

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST. ANTHONY'S CATHOLIC PRIMARY SCHOOL
Barkly Road
Beeston
Leeds
LS11 7JS

School URN	108021
School DfE Number	383 3367
E-mail address	leonarls01@leedslearning.net
Chair of Governors	Mrs. C. Bradbury
Headteacher	Miss. L Leonard
RE Subject Leader	Miss. L Leonard
Date of Inspection	18 th – 19 th October 2010
Section 48 Inspector/s	Mrs. C Rothwell

INTRODUCTION

The Inspection of St Anthony's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows criteria set by the National Board of Advisers and Inspectors (2010).

The inspector observed eight Religious Education (RE) lessons across the key stages (KS), three circle/PSHE sessions and three Collective Worship. She held meetings with the headteacher, RE subject leader, Parish Priest, Governors, the school council and parents. She examined school documentation including the RE subject leader's file, planning and assessment files, monitoring and evaluation records, meeting minutes and questionnaire returns.

The inspector reviewed many aspects of the school's work, looking in detail at the following:

- The effectiveness of the monitoring and evaluation strategies in RE;
- The planning and provision for Collective Worship;
- The attainment of pupils in each key stage.

INFORMATION ABOUT THE SCHOOL

St Anthony's Catholic Primary is a one form entry school serving the parish of St Maximillian Kolbe (formed by the amalgamation of St Anthony's, Beeston and St Francis of Assisi, Holbeck). There are 206 pupils on roll of whom 70% are baptised Catholic. The school is very popular and repeatedly oversubscribed. 20% of pupils are eligible for free school meals in line with national average and in line with neighbouring schools. The proportion with learning difficulties and/or disabilities is 26.4% which is higher than average although there are no pupils in receipt of a statement. Those with special need enter the school with language and communication, behavioural, emotional and social difficulties. These needs, which form a barrier to learning, are met through the provision of structured programmes and support. 50% of children are working well below the average in relation to areas of learning when they enter the school but by the end of KS1 90% of pupils are in line with national average. At the end of KS2 pupils are usually at or above National average before the majority of them transfer to Mount St Mary's High School. The school takes from a wide range of backgrounds with 17.5% of them being new learners of English, the majority coming from Eastern Europe. There is a higher than average mobility of pupils in the school.

There are 8.8(fte) teachers, five of whom hold CCRS or equivalent and one teacher is part way through her training for this qualification. The headteacher has only been in post since the start of term and was previously the deputy head. The school has achieved many awards including the National and Advanced Healthy School awards, Inclusion Chartermark, Active Mark, the full International Schools Award, Investors in People, Investors in Pupils and are currently working towards Level 3 of the Stephen Lawrence award.

OVERALL EFFECTIVENESS

1

CAPACITY FOR SUSTAINED IMPROVEMENT

1

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

1

MAIN FINDINGS

At St Anthony's Catholic Primary School the outcomes for pupils, the provision for Catholic education, the effectiveness of leaders and managers and the school's capacity for sustained improvement are all outstanding. Morale is very high and belief in the school's success runs through all levels of staff, governors, pupils and their parents.

The whole community at St Anthony's Catholic Primary School lives out the Gospel in their everyday lives. It is distinctly Catholic in its nature encouraging pupils to deepen and sustain their personal faith in order to see and serve Christ within the wider community. Their Mission statement, which was reviewed in Autumn 2009, truly drives every aspect of school life creating a loving, caring ethos where everybody is valued and nurtured. Pupils' behaviour is excellent both in the classroom and around the school. Parents are supportive and speak very highly of the school referring to it as, *'An oasis in the community,' 'My children love school,'* and *'I don't think the school can do much more for our children'.*

The pursuit of excellence in Catholic education has built on previously good performance. Self-evaluation at all levels is grounded in rigorous and honest analysis. Thorough planning and teaching, the setting of challenging targets and regular review of the impact of its action clearly indicates that the school has a clear idea of its own strengths and the areas it wishes to develop further. The governors, headteacher and management team inspire the school community to work towards meeting an ambitious vision.

Liturgical and spiritual participation in the parish are vital in the Catholic life of the school. The parish community actively supports life in the school through a wide range of activities including an emotive intergenerational circle time where members of the parish shared special mementos and memories with pupils in turn encouraging pupils to do the same. This was a valuable time for all concerned.

What the school needs to do to improve further:

- Governors to continue their support of the school by being a 'critical friend' and challenging the performance when appropriate.
- Continue to monitor and evaluate the effectiveness of the new RE scheme of work, 'The Way, the Truth and the Life' through existing quality assurance procedures.
- Continue to maintain their outstanding performance within the school and wider community.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

The social, moral and spiritual development is a significant strength of the school and this is a direct result of the wholehearted dedication and commitment of each and every member of staff to the Mission of the school. Adults are excellent role models and enthusiastically share their own faith and values with the pupils in this supportive and caring school.

