

St Anthony's Roman Catholic Primary School

Inspection report

Unique reference number	101654
Local authority	Bromley
Inspection number	376609
Inspection dates	23–24 February 2012
Lead inspector	Margaret Coussins

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	John Egan
Headteacher	Lorna White
Date of previous school inspection	8–9 October 2008
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Age group	4–11
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Introduction

Inspection team

Margaret Coussins

Additional inspector

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Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 17 lessons and seven teachers as well as spending shorter sessions in classes, hearing children read and looking at their work. Meetings were held with the headteacher, other staff with leadership responsibilities, parents and carers, members of the governing body and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation including the school's self-evaluation, the school improvement plan, pupils' progress records and the safeguarding procedures. Questionnaires from 58 parents and carers were received and analysed along with those from staff and pupils.

Information about the school

St Anthony's is smaller than the average size primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those who have special educational needs is above average. Their needs relate mainly to behavioural, emotional and social difficulties and specific learning difficulties. Approximately 20% of pupils are from White British backgrounds. The remaining 80% of pupils come from a wide range of minority ethnic groups; of these, the largest group is of Black African heritage. The proportion of pupils who speak English as an additional language is above average. Provision is made for the Early Years Foundation Stage in a Reception class. The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

In the years following the last inspection in October 2008 there was significant turbulence in the school and the school roll decreased considerably. Since then staffing has undergone significant change and the substantive headteacher was appointed in 2010 after a period as acting headteacher.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- St Anthony's is a satisfactory school. It is an improving school that has recovered from the decline in its performance since the last inspection. In order to become a good school further improvement is required in teaching, the curriculum and some aspects of leadership and management in order to secure good outcomes for pupils.
- Pupils' achievement, including that for disabled pupils and those who have special educational needs is satisfactory. Pupils make satisfactory progress from their starting points and attainment is steadily improving. By the end of Year 6, attainment in English is broadly average and attainment in mathematics is below average but the gap is narrowing.
- Some teaching is good but further improvement remains a focus to enliven learning, motivate and inspire pupils and raise their achievement. Sometimes tasks are not clearly matched to the learning intentions and pupils are not always clear about the purpose of their learning. There are some good examples of marking and feedback that give clear information about how to improve, but this is inconsistent across the classes and more effective in English than in mathematics.
- The school provides a safe, secure environment for learning and pupils' attitudes to learning are increasingly positive as reflected in improved attendance rates. Behaviour is satisfactory.
- Leaders have taken firm and effective action to eradicate all inadequate teaching and improve the performance. The school has correctly identified the need to increase capacity by developing the role of subject leaders. The curriculum has the required breadth and balance but does not always provide pupils with creative and exciting opportunities to engage them more effectively in their learning and to use and develop their mathematical skills in a range of subjects.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Increase the proportion of good or better teaching by September 2012 by:
 - ensuring consistency in marking and feedback so pupils know how to improve, particularly in mathematics
 - making sure that tasks are clearly matched to learning intentions in all lessons and pupils are very clear about the purpose of their learning
 - ensure that lessons consistently motivate and inspire pupils as learners to promote better outcomes.
- Ensure the curriculum meets pupils' interests more effectively by:
 - planning more exciting, creative learning opportunities to engage pupils and enliven their learning
 - providing more opportunities for pupils to use and develop their mathematical skills across a range of subjects.
- Increase leadership capacity by developing the role of subject leaders in monitoring and evaluating the quality of learning in their subjects.

Main report

Achievement of pupils

After the last inspection standards dipped and were significantly below average by the time pupils left school at the end of Year 6. For the past two years, attainment has been steadily improving in English and mathematics. The achievement of all groups, including disabled pupils and those who have special educational needs and those who are learning to speak English as an additional language, is satisfactory. Most responses to the parents' and carers' questionnaire were positive about the progress made by their children. Inspectors found that although some pupils are making good and accelerated progress, overall, progress is satisfactory. English is stronger than mathematics as a result of the school's focus on the subject after weaknesses were identified from accurate monitoring and self-evaluation. Opportunities to link learning across a range of subjects have been more effective in developing literacy across the curriculum than mathematics. However, pupils' work and the school's records show that progress in mathematics is satisfactory and improving especially in basic skills.

