

# St Anthony's Roman Catholic Primary School

Genoa Road, Anerley, London, SE20 8ES

## Inspection dates

10–11 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Achievement requires improvement. Although standards in English and mathematics rose at the end of Key Stage 2 in 2013, particularly at the higher levels, over time there is variability in standards across the school.
- Some pupils do not consistently make good progress. Girls do significantly better than boys, especially in reading and writing. Although gaps are beginning to close, pupils for whom the school receives the additional pupil premium funding do not do as well as their peers.
- Teaching requires improvement because it is not of a consistently high enough quality. This is especially so in lower Key Stage 2 where pupils' progress is limited because work is not always well matched to their different needs and levels of ability.
- Teachers' marking of pupils' written work does not always help them to improve especially where errors in spelling, grammar and punctuation are not corrected.
- Although there have been some improvements in teaching, leaders and managers have not ensured that teaching, and therefore achievement, have improved sufficiently to be consistently good.
- Governors do not provide sufficient levels of challenge in holding school leaders to account for improving the quality of teaching and raising pupils' achievement more rapidly.

### The school has the following strengths:

- From very low starting points, children in the Reception class make good progress because of the good teaching they receive.
- There were improvements in standards in English and mathematics at the end of Key Stage 2 in 2013, and in the proportion of pupils reaching the standard required for the
- Disabled pupils and those with special educational needs achieve well in comparison with their peers nationally by the end of Key Stage 2, as do pupils who speak English as an additional language.
- Pupils behave well and feel safe due to The Golden Rules, robust security systems and the

phonics (letters and sounds) check in Year 1. headteacher's firm management.

## Information about this inspection

- Inspectors observed 12 lessons or parts of lessons, delivered by nine teachers. Four lessons were joint observations: two with the headteacher and two with the deputy headteacher. In addition, inspectors listened to some pupils in Year 2 and Year 6 read.
- Discussions were held with groups of pupils, teachers and two representatives from the governing body. An interview was also conducted with a representative from the local authority.
- Inspectors took account of 17 questionnaires completed by the staff. There were only nine responses to the Ofsted online questionnaire (Parent View) and so the results were not available to the inspectors.
- Inspectors scrutinised the school's plans for improvement and also examined documents relating to safeguarding, behaviour and attendance.
- A range of other evidence was also scrutinised by inspectors including pupils' current work in books and the school's own data and monitoring records of how well pupils progress in their learning.