The teaching is at least good with the majority being outstanding which is evidenced in the pupils' learning. This is due to a stimulating approach, excellent use of ICT, differentiated and challenging questions and various approaches being used by pupils to record their work. Rigorous monitoring by the subject leader ensures that a consistent high standard is achieved throughout the school. Identification of next steps when marking accelerates pupils' learning and enables the pupils to assess their own progress. When pupils were discussing their work they demonstrated a mature understanding of the Catholic faith and their RE curriculum. They happily shared their levels of attainment and their future targets. Pupils enjoy RE demonstrating a high level of participation and a commitment to succeed. Their work is well presented both in their books and in attractive displays around the school, with the volume of work going that step further. RE permeates the curriculum and is 'key' to the success achieved in other subjects. The pupils are knowledgeable about other religions and have benefited from pupils within the school sharing their beliefs and customs as well as visiting other places of worship. They recall with enthusiasm previous topics they have covered in RE and demonstrate a good understanding of the Bible and how to access passages from the Old and New Testaments and interpret their relevance. Both pupils and staff find the new scheme of work both interesting and challenging.

The quality and progress of learning for pupils with particular learning needs and/or disabilities is outstanding. This is due to the intense and nurturing support programme that is in place and the clear differentiated activities and support in all RE lessons ensuring that pupils reach their potential.

From a starting point of well below national average on entry the pupils make good progress in RE during Foundation Stage and enter KS1 just below expected levels. Pupils progress in RE in KS1 and 2 is outstanding resulting in pupils leaving Year 6 attaining at least in line with expectations with the majority exceeding this.

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. Evangelisation is evident throughout the school as the number of families choosing the Catholic faith has significantly increased. In the last academic year fifteen pupils, two parents and one teacher became a Catholic. Already this year nine pupils have approached the headteacher for baptismal preparation. Numbers of pupils participating in the sacrament preparation for First Communion has increased over the last three years.

The Catholic life of the school is tangible and enhanced through the many activities and involvement locally, nationally and internationally. The school choir participates in the annual concert at Leeds Trinity University College and takes an active role in parish Masses for special occasions. Every KS2 class attends regular class masses in the parish each term plus whole school and Holy Day Masses. KS1 and FS classes visit the parish church for special events or links to class topics.

Respect and care of others is a strength of the school as is demonstrated by older pupils being buddies to younger pupils especially when going to Mass and church services. Pupils are encouraged to take care of their school and grounds both of which are immaculate. The pupils have a good rapport with the caretaker who gives far more than his job description. The school garden gives pupils the opportunity to plant seeds, tend them through their growth and enjoy the result. A bronze award for school gardens in the recent Leeds in Bloom competition recognized their hard work. Pupils are encouraged to take responsibility by being part of the Junior Neighbourhood Watch team, singing for the elderly at Easter and Christmas and maintaining racial harmony through achieving the Stephen Lawrence awards, helping the pupils to appreciate local needs as well as nationally. Year 6 has been particularly active in organizing events to raise money for Cafod and the Good Shepherd appeal. Food parcels are made up by pupils and their families and delivered locally to needy homes or the elderly.

Collective Worship at St Anthony's school is outstanding. The pupils are eager to share their experiences of Collective Worship contributing or planning both class worship and whole school Collective Worship and assemblies. During Collective Worship the pupils reflect quietly and spiritually on the theme of the worship in an appropriate setting. They demonstrate a deep understanding of and a responsive attitude to the readings and prayers singing beautifully often with meaningful actions. Dance and drama has improved the quality of collective worship and further increased pupil participation.

Pupils' comments include,

'When we act it we remember it better', 'I love writing my own prayers' and 'At this school we talk about God and Jesus all the time and it's in our lives all the time. It's great'.

PROVISION

How effective the provision is for Catholic education

1

No teaching observed was less than good with the majority of teaching being outstanding. All staff have excellent subject knowledge enhanced by continuing professional development focusing on RE. The use of ICT and extensive, quality resources, support the range of approaches which inspire and stimulate learners constantly improving teaching. Staff share the learning objective, success criteria and have high expectations whilst modeling outstanding relationships. Pupils are consistently attentive and eagerly participate in lessons. Activities are differentiated enabling all pupils to extend their understanding and attainment. The more able pupils rise to the challenging tasks and produce mature responses in written and oral form. A consistent, positive approach to marking ensures pupils are valued and next step targets known. The use of 'I can' statements alongside the new RE scheme allows pupils to receive regular targeted feedback. Classroom assistants are highly skilled and capably support the teaching of RE.

The outstanding assessment procedures which are embedded ensure that progress is at least good and for the majority of pupils is outstanding. Their attainment is leveled in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2). Standards of attainment are at least good in all strands of each attainment target. The use of RE assessment books show progress in RE across the school and for each pupil. The monitoring of teaching indicates high level intervention of teachers and support staff in meeting the needs of individual pupils in RE lessons. Regular moderation of work ensures there is consistency in the levels awarded. Parents are informed and appreciate the annual progress report and the half termly information they are given which enables them to support their children throughout the year.

