

Catholic Schools Inspectorate inspection report for St Anthony's Catholic Primary School

URN: 147982

Carried out on behalf of the Right Rev. Marcus Stock, Bishop of Leeds on:

Date: 8-9 February 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The sense of community at St Anthony's is extremely strong. The culture of welcome and the positive and joyful relationships at all levels ensure that everyone feels 'part of the family'.
- The pastoral care for pupils, particularly the most vulnerable, is excellent.
- Staff are exemplary role models. They consistently bear witness to the school's Catholic Life and Mission, and form excellent relationships with each other, the pupils they care for, and their families. During prayer and liturgy all adults join in with reverence and enthusiasm inspiring pupils to follow their example.
- Prayer and liturgy are central to daily life at St Anthony's. Pupils appreciate the richness of tradition, they sing joyfully, and participate with reverence.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

- Pupils enjoy religious education lessons, they engage very well, and behaviour for learning is very good.

What the school needs to improve:

- Improve the cycle of evaluation in all three main areas, to ensure it leads to well targeted and planned improvements.
- Further develop the skills of relevant staff to help pupils plan and lead prayer and liturgy which deepens spirituality.
- Develop systems of assessment in religious education which will allow pupils to know how well they are doing and how to improve further.

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:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2



Pupils understand the distinctive nature of St Anthony's Catholic school. Pupils and families talk positively about the school and express the benefits of attending the school with passion and appreciation. Pupils feel safe and valued and talk about following Jesus' example in their treatment of others. The pupils are aware of those in need and the school raises funds for various charities, helping pupils to think about local, national and global need. Some fundraising efforts are whole school such as the Good Shepherd and CAFOD, others are class based and driven by pupil voice. The Mini-Vinnie group is extremely enthusiastic. Their members often launch fundraising events, for example raising awareness about the conflict in Ukraine. However, the group has not yet been developed sufficiently to ensure the distinctive origins of the Mini-Vinnies and the adult St Vincent de Paul Society are made explicit to the pupils. They cannot articulate clearly the theology behind social justice in a manner appropriate to their age and ability.

Staff are strongly committed to the mission of the school; they are exemplary in the way they participate and contribute to its life and mission. The school mission statement, whilst regularly revised and lived out by the community, is not rooted in scripture. The sense of community is excellent - everyone speaks about the 'St Anthony's family', how they are 'drawn in', and made to feel extremely welcome. The school environment is good - it is obvious that St Anthony's is a Catholic school. Pupils and staff are provided with many and varied opportunities to pray and deepen spiritual understanding, resulting in pupils, families and staff growing in faith together. Chaplaincy is well planned, the development of the whole person is the shared vision throughout the school and given a high priority when organizing the life of the school. Chaplaincy is well supported by the highly regarded parish priest who is very active in school. The relationships, sex and health education (RSHE) curriculum has recently been revised. It complies with statutory and

diocesan requirements. *'Journey in Love'* is taught during the summer term, in seven distinct year groups to enable full coverage and careful progress. At the time of inspection RSHE was not being taught and no recorded work was available to inspectors. Pupil discussions and discussion with leaders satisfied inspectors that provision is adequate. However, this area is not judged as outstanding because evidence of provision to that effect is lacking and pupils' recall of their learning lacks confidence.

Leaders and governors are determined when exercising their duties. They work in partnership with the diocese and value links with the wider Blessed Christopher Wharton Catholic Academy Trust (BWCAT). Parish links are outstanding. Joint events with the sister school within the parish are frequent and valued. The school supports sacramental preparation and family catechesis is evident. Parents appreciate how this is organised and feel the needs of families are considered. The school is highly effective at engaging with parents. All parents, whatever faith background, feel valued and are pleased to attend events held in the parish church or at the school. Parents understand and strongly support the school's mission. They speak very highly of all staff. Parents say that their child and, in some cases, wider family life has benefited as a result of the nurturing, spiritual environment provided by St Anthony's school. Parents described how their child has 'grown in confidence', how they 'bring home the faith' and 'show real enjoyment of everything the school provides'. Pupils, staff and families have benefitted from the provision of a therapeutic social worker. The pupil 'RE Council' is involved in evaluating the life of the school. Pupils within this group have a voice and represent their peers through the RE suggestion boxes in each classroom. However, the impact of this group is not explicitly evident. Governors are ambitious for the school and supportive of its aims. However, self-evaluation procedures are not sufficiently rigorous and lack self-challenge. On occasion, actions are not well-targeted and do not bring about improvement that would result in outstanding outcomes.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2

Pupil outcomes in religious education are good, and progress over time is visible in books and through pupil discussion. Data-tracking shows attainment at age-related expectations is in line with other core areas of the curriculum for all year groups. Pupils clearly enjoy learning in religious education and talk about their learning positively. Pupils of all ages are secure in using subject-specific language. Pupils know more and remember more, as a result of learning that is rooted in the *Religious Education Directory*. Work in pupils' books is of a good standard - pupils work with pride and interest on a variety of tasks. Observation of artwork in response to a lesson about the Good News, was outstanding. Key Stage 1 pupils worked with care, producing pictures of the highest standards, with a great degree of independence and resilience. Pupils are visibly proud of their achievements. Early years foundation stage pupils listen with interest - pupils were captivated as a parable was revealed through Godly Play. The atmosphere of awe and wonder allowed pupils to listen with sustained concentration, answering questions that relate to their everyday lives in a meaningful way. At the time of inspection Key Stage 2 pupils were learning about Judaism, building on prior knowledge from previous years. Behaviour for learning is very good and pupils listen attentively. When teaching is at its best, pupils are given the opportunity to relate their learning to prior topics and the wider curriculum. However, systems for pupils to self-assess are under-developed. Pupils find it difficult to fully articulate how well they are doing in religious education and what they need to do to improve further.