## Inspection team

Angela Konarzewski, Lead Inspector	Additional Inspector
Fran Ashworth	Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized, one form entry primary school.
- The proportion of pupils from minority ethnic groups is high, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported by the school at school action is below average, while the proportion supported at school action plus or with a statement of special educational needs is well-above average. The majority of these include pupils with behaviour, social and emotional difficulties, those with speech, language and communication needs, and those with specific learning difficulties
- The proportion of pupils eligible for support provided through the pupil premium grant (which provides additional funding for looked after children, those known to be eligible for free school meals and the children of service families) is high in comparison with the national average.
- The school currently meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better, especially in lower Key Stage 2, by:
  - planning work that is more precisely matched to pupils' different needs and levels of ability
  - ensuring that marking of writing consistently helps pupils to improve, and that basic errors in spelling, grammar and punctuation are regularly corrected
  - giving more frequent opportunities for pupils to read and act on teachers' feedback, especially in writing
  - planning work in contexts that will ensure that boys are motivated to improve their achievement across all areas, especially in reading and writing.
- Improve leadership and management by:
  - ensuring that teachers understand the features of good and outstanding teaching so they can improve their own practice and the progress pupils make in lessons
  - ensuring a clearer focus on actions needed to address underachievement especially in boys' reading and writing
  - targeting pupil premium funding more precisely to ensure gaps between the achievement of pupils eligible for it and those who are not close more rapidly
  - undertaking an external review of governance in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter their Reception Year with skills and knowledge that are well below the levels expected for their age. Although standards remain below average across the year group, the gap between their achievement and that of their peers nationally is narrowing because they are making good progress, especially in their personal, social and emotional development and in their communication, language and literacy skills.
- Across Key Stage 1 pupils make sound progress in reading, writing and mathematics. Standards were significantly below average in the years prior to 2011. Since then they have risen and are now only just below the national average by the end of Year 2. In the Year 1 phonics check in 2013, pupils did much better than in 2012 with a large majority meeting the national standard.
- As in previous years, in 2012, standards at the end of Key Stage 2 were well below the national average. By the end of Key Stage 2 in 2013, however, standards rose significantly in reading, writing, and particularly in mathematics. This was because of stronger performance at the higher levels, bringing standards overall to broadly average. All pupils made at least expected progress across Key Stage 2 and some made more than expected progress.
- Girls gained higher results in the 2013 national tests than boys in all areas. The gap between the achievement of girls and boys, especially in reading and writing, persists across both key stages. The school is beginning to address this gap through efforts to set learning in contexts that are more interesting and motivating for boys, but more action needs to be taken to close this gap.
- Disabled pupils and those with special educational needs receive extra support in lessons. Teaching assistants are usually skilful at helping pupils understand what they are required to do, and in guiding small groups of pupils through the steps to success in their learning. As a result, gaps between the achievement of these pupils and their peers are now closing rapidly. Their standards by the end of Year 6 last year exceeded those of their peers nationally.
- Pupils who speak English as an additional language also make good progress across the school and reach higher standards than their peers nationally because of targeted support.
- Pupils for whom the school receives pupil premium funding also receive additional help in lessons and in small groups. In the national tests, these pupils were behind other pupils in reading, writing and mathematics but gaps are beginning to close in response to the extra help they are now receiving.
- Improvements in the development of reading skills are evident across the school. Pupils in both key stages, however, are not always clear about what they need to do to improve their reading comprehension skills.
- The school has focused on improving achievement in mathematics and this has been successful at the end of Key Stage 2. However, basic skills in mathematics are not always developed progressively lower down the school and achievement is variable.

### The quality of teaching

### requires improvement

- Although teaching has improved since the last inspection, teaching is not yet consistently good especially in lower Key Stage 2. Sometimes, work is too easy for higher ability pupils and too hard for those of lower ability, which means they do not make as much progress overall as they could.
- Teachers' marking of pupils' written work does not consistently help them to make progress. Basic errors in grammar, spelling and punctuation are often not corrected. Teachers regularly give detailed feedback on pupils' work but opportunities to read and act upon advice are limited, so pupils do not improve their skills as quickly as they could.
- The teaching of phonics (letters and sounds) in Reception and Key Stage 1 is good. Pupils apply their phonics skills well for reading and spelling in Key Stage 1.
- The specialist mathematics teacher appointed last year has been highly effective in improving

the quality of teaching and achievement in mathematics. She models excellent practice in lessons herself through her in-depth subject knowledge and clear explanations, and by ensuring that all pupils have teaching and tasks that appropriately extend their learning.

- In the best teaching, where pupils are set to work in interesting contexts, they learn exceptionally well. For example, in a Year 5 lesson on suspense writing, pupils enjoyed the excitement of acting out conflict situations and interrogating one another through 'freeze frames'. Pupils, including boys, were inspired to use evocative language, for example: 'I am a dark figure'; 'through the portal'; 'it smelt of rotten apples', because they were motivated by the atmospheric context for writing.
- Teaching in the Reception class has also improved considerably this year as a result of changes in staffing and the deployment of an outstanding early years practitioner full time. Activities to learn through play are well planned and achievements are recorded in learning journals containing detailed observation notes, photographs and annotated samples of children's work that provide clear evidence of their good progress.