Children start school with knowledge and skills that are below the expectations for their age and often much lower in communication, language and literacy and number skills. They make satisfactory progress in the Early Years Foundation Stage but attainment is nevertheless below average by the time they start in Year 1. Children are given good opportunities to apply their early writing skills and enjoy writing for different reasons, for example recipes for a party and lists of 'things not to do', both inspired by the book 'The Grunt and the Grouch'. They understand that they can

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express their ideas through writing and can form simple sentences and understand the use of capital letters and full stops.

Pupils enjoy rewriting favourite traditional stories. In Year 1 they can identify the beginning, middle and end of stories with sentences and correct use of punctuation. In Years 3 and 4 their skills have developed and their retelling makes good use of adverbs, adjectives and connectives to enhance their writing. Convincing persuasive writing observed in Year 6 demonstrates pupils' ability to use conditional sentences, paragraphs and logical connectives, for example when arguing a case for and against wearing school uniform.

Pupils enjoy mathematics challenges and investigations. In Year 1 they worked well together to decide which objects were lighter or heavier and then tested out their predictions using scales. Pupils' books show that in Year 2 they can use a range of ways to record additions of tens and units and by Year 6 they have a satisfactory grasp on mathematical vocabulary, for example when constructing graphs to plot co-ordinates from a range of data.

Attainment in reading by the end of Year 2 and Year 6 is average. By the end of Year 2, more able, fluent readers are clearly reading to make sense as well as using phonic knowledge (linking sounds and letters) to sound out unfamiliar words. Some readers need to be reminded that they do not need to sound out a word if they already know it. By the end of Year 6 pupils read with confidence and enjoyment and are developing comprehension skills through well-planned guided reading sessions. Reading and writing skills are used well across the curriculum. In a science lesson, pupils were able to use their writing skills to record a clear, coherent account and evaluation of an experiment separating various substances. There are fewer opportunities for pupils to use and apply their mathematical skills in other subjects and this restricts pupils' progress.

Quality of teaching

Almost all parents and carers are positive about teaching and most feel that the school meets their children's particular needs. Pupils feel that they learn a lot and that they are helped to improve their work. Inspectors found that some teaching is good but the quality of teaching is satisfactory overall. This is because sometimes tasks are not clearly matched to the learning intentions and pupils are not always clear about the purpose of their learning. For example, pupils were adding 'ed' or 'ing' to words but were not clear that they were learning this in order to write in the past tense. Occasionally teaching does not successfully motivate or inspire pupils. As a result, some become distracted and not fully engaged in learning and do not make the progress of which they are capable. This is an example of the planned curriculum, which is satisfactory overall, not fully meeting children's needs. Pupils' spiritual, moral, social and cultural development is promoted effectively through the curriculum, for example in personal, social and health education lessons and through teaching, especially when pupils have opportunities to collaborate through working together. This was demonstrated to good effect when pupils worked in pairs using a

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'robot car' to construct a rectangle and when sharing ideas for opening sentences for writing.

Teaching assistants often provide effective, well-targeted support for the groups and individuals they work with and ensure that disabled pupils and those who have special educational needs make similar progress to others. A small group working with a teaching assistant in a mathematics lesson to learn about median, mode and range said how they enjoyed learning because they were encouraged to work things out for themselves. Another group of three boys, predicting what might happen next in a story said they enjoyed writing because they had lots of ideas and the teaching assistant 'helps us sort out our thoughts and helps us write them down'. Teachers have good questioning skills and promote pupils' speaking and listening skills well through good use of 'talk partners', giving pupils opportunities to share their thinking and ideas.

Marking and feedback are regular and often give pupils clear pointers on how to improve their work, particularly in writing but less so in mathematics. In the Early Years Foundation Stage there is a satisfactory balance of activities that are directed by adults and those where children can make their own choices. There is a good focus on children's early reading, writing and number skills. Phonics teaching is skilled and lively.

