

St Anthony's Catholic Primary School

Dane Park Road, Hull HU6 9AA

Inspection dates	28–29 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher's determined drive to improve the school since the previous inspection has been effective. She has tackled weaknesses in teaching rigorously. Teaching is now good. Capacity among leaders to improve further is good and growing.
- From their low starting points, pupils now make good progress in reading, writing and mathematics. Overall achievement is good, especially for those who are disadvantaged.
- The provision for the early years is good. As a result, children make a good start to their learning.
- Pupils who are new to learning English and those who have special educational needs and/or disabilities receive good support and so achieve well. Most work hard because they value learning.
- Most teachers use assessment well to plan work that builds on pupils' prior learning effectively.
- Provision for sport and other extra-curricular activities is good and participation levels high.
- Pupils enjoy school. Most attend regularly. The school provides a stable, supportive environment where pupils feel safe at all times and thrive.
- The school is a very diverse but harmonious community. Pupils forge strong relationships and have a respectful regard and tolerance of others.
- Pupils' behaviour is typically good. They are treated with kindness and respect by staff and so respond likewise towards others.
- Governors are very committed to and ambitious for the school and its community. While supportive, they are increasingly challenging leaders by holding them to account for the progress pupils make.
- The school's work to keep pupils safe is good. Leaders work closely with parents and relevant agencies to ensure that all pupils have the care and help they need to flourish and achieve well.

It is not yet an outstanding school because

- The most able pupils are not challenged sufficiently to help them achieve more.
- Occasional lapses in behaviour and attention occur when teaching does not hold pupils interest well.
- Pupils do not always apply their basic literacy skills accurately in their writing in other subjects.
- Children in the early years are not sufficiently challenged in their outdoor activities.
- While most feedback through marking follows the school's policy, practice is inconsistent.
- The monitoring of teachers' planning and pupils' learning lacks rigour.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that all of it is of the same high standard as the best teaching in the school by ensuring that:
 - work set for all groups of pupils, particularly the most able, is sufficiently challenging in order to maximise their progress
 - pupils apply their basic literacy skills from their work in English accurately in their writing in other subjects
 - teachers provide pupils with the level of feedback they need to improve their subsequent work and that persistent errors are addressed quickly
 - all teaching holds pupils' interest so that they work effectively at all times
 - leaders check teachers' planning more rigorously and focus more closely on the quality of pupils' learning when undertaking classroom observations and reviewing pupils' work books.

- Maximise the learning and development opportunities for children in the early years by making sure that the activities they do outside are as effectively planned as those the children do inside.

Inspection judgements

Effectiveness of leadership and management is good

- Since the last inspection, the headteacher has spearheaded school improvement by systematically tackling weak teaching and focusing on higher achievement for all pupils. Her determination and vision have inspired other staff and there is now a high commitment and good capacity to improve further.
- Leaders' promotion of equality and diversity has resulted in a more positive ethos in the school, built strongly on its values of 'live, learn and serve'. Pupils are growing up to be caring, considerate, respectful and tolerant of others in a school community where parents, pupils and staff all feel equally valued.
- The headteacher and staff have the respect of pupils and parents. Parents speak highly of the school and particularly appreciate improvements in pupils' behaviour, the prompt support for families in need and the many clubs and activities their children benefit from. They say their children enjoy school and do well.
- Staffing instability has hampered faster improvement. With less upheaval this year, the school is well poised to move forward quickly. Leaders know their school well. The strengths are accurately identified in the school's development plans and its self-evaluation. The right actions are being taken to make the improvements necessary to raise standards.
- The monitoring of teaching, involving leaders at all levels, is increasingly more effective, identifying where teachers need training and support to improve their practice further. Leaders support staff well. The impact on learning is not as effective; leaders have not ensured that teaching challenges all pupils appropriately, particularly the most able. As a consequence, they do not achieve more than the levels expected for their age.
- The headteacher has successfully delegated responsibilities for monitoring and driving improvement to her senior leaders and subject managers. The growing confidence and good teamwork among staff is enabling faster responses when pupils need additional support to stay on track with their learning. Leaders check that agreed actions are applied consistently throughout, for example, regarding behaviour management. The school's guidelines for planning, marking and feedback are not fully embedded.
- Improvements in assessment procedures are generating a more accurate picture of pupils' achievement and leaders check that all pupils make the progress they should. An increasing number this year have made good progress as a result. Expectations of staff and pupils are high and most respond well.
- The additional pupil premium funding is used very effectively. The breakfast club is a key success in getting pupils into school early and providing a healthy start to the day. Many also receive support with their learning and homework in this time. The progress of these pupils is checked closely. Everything the school offers is equally accessible to all so they benefit in their learning and their personal development.
- Pupils who are learning English as an additional language are equally well provided for and many achieve better than their classmates if they are at the school long enough, because they are highly motivated.
- The primary school sports funding is used well. Pupils benefit from a wide range of sporting activities that teachers and sports coaches organise in school time and during the holidays. The city's two rugby league teams inspire young interest in the sport and competitions with other schools are very popular.
- The school's curriculum increasingly focuses on practical activities that make learning more real for pupils, especially those who find learning challenging. The school is aware that boys do not always achieve as well as girls, and so has invested in non-fiction texts to encourage enjoyment of reading and inspire better writing and computer tablets to increase interest in research skills and devising computer games.
- Well promoted spiritual, moral, social and cultural development means that the school is a calm, orderly environment where differences are celebrated and friendships encouraged. Pupils are actively involved in enterprise events such as, 'grow a £5.00', fundraising for charities and befriending newcomers to the school. Pupils know the world beyond school is different to where they live and they learn to respect others. Recent events to celebrate the Queen's birthday, visit the Lord Mayor's Parlour, and discuss the EU referendum widen pupils' understanding of British values and the basic laws of the land.
- The local authority has provided effective support to promote school improvement, including staff and governor training and the brokering of advice and guidance from partner schools. These partnerships have, particularly at leadership and management levels, strengthened the school's capacity to improve further, particularly systems for assessment and curriculum development.
- **The governance of the school**
 - Governors know the school well and are now very confident to ask challenging questions, particularly regarding the quality of teaching and learning and the impact of actions to improve the school and so

