

St Anthony's Catholic Primary School

Inspection report

Unique Reference Number	137403
Local Authority	Hampshire
Inspection number	386088
Inspection dates	21–22 November 2011
Reporting inspector	John Anthony

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Paul Datson
Headteacher	Marjorie Dean
Date of previous school inspection	11–12 February 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons taught by eight teachers. They held meetings with representatives of the governing body, staff and groups of pupils, and met informally with parents and carers. They observed the school's work, and looked at strategic and curriculum planning, records of pupils' progress, school documentation and monitoring records of teaching and learning. Inspectors analysed 111 parents' and carers' questionnaire returns, as well as 25 from staff and 61 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which teaching helps to accelerate pupils' learning.
- Whether pupils progress at the same rate in mathematics as they do in English.
- How well the provision meets the needs of all pupils in mathematics.
- The extent to which pupils contribute to the community and how well they are prepared for the future.

Information about the school

St Anthony's is an academy school within The Catholic Academy Trust of South Hampshire. It is smaller than the average primary school. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion from minority ethnic heritages. Almost all pupils are White, mostly of British origin. Very few pupils speak English as an additional language and hardly any are known to be eligible for free school meals. An above-average proportion of pupils join or leave the school other than at the expected times of admission or transfer. The school has Early Years Foundation Stage provision in its Reception class, and a pre-school has been incorporated as a Nursery. These different elements are managed separately. The school also runs a breakfast club and an after-school club. It has been awarded Healthy School status and holds an Activemark for sport.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This continues to be a good school, as it was at its previous inspection, with several aspects of its work having improved. As a result, outcomes for pupils are now outstanding. The previous inspection report identified the need for teachers to generate more pace in their lessons so that pupils' learning moved on more quickly. It also called for better supervision of pupils' behaviour during breaks and the lunchtime period. The headteacher and her staff have improved the quality of teaching so that pupils make better progress, and governors have increased the size of the playground. This has helped to resolve the issue of overcrowding in the playground which had made the management of behaviour during breaks and the lunch period more difficult. Behaviour is now good throughout the school, both in lessons and during outside play, and pupils feel very safe. They get on extremely well together and their spiritual, moral, social and cultural development is outstanding.

Lessons are well prepared and teachers make effective use of assessment data in their planning. However, its use is not yet fully consistent in supporting learning, particularly in mathematics. Teachers' marking is frequently clear and offers pupils good guidance about improving their work. However, it is not always responded to by pupils. The school delivers a rich and varied curriculum which provides many creative opportunities for pupils to flourish. It enthuses them with the desire to learn, but opportunities for pupils to practise numerical problem-solving skills across the curriculum are limited, and occasionally the work set in mathematics is not challenging enough for some pupils. As a result, pupils' achievement in mathematics is not as high as it is in English.

The effectiveness of the school's promotion of equality is outstanding, and pupils with special educational needs and/or disabilities make excellent progress as a result. Because pupils concentrate well in lessons, take an interest in what they are learning and work hard, they make good progress. Consequently, their attainment at the end of Key Stage 2 is high, and their achievement is outstanding. Children make good progress in The Early Years Foundation Stage. They are happy and well looked after, leaving them well prepared for entry to Key Stage 1. The quality of care, guidance and support throughout the school is outstanding and helps pupils to feel safe and secure.

Pupils make an outstanding contribution to the school community. Because of their outstanding achievement, their many social and practical skills, their high attendance

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levels and thoughtful and mature development, pupils are exceptionally well prepared for their future lives.

Leaders embed ambition and drive improvement well. They are supported by a highly experienced and well-qualified governing body which provide an outstanding contribution to developing the school's strategic vision, guiding direction and setting the agenda for improvement. The success of leaders in bringing about improvements since the previous inspection and exceptional governance indicate that it has good capacity to continue to improve.

What does the school need to do to improve further?

- Improve the quality of pupils' learning in lessons by:
 - systematically checking pupils' understanding of the intended learning outcomes throughout lessons
 - following up marking guidance to ensure that pupils respond appropriately to teachers' directions.

- Improve achievement in mathematics so that it more consistently matches that in English by:
 - providing more focus on numerical problem solving in all areas of the curriculum
 - providing consistent levels of challenge to pupils at all levels.

Outcomes for individuals and groups of pupils

1

Children enter the school with skill levels that are above expectations for their age and they make good progress in their learning. Pupils with special educational needs and/or disabilities make excellent progress because the guidance and support they receive is of very high quality and tailored to meet their specific needs. The attainment of pupils at the end of Key Stage 1 in reading, writing and English has been consistently high for the past three years. Attainment is also high at the end of Key Stage 2, although pupils' performance is consistently higher in English than in mathematics. All groups, including those who join and leave the school at other than the usual times, make at least good progress. This is because pupils are highly motivated to learn, as demonstrated in lessons through their attentiveness, their ability to work independently, and the extent to which they share their learning with their classmates through good teamwork. Pupils' high attainment together with their good progress means that their achievement is outstanding.