Leaders invest in staff training – as a result teachers have good subject knowledge in religious education, and lessons are often taught in a creative manner. All lessons observed were good or better. When outstanding, teacher's questioning is very effective and lessons move at a good pace. Occasionally long periods of teacher talk lead to pupils appearing passive, with support staff being underused. In the best lessons, support staff are active throughout, reinforcing the teacher's

questioning and the subject knowledge being taught. Teachers have high expectations of the pupils; they celebrate pupils' efforts in a variety of ways, particularly through high quality verbal praise. This leads to elevated levels of motivation and visible pride in pupils for themselves and their peers.

Leaders and Governors are determined to provide quality religious education, this is evidenced by the BWCAT reviews, governor monitoring visits and parish priest input into relevant lessons. St Anthony's curriculum design ensures that 10% of time is devoted to religious education. The religious education leader attends diocesan cluster meetings to ensure standards at St Anthony's compare well with local catholic schools. A number of staff meetings throughout the year are dedicated to religious education and all staff have attended Creative RE days provided by the diocese. St Anthony's is arranged into five mixed age classes. Staff have developed mixed age planning to ensure the needs of all pupils are met. The two year rolling plan has been implemented to ensure full coverage of The Way, The Truth and The Life for all year groups.

Collective worship

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

Collective worship key judgement grade:.....

2

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

Prayer and liturgy are central to the daily life of St Anthony's. Pupils join in community prayer willingly and sing hymns joyfully. The quality of singing during whole school and class worship is high, showing the excellent impact of the diocesan singing programme and effective modelling by staff during weekly whole school hymn practices. Pupils understand the liturgical year. The youngest pupils talk about 'the blessing of the advent wreath' and taking home the nativity 'to pray with my family'. Well established routines enable pupils to plan and lead worship. There are a clear set of 'faith practices' that show progression throughout the primary age range. Pupils are reverent in whole school and class-based worship. They know many traditional prayers, including how to greet the Gospel. There is an atmosphere of calm during worship, allowing pupils to pray silently or aloud, using their own words or communal prayers. There are not enough opportunities at prayer time for pupils to offer spontaneous and thoughtful responses.

St Anthony's policy on prayer and liturgy is fit for purpose. However, it has yet to be reviewed and amended to ensure it becomes a useful reference point to aid the preparation of prayer and liturgy for staff and pupils. The provision for collective worship is good. St Anthony's school has an effective timetable for daily and weekly prayers, which the children respond well to and enjoy. The diocesan scheme, 'Virtues to Live By', is used as the main focus of the head teacher led worship at the start of each week. Pupils are asked to reflect on how they can live out the virtues in daily life. Pupils' thoughts and responses to the weekly mission are displayed in floor books. Whole school worship is usually adult led, all staff present are excellent role models and join in the worship wholeheartedly. On occasions, groups such as the RE Council or Mini-Vinnies will deliver aspects of the service such as welcoming prayers, reading of the scripture or sharing the mission. During an observed pupil led worship, which was classroom based, Key Stage 2 pupils gave examples of how faith can improve their lives: 'We can look to Jesus when times are hard', 'We have to remember

everyone is equal'. Staff have had training on collective worship and Godly Play and feel well supported by senior leaders, knowing they can ask for advice.

St Anthony's school calendar of liturgical events follows the key seasons of the church's year. Where possible holy days of obligation and St Anthony's feast day are celebrated with a Mass. Masses take place in school and the parish church, with the school providing transport for pupils to the parish church. The Sacrament of Reconciliation is available to pupils at key times in the year. Parents are welcome to attend Mass or services in the school hall or parish church. Many of them enjoy these events and feel privileged to have their child at St Anthony's school. Leaders and governors regularly review the quality of prayer and liturgy, observing collective worship and seeking the views of pupils. However, at present these reviews are not rigorous enough to move the school to outstanding.

Information about the school

Full name of school	St Anthony's Catholic Primary School, a voluntary academy
School unique reference number (URN)	147982
Full postal address of the school	High Busy Lane, Shipley, BD18 1HD
School phone number	01274592738
Name of head teacher or principal	Ashley Wilkinson
Chair of governing board	Nick Connor
School Website	www.stanthonysshipleyschool.co.uk
Multi-academy trust or company (if applicable)	Blessed Christopher Wharton Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4 - 11
Trustees	Leeds Diocese
Gender of pupils	Mixed
Date of last denominational inspection	26 November 2015
Previous denominational inspection grade	Good

The inspection team

Diane Todd	Lead inspector
Alan Dewhurst	Team inspector
John Hutchinson	Shadow
Name of inspector	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

