

PROTECT-INSPECTION



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Lorna White
Headteacher
St Anthony's Roman Catholic Primary School
Genoa Road
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Dear Mrs White

Requires improvement: monitoring inspection visit to St Anthony's Roman Catholic Primary School

Following my visit to your school on 10 January 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- refine the post-Ofsted action plan so that those responsible for monitoring and evaluation actions are different; and use interim success criteria so that key priorities are monitored and evaluated at shorter time intervals
- evaluate the overall quality of teaching by drawing from a wider range of evidence
- increase the urgency of actions taken to challenge the most able pupils.

Evidence

During the visit, meetings were held with you and other senior leaders, the Chair of the Governing Body and other governors, the reading subject leader and a group of

Key Stage 2 teachers to discuss the action taken since the last inspection. I spoke with the school improvement officer and we made brief visits to lessons to speak with pupils and scrutinise their work. I evaluated the post-Ofsted action plan and reviewed other relevant documents.

Context

In the absence of the Year 2 teacher her class is being taught by a Reception teacher. A reading subject leader has been appointed.

Main findings

You, your senior leaders, and the governing body have quickly made key changes to tackle the areas for improvement outlined in the last inspection. This is reflected in the school's action plan. However, the plan does not have interim success criteria for each priority to help you to check the effectiveness of improvements at short intervals. In some instances the same member of staff has the task of monitoring the plan and evaluating this.

A new marking and feedback policy has changed the way teachers mark pupils' written work and improved how often pupils respond to teachers' comments. Teachers consistently correct pupils' spelling, grammar and punctuation and use specific targets to improve the quality of pupils' writing. However, work for the most able is not always sufficiently challenging.

The reading leader has quickly improved the use of sessions which involve pupils reading in lessons in peer groups guided by an adult. Pupils' reading and next development steps are now formally tracked and recorded. Their use of sounding out letters to help them read words is being tracked in Key Stages 1 and 2 so that weaknesses can be quickly identified and tackled. New opportunities have also been created for younger children to read more frequently with their parents at home and this initiative is being cascaded across the school.

Boys' engagement in lessons has improved. This is because you have developed the use of drama and speaking activities which engage boys in their learning and introduced boy-only achievement assemblies to motivate them. Boys' engagement in writing is being developed through the use of more structured approaches to teaching extended writing and boy-friendly literacy schemes of learning.

The Year 3, 4 and 5 teachers have visited a local school to observe good classroom practice and all staff have been trained to recognise the features of good teaching. You have increased the frequency with which teaching is monitored by leaders. More can be done to improve the way you accurately assess the overall quality of

teaching, by combining evidence of learning in pupils' books with teaching seen in lessons and pupil progress information.

You now track pupils' progress once each half-term and meet teachers to discuss the information and improvements required. Pupil progress information is analysed by linking the impact of additional support with the progress made by different groups of pupils, including those eligible for pupil premium funding. You have begun to develop the use of information to review the support given to pupils.

An external review of governance has been completed and has resulted in a draft action plan due to be agreed by governors in the next full meeting in January 2014. Governors are challenging you more frequently. A governor has attended data training and will report back to others so all governors can ask pertinent questions to assess pupils' progress. The impact of the school's action plan will be assessed by a newly formed governors' post-Ofsted action plan sub-committee. Governors are considering the process they will use to review the implementation of the governors' action plan.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You are supported by the local authority effectively. The last three support visits from the school improvement officer have focussed on supporting you to write the post-Ofsted action plan and monitor the effectiveness of teaching. The next step is to support the school to evaluate the impact of the actions in the post -Ofsted plan. The local authority's English and mathematics advisors have worked alongside targeted Key Stage 2 teachers to improve their teaching and this support will continue during the Spring Term 2014.

You have recently made links with a headteacher of another local Catholic school to support you to monitor the priorities in the action plan. Links have also been made with an outstanding primary school in another local authority to share good practice and provide on-going training and coaching for your teachers.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Bromley and the Roman Catholic Archdiocese of Southwark.

Yours sincerely
Pamela Fearnley

Her Majesty's Inspector