Pupils' spiritual, moral and cultural understanding is outstanding. The weekly ethos statement is taught to a high standard both in the classroom and through stimulating assemblies. RE is a core subject and the school exceeds the designated 10% of curriculum time. The introduction of the new scheme, the Way the Truth and Life, includes the teaching of other world faiths and is supportive of the teaching and understanding of the Catholic faith. The SEAL/ PSHE/ Circle time programme nurtures all pupils ensuring pupils are confident in themselves and with others. This is consolidated by the staff's high expectations of attitude and behaviour with a strong ethos of belief in oneself. Pupils are encouraged to make the best of their skills and talents given by God.

The quality of Collective Worship provided by the school is outstanding. It is central to the life at St Anthony's school with a prayer focal area in each classroom. Staff and pupils pray together plus services are well attended by parents, relatives and parishioners. This was evident when families were streaming in to the harvest festival service. The planning of collective worship linked to the liturgical calendar is effective and varied in approach whilst maintaining the spiritual message. Collective Worship is interactive and time is given to share the peace of God, to give time for reflection and to give pupils an opportunity to consolidate their understanding. St Anthony's school is truly inclusive where no pupil, regardless of faith is withdrawn from Collective Worship.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

Leadership at St Anthony's has a clear vision and is deeply committed to the Church's mission in education and is outstanding in its effectiveness at all levels. The Governing Body has the expertise to meet the school's needs and is influential in determining the direction of the Catholic life of the school. Their relationships with staff are supportive and they now need to show not only their pride in being associated with St Anthony's but a critical friend approach when appropriate to bring about further improvements. Governors' links with a year group as they go through the school shows a commitment to their involvement and the desire to further improve the school family. The Governors operate an effective recruitment and selection policy and monitor the continuing professional development of staff. The school is blessed with stable, dedicated and committed staff who give a great deal to the school and the wider community.

The headteacher is innovative, inspirational, dynamic and supportive of staff and pupils alike. As deputy head and now as headteacher she has been instrumental in leading and promoting a collaborative working environment resulting in continual improvement in pupils' attainment and progress. Morale is very high and members of the community are eager to be part of the school life whether it is a sleep over or a walk in the park. Leadership of RE is outstanding and the subject leader maintains rigorous systems for monitoring and evaluating, for challenging and supporting, for ensuring that responsibilities are being met. She has facilitated the introduction of the new RE scheme through in-service opportunities, direct guidance and regular discussion and has ensured that all staff are equipped with the required planning, resources and assessment materials. The attractive displays provide a clear indication of the various topics being covered by the classes throughout the school.

Governors and the leadership team share a clear vision of how the school might improve further, setting out their aims in a comprehensive development plan. Leaders and

managers conduct a range of systematic monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and weaknesses.

The school participates fully and actively in developing and implementing a variety of partnership activities which make an excellent contribution to pupils' achievement and well-being. The school actively promotes pupils' initiative in learning about and supporting charities at local, national and global levels and the response is repeatedly generous.

St Anthony's Catholic Primary School is outstanding in every way. The respect, love and care that are present extend not only throughout the school but to the parish community and it is truly a beacon of excellence for the Beeston area.

INSPECTION JUDGEMENTS SUMMARY

	Grade ¹
Overall effectiveness – How effective the school is in providing Catholic education.	1
The school's capacity for sustained improvement	1
How good outcomes are for individuals and groups of pupils, taking particular account of variations between different groups	1
<ul style="list-style-type: none"> • How well pupils achieve and enjoy their learning in Religious Education <i>Taking into account:</i> <ul style="list-style-type: none"> ❖ the quality of pupils' learning and their progress ❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress ❖ pupils' attainment in Religious Education 	1
	1
	1
	2
<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic life of the school 	1
<ul style="list-style-type: none"> • How well pupils respond to and participate in the school's collective worship 	1
How effective the provision is for Catholic education	1
<ul style="list-style-type: none"> • The quality of teaching in Religious Education 	1
<ul style="list-style-type: none"> • The use of assessment to support learning in Religious Education 	1
<ul style="list-style-type: none"> • The extent to which the Religious Education curriculum meets pupils' needs 	1
<ul style="list-style-type: none"> • The quality of collective worship provided by the school 	1
How effective leaders and managers are in developing the Catholic life of the School	1
<ul style="list-style-type: none"> • How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> • How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> • The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met 	2
<ul style="list-style-type: none"> • How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being 	1
<ul style="list-style-type: none"> • How effectively leaders and managers promote Community Cohesion 	1

¹ Grade 1: Outstanding/Excellent in all or most respects; Grade 2: Very Good/Good overall; may have some excellent features or some which are only satisfactory; Grade 3: Satisfactory; may have some good or some less than satisfactory features; Grade 4: Inadequate