

St Anthony's Catholic Primary School

Dane Park Road, Hull, HU6 9AA

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- The progress that pupils are making in writing and mathematics requires improvement as not enough pupils are making good progress in Key Stage 2.
- Expectations of what pupils can do are not always high enough for pupils to produce work of a good standard, particularly in writing.
- Questioning is not always used skilfully enough to deepen the understanding of all pupils.
- Behaviour requires improvement as pupils lose concentration too easily and, as a result, they do not make good progress with their tasks.
- The school's curriculum requires refinement to improve the progress that girls make.
- Over time, leaders, managers and governors have not improved teaching and achievement enough for them to be good.
- Subject plans for improvement are not always sharply focused on the impact that actions are intended to have on improving teaching and achievement.

The school has the following strengths

- Pupils make good progress in reading and enjoy reading widely.
- The progress being made in Reception and Key Stage 1 is good.
- Attendance has continued to improve since the last inspection. Very few pupils are regularly absent from school.
- Pupils say that they feel safe and enjoy school.
- The headteacher has developed a strong sense of purpose to drive the school forward. There has been evidence of improvement since the last inspection. The school is improving but it is not yet good.

Information about this inspection

- Inspectors observed 11 part lessons taught by seven teachers. Two observations were undertaken jointly with a senior leader. In addition, inspectors observed small groups of pupils learning mathematics and reading to teaching assistants.
- Inspectors spoke to two groups of pupils about their learning and their safety in school. They listened to two groups of pupils reading.
- Meetings were held with the Chair of the Governing Body and three other governors. Other meetings were held with school staff and a representative of the local authority.
- Inspectors looked at the school's review of its own performance, its development plan, subject development plans, school policies and the minutes of governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at pupils' work in lessons. They analysed samples of pupils' books.
- There were too few responses to the online questionnaire (Parent View) for an analysis to be completed. Inspectors spoke to some parents at the end of the school day.
- There were 15 questionnaires completed by staff, which were analysed by inspectors.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Victoria Johnson

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- There are more girls than boys in the school.
- The proportion of pupils known to be eligible for the pupil premium is over twice the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Most pupils are White British. Few pupils are believed not to speak English as their first language.
- The proportion of pupils supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school was previously known as Holy Name RC Primary School. It changed its name in September 2013.
- Since the last inspection, there have been significant changes in staffing. There has also been an amount of turbulence in staffing, with some classes having had several different teachers.
- Many staff have been appointed since September 2013, some of whom are newly qualified teachers.
- The school holds the Healthy Schools award.

What does the school need to do to improve further?

- In order to raise standards and accelerate pupils' progress in writing and mathematics, especially in Key Stage 2, improve the quality of teaching by making sure that all teachers:
 - ask pupils really searching questions to get them thinking and see how much they have understood, using answers to strengthen the understanding of all pupils
 - create more opportunities for pupils to write more extensively and use their mathematical skills in different subjects
 - raise expectations of pupils so that they take pride in producing well-presented work, improve the quality of their handwriting and spell accurately
 - ensure that the most able pupils have greater opportunities for re-drafting their writing
 - create greater opportunities for pupils to use mathematics to solve 'real-life' problems
 - make sure that clear feedback is given for pupils to improve their work
 - manage behaviour more effectively to ensure that pupils focus on their tasks and do not lose concentration.
- Improve the impact of leadership, including governance, on pupils' achievement by ensuring that:
 - subject leaders link the success criteria for planned actions closely to improvements in the quality of teaching and pupils' achievement
 - the topics in the curriculum more closely match the interests of girls to help them attain better
 - the quality of teaching is at least good throughout the school
 - pupils' attitudes to learning are consistently positive.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the progress that pupils are making in writing and mathematics in Years 3 to 6 is not good. Progress is inconsistent in mathematics and no better than expected in writing because teaching over time has not been good.
- Over time, there has been turbulence in staffing that has led to a lack of continuity of teaching for pupils, which slowed their progress. The headteacher has appointed new staff since September 2013 and this is helping pupils to make better progress than in the past. Better teaching and good support from teaching assistants are helping pupils to make good progress in reading.
- Children start Reception with skills that are well below those that are typical for their age. An increasing number of children are gaining the skills that are closer to average by the time they leave Reception. Children are now well prepared to begin their work in Key Stage 1.
- Over time, standards have been improving by the end of Key Stage 1. They are now average compared to pupils' below-average starting points when they joined Year 1. This year, particularly strong progress has been made in Year 2 due to impressive teaching.
- Those pupils who left school at the end of Year 6 in 2013 started the key stage with standards that were well below average. They did not make enough progress and their overall standards remained well below average when they left. Tested for the first time formally, attainment in English grammar, punctuation and spelling was well below average.
- Pupils presently in Year 6 have reached higher standards in mathematics and reading, but not in writing, than the previous year group. More have done as well as they should than in the previous year. However, standards remain below average in reading and mathematics and well below average in writing.
- The most able pupils are being challenged well in reading and mathematics to help them to reach the highest standards. However, they have too few opportunities to draft and re-draft their writing, and this prevents them from reaching the highest standards.
- In general, girls do not make as much progress as boys because they are less interested in the topics being studied.
- In 2013, pupils eligible for free school meals and the pupil premium were almost one year ahead of others in their reading due to the additional support they received. There were no gaps in their attainment in writing or in mathematics. This is a good example of the school's commitment to equality of opportunity for all.
- Disabled pupils and those with special educational needs receive additional support and make similar progress to others. Their needs are identified well and plans for their learning are effective.
- Pupils are keen and eager to read. The school is helping pupils to read well and the extensive library is used well by pupils. Pupils say that they enjoy reading: 'It is one of our favourite things we do.' Teachers and teaching assistants ask probing questions to check pupils' understanding of what they are reading and this is helping pupils to read well.

