over time. Pupils are able to talk about the different topics they have studied with increasing confidence.

Pupils with special educational needs and/or disabilities (SEND) have clear plans in place to ensure that they make progress. They benefit from the broad and balanced curriculum on offer through the careful use of support staff and other resources. Pupils with SEND are overseen by leaders who use a range of agencies and advice to support them. Some pupils with SEND do not attend school regularly enough to benefit from the skilful support available.

Attitudes towards learning are positive. On the yard, at breaktimes and lunchtimes, pupils play well together. When talking in small groups, pupils are respectful towards each other. Leaders are passionate about broadening pupils' horizons. Stakeholders, such as the local governing board, share these aspirations. The curriculum has links to local educational visits. Pupils talk enthusiastically about these opportunities, such as singing at a local concert hall.

Pupils enjoy a range of leadership opportunities. Being an anti-bullying ambassador, librarian or member of the school council is something they are proud of. With these roles, pupils have an emerging understanding of British values, such as democracy. Pupils can access a range of after-school clubs. Gymnastics, drama and gardening clubs are popular sessions. Personal, social and health education lessons help pupils understand what good relationships look like and how to deal with pressure from friends. Pupils talk about these topics with maturity and confidence. Pupils' understanding of faiths and other cultures is not as well developed.

Staff enjoy working here. Along with leaders and other stakeholders, they want the pupils to succeed. Staff have leaders who think carefully about the workload of the whole team.

Safeguarding

The arrangements for safeguarding are effective.

There is a robust approach to keeping pupils safe. Leaders are tenacious in securing the right support for vulnerable pupils. The school community, including governors, receives up-to-date training on safeguarding. Leaders responsible for safeguarding have reacted quickly to local issues, such as knife crime, to support staff and strengthen the culture of safeguarding. This includes work so that pupils understand these issues in an age-appropriate way. Pupils feel very safe at school and talk confidently about having adults who keep them safe.

Checks on adults who work with pupils and in school are rigorous.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils have a limited awareness of the faiths and cultures found in modern Britain. As a result, pupils are not fully supported in preparation for life beyond school. Leaders must develop and deepen pupils' knowledge and understanding of the faiths and cultures found in modern Britain.
- Some pupils with SEND do not attend school as regularly as their peers. As a result, these pupils are not making the progress they could. Leaders must continue to work with families of pupils with SEND to further improve their attendance.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school to be good in June 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 147135 |
| Local authority | Gateshead |
| Inspection number | 10268730 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 138 |
| Appropriate authority | Board of trustees |
| Chair of governing body | Paul Arrowsmith |
| Headteacher | Sonia Fraser |
| Website | www.stannesprimary.org |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school is a Catholic faith primary school. Its most recent section 48 inspection for schools of a religious character was in November 2018. The school is part of the Diocese of Hexham and Newcastle.
- Since the inspection of the predecessor school, the school has converted to become an academy school and joined Bishop Wilkinson Catholic Education Trust in June 2019.
- The school offers a breakfast and after-school club for pupils.
- The school uses one registered alternative education provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.

- Inspectors carried out deep dives in early reading, mathematics and geography. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and teaching assistants. They spoke to pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils reading aloud with a familiar adult.
- To inspect safeguarding, inspectors spoke to staff, pupils and a range of stakeholders, including governors. Safeguarding documentation was scrutinised, including the safeguarding policies and the single central record of recruitment checks. Inspectors spoke to pupils and observed relationships between pupils and adults. Inspectors also met with the designated safeguarding lead.
- Inspectors gathered the views of parents informally in person and formally through responses to Ofsted Parent View and the free-text comments. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through a pupil survey and through pupil meetings.
- Inspectors spoke with representatives from the local governing body, the trust, the diocese and the local authority.
- Inspectors observed pupils' behaviour in classes, at breakfast club and during breaks and at lunchtime.

Inspection team

Emily Stevens, lead inspector

His Majesty's Inspector

Olie Flitcroft

Ofsted Inspector

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