### The behaviour and safety of pupils are good

- Behaviour has improved significantly over the past two years as the headteacher and senior leaders have taken an increasingly strong stance and embedded higher expectations throughout the school.
- The school's Golden Rules explicitly describe expectations of behaviour and there is a consistent approach to behaviour management. Low-level disruption in lessons is rare because most pupils enjoy learning and are keen to do as well as they can. Occasionally, when tasks are not well matched to pupils' needs and abilities, attitudes to learning are less positive, especially among the boys.
- The school promotes equality of opportunity, tackles discrimination and fosters good relations well. Pupils report that there is very little bullying, and that it is dealt with effectively when it does occur. They have a good understanding of all kinds of bullying, including cyber bullying, and they are aware of the need to involve adults, including parents and carers, over any such incidents.
- Attendance has risen year-on-year since the headteacher was appointed and it is now above average because pupils enjoy coming to school where they feel safe and well cared for. They especially appreciate the school's robust security measures.
- Participation in sports is increasing through the deployment of sports coaches and a growing number of sports clubs, using the new funding for physical education (PE) and sport in primary schools.

### The leadership and management require improvement

- Senior leaders have implemented some improvements in teaching effectively. However their judgements on teaching sometimes focus too much on teaching styles and marking policy rather than on whether teaching is enabling pupils to make good progress. As a result, improvements have not been rapid enough to ensure that all teaching is at least good.
- Individual pupil progress is tracked closely. The information gained from this is being used with increasing effectiveness to ensure individuals make better progress, especially disabled pupils and those with special educational needs, and pupils who speak English as an additional language. However, it is not used as well as it could be to assess the progress of specific groups of pupils, for example, that of boys, or to hold individual teachers to account.
- Support for pupils eligible for the pupil premium is beginning to improve their achievement. However, more needs to be done to ensure that gaps between their performance and that of their peers close more rapidly.
- The arrangements in place for the performance management of teachers are robust. Performance objectives set for teachers now link more closely to whole school areas for

improvement and pupils' progress. These factors are beginning to inform pay progression and promotion.

- The promotion of pupils' spiritual, moral, social and cultural development is a particular strength of the school. There is a daily act of collective worship and there are close links with the local church. There is a worship display in each classroom, and moments of quiet reflection punctuate the school day and promote a calming atmosphere. This has also had a positive impact on behaviour. Pupils have opportunities to explore their own and other cultures through the celebration of, for example, Black History Month.
- The curriculum has improved since the last inspection. Large topic books provide colourful photographic evidence of the rich opportunities now provided within the curriculum that meets pupils' interests more effectively. There are also many opportunities for pupils to go on interesting trips, such as boat trips on the Thames, and visits to museums, art galleries and the BBC studios.
- The local authority gave support to the school last year and worked with senior leaders on developing teaching and learning. This led to improvements in teaching and achievement, especially in the Early Years Foundation Stage and at the end of Key Stage 2.
- Areas identified for improvement at the last inspection have improved, demonstrating that the school has good capacity to improve further.

- **The governance of the school:**

- Governors are very supportive of school leaders and their work. However, they do not always ask challenging enough questions to ensure that leaders are held to account for all aspects of the school's performance, particularly in relation to pupils' achievement. They are aware of published information about the school but have not analysed this in detail with senior leaders. They know how the pupil premium funding is being used and receive updates from the headteacher, although they are uncertain as to the impact of its expenditure. They also receive information about the management of teachers' performance and pay awards. They know about underperformance that has been tackled effectively by the headteacher and they are aware that the quality of teaching currently in the school has improved overall, although there is still more to do to ensure it is consistently good. They ensure that safeguarding meets statutory requirements and governors have the opportunity to attend courses with the local authority.

## What inspection judgements mean

<b>School</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101654
<b>Local authority</b>	Bromley
<b>Inspection number</b>	425533

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Egan
<b>Headteacher</b>	Lorna White
<b>Date of previous school inspection</b>	23–24 February 2012
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