The quality of teaching

requires improvement

- The quality of teaching requires improvement as it is not consistently good. As a result, although it is improving, pupils' progress is not good in writing and mathematics, especially at Key Stage 2.
- Questioning is not always used well to involve pupils and to search out what they understand. It is not used skilfully, because although it helps discover what one individual might know, it is not always used to search out the knowledge of others or to deepen their understanding.
- Expectations of the quality of pupils' writing and presentation are not consistently high. Poor handwriting and presentation are not always addressed swiftly enough. Inaccurate grammar and

incorrect spelling are not always challenged to help pupils make good progress. The most able pupils have too few opportunities to improve their written work through re-drafting, to reach the highest standards in writing.

- An analysis of pupils' work showed that they are not given enough opportunities to write at length in subjects other than English. Also, there are not enough opportunities for pupils to use their mathematical skills in other subjects and apply them to 'real-life' situations. This does not support the development of good literacy and numeracy skills.
- Marking of pupils' work is frequent and regular. However, pupils do not always address comments for improvement as they are not always clear about what they have to do.
- Occasionally, some pupils lose concentration and this goes unnoticed. Pupils respond well to being brought back to their tasks but, on occasion, this can take too long and the pace of learning slows.
- Set to work swiftly with interesting tasks and clear instructions, pupils respond well and learning continues at a good pace. Pupils check samples of work to identify what can be improved and they learn well from each other's work. They use 'learning wall displays' effectively to check and improve their knowledge and skills in mathematics, literacy and science. There are good opportunities for reading in all years.
- Teaching assistants are used effectively in lessons to support a range of abilities. They are well trained in supporting reading and some are highly skilled in supporting the most able pupils in mathematics.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. They do not always give their full attention to what is being explained by their teachers. When they find their work uninteresting, they lose concentration, although they do not disturb others.
- They are well prepared for their learning and have access to the right equipment but they do not always take pride in the presentation of their work or the quality of their handwriting. Pupils do take a pride in their appearance and they wear their uniform well.
- Around the school, pupils were seen to be well behaved and have good social skills. They were keen to share their thoughts about school with the inspectors and they were very polite. They hold doors open for adults and are also polite with each other.
- Pupils were seen, by the inspectors, to get on well together at lunchtimes and playtimes.
- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to stay safe as the school educates them well about internet safety. Pupils said that they feel safe in school.
- Pupils have a good awareness of the different forms of bullying. Bullying happens occasionally but pupils are very confident it is dealt with effectively. They say that the headteacher 'won't put up with it and sorts it out'.
- Attendance has been improving and is now average. Few pupils are persistently absent. The use of the pupil premium funding to provide a free breakfast club for very large numbers of pupils is helping them to make a good start to the day and encouraging them to attend. The school's 'walking bus', organised by several staff who go into the community to walk pupils to school, is also supporting better attendance.
- Staff and those parents spoken to by inspectors were unanimous in their views that pupils are safe and well cared for.

The leadership and management

requires improvement

- The headteacher has developed a strong sense of purpose within the school. She has an accurate view of the school's performance. Staff and governors are supporting her ambitions for

the pupils. As a result, achievement is improving but is not yet good.

- Subject leaders are not clear enough in how they will measure improvements to the quality of teaching and achievement in the areas for which they have responsibility. As a result, achievement in writing and mathematics is not good.
- Systems to check the performance of teachers are in place and used effectively to identify the skills that they need to improve. The headteacher is using external support to focus, along with the assistant headteacher, on further developing the quality of teaching. Newly qualified teachers are being supported well in developing their teaching skills.
- The curriculum offers a wide range of activities, including the playing of musical instruments and good sporting opportunities. Pupils have a love and enjoyment of singing. However, the curriculum is not yet ensuring that pupils' literacy and numeracy skills are sufficiently well developed and it requires refinement to support the full engagement of girls in their learning. Opportunities for drama, art, music and understanding other cultures and faiths promote pupils' spiritual, moral, social and cultural development.
- The additional money provided to improve sporting opportunities is being used effectively. Teachers observe sports coaches to improve their skills and are now teaching tennis and badminton themselves. The money is used to engage in more competitive sport with other local schools and to offer a wider range of sports, including orienteering. Pupils speak positively about the range of sporting opportunities available to them.
- The local authority has provided support for the development of mental mathematics and this work has helped improvements in numeracy skills. It has also provided effective support to review the performance of the school.
- **The governance of the school:**
 - Governors visit the school regularly. They are clear about the performance of the school in comparison to national information. They have completed an audit of their skills and are taking opportunities to improve them through local training. Governors have approved the use of the pupil premium funding and receive regular reports at each of their meetings to ascertain its impact. They have supported and challenged the headteacher in the desire to improve teaching and they know that performance management links to teachers' pay progression. They check the finances of the school regularly. The school's arrangements for safeguarding meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
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

Unique reference number	118047
Local authority	City of Kingston upon Hull
Inspection number	442250

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	196
Appropriate authority	The governing body
Chair	Mary Clark
Headteacher	Elizabeth Harros
Date of previous school inspection	11 October 2012
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