Pupils say that they feel extremely safe, and their parents and carers agree. They take part in a good range of sporting opportunities and understand the principles of following a healthy diet; as one pupil said, 'If you don't use up all that energy it turns

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into fat the next day.’ Their good awareness in this area is reflected in the awards of Healthy School status and the Activemark for sport. Pupils make an excellent contribution to their school and wider communities through taking responsibility, for example, by being ‘solution seekers’ to mediate between pupils who might fall out with each other. While pupils’ behaviour is unfailingly considerate and courteous, and in many instances exemplary, pupils frequently get carried away by enthusiasm in lessons, and do not always settle quickly enough to follow the instructions of teachers. Their overall behaviour is therefore good rather than outstanding. Although immersed in the spirituality of the Catholic tradition, pupils are encouraged to explore and understand different religions and cultures. This contributes to their outstanding spiritual, moral, social and cultural development.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good and as a result pupils enjoy learning and make good progress in lessons. Pupils are encouraged to discuss their work with each other, to compare their methods, and to work out alternative methods of reaching conclusions. For example, in a mathematics lesson pupils used different aspects from a story to reach conclusions in calculating time, apportioning money, and multiplying and dividing. Pupils were engaged because the story interested them and because the teacher had prepared the resources well to stimulate discussion and activity. A lesson on using information and communication technology (ICT) prepared pupils to capture sounds with microphones and incorporate them into a project of their own choice. This style of teaching helps to create the lively atmosphere found in all the classrooms, where

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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pupils forge excellent relationships with each other and with the staff, and accordingly take delight in learning. Frequently, though, teachers have to take a firm approach when the class moves from one activity to another, as pupils sometimes talk too much and take too long to settle down. Occasionally, pupils' understanding of the intended learning outcomes is not thoroughly checked and this slows the pace of learning. Although teachers' marking is regular and helpful, pupils are not provided with sufficient opportunities to respond to it.

The curriculum is broadly based, linking themes across the subject range. For example, a lesson based on developing reading, writing and listening skills used a history theme, drawing on the study of society at the time of Boudicca. A lively discussion considered the sort of tools that might have been used, and why, perhaps, the use of chainsaws then would have been unlikely. By being encouraged to draw their own conclusions through discussion in an atmosphere of fun, pupils develop their already high levels of articulate reasoning skills further. Cross-curricular links enhance learning. This was seen in a project on India where pupils demonstrated a variety of skills, linking, for example, their learning about the geography, history and culture of the country with design and technology skills. They prepared some very well-designed models of the Taj Mahal, a shanty town, the Hindu god Ganesha and a rice model of the map of India. One pupil followed up with an impressive ICT project linking many aspects of the country's demography with photographs, music and well-researched commentary. However, although the curriculum has a strong creative bias, an occasional lack of challenge limits the very rapid progress of which many pupils are capable. Some tasks in lessons are not sufficiently directed at stimulating the more able pupils to accelerate their learning even further.

The school provides outstanding care for its pupils, a common theme in many of the responses received from parents and carers, who describe the 'exceptional care' that their children receive within 'a wonderful caring environment'. Pupils' academic progress is systematically tracked and interventions are well directed, especially for those with special educational needs and/or disabilities. A wide range of partnerships has been established with support services, and all the staff are firmly focused on ensuring that any concern is swiftly and appropriately dealt with. Transition into the school, through the year groups, and onward to secondary education is, in the words of one parent, 'seamless'. The breakfast and after-school clubs are well resourced and provide good support for pupils and their families, with a strong focus on helping to develop pupils' ICT skills.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2

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The effectiveness of care, guidance and support

1

How effective are leadership and management?

The school is very well led by a resourceful and devoted headteacher, ably supported by her deputy and assistant headteacher and subject leaders. Governors provide an outstanding service to the school, are highly qualified, set demanding standards and take a strong lead in setting the school's strategic direction. They were instrumental in organising the new building which houses Key Stage 2 classes. A highly positive relationship has been built with most parents and carers. A thriving parents–teachers association organises many popular social events and raises considerable sums to help meet the school's needs. The overall partnership with parents and carers is good.

The school has identified an effective strategy for improvement, for example by organising and providing updated ICT facilities, and providing support for science from a partnership with a local secondary school. The strong sense of ambition and drive for improvement is shared throughout the school.