Behaviour and safety of pupils

Although examples of good behaviour were observed during the inspection it is clear from a range of evidence that it has been no better than satisfactory over time. Almost all parents and carers say that the school keeps their children safe and the large majority of pupils agree. Although most parents and carers feel that behaviour is good, many pupils in their questionnaires did not agree and said behaviour was only good sometimes. Discussions with several groups of pupils revealed that they were referring to the small number of pupils who have specific behavioural needs and they were much more positive about the behaviour of most pupils who, they said, 'know how to behave because we know what teachers expect and we understand the Golden Rules'. A group of older pupils agreed with one who said, 'Behaviour is much better now than it used to be and the school is a happier place to be.' This view is supported by school records that show a dramatic reduction in behaviour incidents and exclusions over the past two years and is reflected in attendance, which although just below average has shown a marked improvement. Several parents and carers commented on how behaviour has improved and one wrote, 'As a parent of an older child, I can see so much difference.' There are clear behaviour management procedures and teachers effectively manage the very challenging behaviour of a small number of pupils who try very hard and usually respond well so that only very occasionally are lessons disrupted. Discussions with pupils indicate that they understand what constitutes bullying in all its forms including cyber-bullying and prejudice-based bullying. The majority of pupils are confident that teachers deal quickly and fairly with any incidents that occur.

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Leadership and management

The headteacher sets clear direction for the school's improvement. Accurate self-evaluation informs priorities for development and effective action is taken. The headteacher and the governing body have correctly identified the need to develop subject leaders' roles in monitoring and evaluating the quality of learning in their subjects to increase leadership capacity. Improving outcomes for pupils in their achievement, behaviour and attendance demonstrate a satisfactory capacity for further improvement. Teachers are reflective and keen to improve their practice. Training in drama techniques and the 'Big Write' approach to writing has had a positive impact on teachers' practice in teaching writing and promoting pupils' enjoyment of writing. There is a shared drive to tailor the provision to best meet the needs of all pupils. As a consequence there is an inclusive ethos, equality of opportunity is promoted well and the school ensures that pupils learn in a safe, secure and supportive environment without fear of discrimination. Arrangements for safeguarding meet all statutory requirements. The very large majority of parents and carers rightly feel that the school takes good care of their children. The curriculum generally meets the needs of pupils and there is an appropriate focus on the development of literacy and numeracy skills as well as the promotion of spiritual, moral, social and cultural development. However, curriculum planning does not provide sufficient creative learning opportunities to best meet the interests of pupils and enliven their learning or promote the application of mathematical skills in a range of subjects. Parents and carers are encouraged to be involved in the life of the school and are provided with regular communication on their children's progress and school events. One parent summed up the views of several with the comment, 'As a parent, I am well informed about my child's academic achievement and any other school activity. I must commend the headteacher and all her staff for all the effort they put towards improving the prospects and lives of the children under their care. I believe this school is heading in the right direction.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 February 2012

Dear Pupils

Inspection of St Anthony's Roman Catholic Primary School, London SE20 8ES

Thank you for making us welcome when we visited your school. We enjoyed meeting you, reading your questionnaires and hearing what you had to say about your work. We appreciated the way you helped us find out about your school. St Anthony's is a satisfactory school, which means that some things are good and some things need to be better.

These are some of the things that stood out about St Anthony's.

- Your headteacher and other leaders are working to improve your school.
- You have done very well to improve your English, particularly your writing, well done for this.
- You have improved your attendance – keep this up and come to school every day so that you do not miss out on important learning.
- We know that some of you are concerned about behaviour in your school; we think it is satisfactory overall and are confident that everyone in the school keeps you safe.

We have asked your school to do the following things to improve.

- Provide you with more exciting, creative learning opportunities that interest and inspire you to learn as well as you can and make sure you have opportunities to use your mathematical skills across a range of subjects.
- Make sure that all your lessons are taught as well as the best ones we saw by making sure that activities are a good match for what you are learning in the lesson. We want teachers to make sure you are clear about what you are learning and why and let you know how you can improve your work, especially in mathematics.
- Ensure that teachers who have special responsibilities in the school help your headteacher to make the school better than it is now.

You can help by always trying hard and doing your best.

Yours sincerely

Margaret Coussins
Lead inspector

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