The leadership and management of teaching and learning has been effective in improving teaching. Partnerships are used to good effect to support pupils in developing sporting, musical, scientific and artistic talents. The school is rooted firmly in the local community, especially in its involvement in local clusters of schools and within the Catholic community. Community cohesion is extremely strong at the school and local level but its strategy at the national and global levels is not yet fully developed. Governors oversee safeguarding policy and carry out regular reviews. The school has rigorous procedures to ensure that pupils are provided with a very safe and secure environment, and administrative processes have been recently updated and meet all required regulatory conditions

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money

1

Early Years Foundation Stage

The Nursery provision was inspected earlier this year when it was under private ownership. It was found to be satisfactory and improvements have been made since then. Both parts of the Early Years Foundation Stage provide a good, healthy learning environment for the children, who develop well as a result. The engagement with parents and carers is very positive; as one commented, 'The Pre-school staff are amazing, there is nowhere else that I would want my son to be.' Pupils make good progress through both settings. Teaching is good because it encourages the children to want to learn, for example in a lesson on phonics (letters and the sounds they make), children were excited when in identifying letter sounds they graduated to recognising that if an 'l' had a cross it would become a 't', but that if it had a dot put on it, it would then become an 'i'. However, there was not always sufficient variety and challenge in group sessions to enable children to progress more quickly according to their differing abilities.

Leaders and managers in both settings ensure that the children are very safe, and they provide a vivid and harmonious environment in which the children thrive. While they are hampered to some extent by the existence of two separate management teams, the two settings communicate well and ensure that the children are well prepared for the next stage of their education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A higher-than-average proportion of parents and carers returned completed questionnaires. Most were highly positive about the school, praising the teachers, the family atmosphere and school leadership. A very small minority registered misgivings with the quality of teaching, communication with parents, the progress of their children and leadership style. The evidence gathered during the inspection showed that these aspects were good. A few felt that the school did not deal effectively with poor behaviour and that the school did not take account of their suggestions and

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concerns. Many of the specific issues raised centred on the quality of cover from supply teachers and teaching assistants. The inspection team investigated these concerns but found that teaching was good and that pupils made good progress as a result. Almost all said they are happy with their children's experience at the school and confirmed that their children are safe there. Most parents and carers felt that their children are making enough progress and that the teaching is good. The vast majority of the parents' and carers' views as expressed in their written comments are reflected in the observations that: 'St Anthony's is a happy, well-run school', a 'very caring school with high standards of education in all areas' and that 'the staff work extremely hard to ensure the children get the best'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anthony's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	68	30	27	2	2	3	3
The school keeps my child safe	67	60	39	35	1	1	0	0
The school informs me about my child's progress	53	48	43	39	4	4	4	4
My child is making enough progress at this school	60	54	33	30	7	6	6	5
The teaching is good at this school	66	59	29	26	6	5	1	1
The school helps me to support my child's learning	56	50	38	34	9	8	3	3
The school helps my child to have a healthy lifestyle	61	55	45	41	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	44	43	39	11	10	1	1
The school meets my child's particular needs	53	48	43	39	8	7	3	3
The school deals effectively with unacceptable behaviour	38	34	53	48	9	8	7	6
The school takes account of my suggestions and concerns	43	39	42	38	8	7	13	12
The school is led and managed effectively	49	44	41	37	10	9	11	10
Overall, I am happy with my child's experience at this school	71	64	32	29	2	2	6	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



23 November 2011

Dear Pupils

**Inspection of St Anthony's Catholic Primary School, Primate Road,
Titchfield Common, Fareham, Hampshire PO14 4RP**

Thank you very much for welcoming my colleagues and me to your school. On behalf of the team, I would like to thank those of you who met with us to tell us all about the many wonderful things that you do.

I am pleased to be able to tell you that you go to a good school. These are some of the things that really stand out.

- You have excellent attendance, and are very responsible, friendly and kind to each other.
- You work hard, are attentive and make good progress in your lessons. As a result your achievements in learning are excellent.
- All those who lead and manage your school work hard to give you the best possible education, and look after you very well.

Although yours is a good school, we have asked your headteacher, staff and members of the governing body to do the following to make it even better by:

- making sure that you always understand the learning objectives for the lesson, and providing you with activities that match your individual strengths so that you all do as well as you possibly can
- helping you to make the same fast progress in mathematics as you do in English, by giving you lots of opportunities to solve numerical problems in different subjects
- checking that you follow up guidance in your teacher's marking so that you make faster progress in your learning.

Again, thank you for your kind welcome, and for your friendly and very interesting conversations with us.

With best wishes for the future,

Yours sincerely

John Anthony
Lead inspector

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