- raise achievement. They are regular visitors in school and foster good relations with staff and parents.
- Governors are up to date with all relevant training to carry out their duties effectively. They understand school data and question pupils' progress through regular meetings and observing teaching. Governors have a good understanding of their responsibilities regarding managing staff performance as well as holding teachers and leaders to account. They ensure that the management of teachers' pay is effectively linked to pupils' achievement. They also check the impact of funds related to pupil premium and primary sports and know that the school uses these effectively.
- The arrangements for safeguarding are effective. Robust systems are in place, which are understood by all staff. Training for keeping children safe is high priority and reviewed regularly by governors and staff. Leaders are vigilant in their duty of care to pupils and follow up any concerns promptly with appropriate agencies to safeguard pupils' welfare and well-being and supporting their families where necessary.

Quality of teaching, learning and assessment is good

- The overall quality of teaching is good and results in pupils making good progress over time. There is outstanding practice in the school but inconsistencies still remain to secure higher achievement for all.
- Pupils enjoy school and most have positive attitudes to learning. They know school is important and try hard with their work. A few, who find learning a challenge and lack confidence, rely heavily on constant support. This is readily available because staff know pupils' individual needs well and encourage them to persevere. Relationships throughout the school are good and pupils respond well when challenged.
- Pupils particularly enjoy timed tests working against the clock and many teachers use this strategy to get the best from their pupils. For example, in mathematics daily exercises to improve their mental agility, and their ability to calculate accurately and speedily, fire pupils' interest and enthusiasm as they try to better their previous scores. Such approaches have boosted pupils' confidence and progress in mathematics significantly.
- Engaging presentations designed to hold pupils' interest enhance learning as many pupils, including those new to learning English, need to see as well as listen to what they are to do. There is a high focus on vocabulary and practical tasks that make learning more accessible to all. Teachers plan carefully to engage all pupils but sometimes the level of challenge is not high enough for the most able.
- On most occasions teachers focus well on checking on pupils' understanding by asking probing questions to deepen their knowledge and skills. Pupils respond well, enjoying time to discuss their ideas before answering questions in class. Most are not afraid to 'have a go', knowing that they will be supported if unsure. Support staff frequently work with groups to help pupils learn in small steps so that they are not overwhelmed by others who have progressed further. However, this level of support is not often targeted at the most able to extend them further and progress them on to harder tasks faster.
- Teachers and leaders check on pupils' progress regularly. Most teachers make effective use of assessment to plan their teaching, making sure support staff are involved appropriately. In the best lessons, the quality of planning is precisely matched to individual needs and therefore progress is good. However, practice is not consistent as some teachers are not yet confident with the new assessments.
- Most teachers have good subject knowledge and this enables them to modify learning quickly. Where teachers' subject knowledge is less secure, pupils carry out tasks they do not fully understand and in subsequent work they struggle to make sense of their learning. Teachers are systematically addressing gaps in pupils' learning caused by previous weak teaching. Support for those who are at risk of falling behind is planned promptly so that pupils catch up quickly.
- For pupils who have special educational needs and/or disabilities, the support they receive is well matched to their needs. Staff are well trained to meet their individual needs and to encourage independence. As a result, these pupils make good progress in lessons and in their personal and social development.
- Pupils learning English as an additional language are also supported well regardless of when they join the school. Their needs are identified quickly and appropriate steps taken to plan their learning. Pupils who share the same home language help each other without hesitation and bilingual support is arranged to speed up learning and ensure pupils integrate quickly with their classmates.
- 'Talk time' in lessons has increased pupils' confidence to learn and activities such as 'guided reading' promote pupils' comprehension skills. Pupils are keen to read, with boys eager to discuss super heroes and their 'powers', or what space aliens might do. One pupil, reading about how Egyptians mummified the dead was, at the same time, disgusted and intrigued. She wanted to know more but was afraid of what else she might learn. Her learning was powerful and compelling and she subsequently produced some colourful writing. The teaching of reading is good and is having a positive impact on writing.

- Teachers follow the school's policy on marking and feedback well in English, mathematics and religious education so pupils know how to improve their work. The guidance is less effective in other subjects. Pupils do not always apply their basic literacy skills accurately when writing in other subjects and if these errors, in spelling, punctuation and grammar, go unchecked, pupils' work does not improve sufficiently.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take on responsibilities enthusiastically. A number help staff at lunchtimes to serve meals and clear up. As one pupil said, 'It is what you should do to help others like it says in our school motto'. They take pride in being asked to do jobs and understand that it is part of growing up.
- Pupils know what to do and who to go to if they are worried or upset. Pupils feel safe and well looked after at school and know how to keep safe outside school. Visits from health workers, the community police officers and others extend support for their welfare and safety effectively.
- Care arrangements are very good and every effort is made to support pupils' emotional and social needs so that they grow in confidence and thrive. The school keeps a watchful eye on pupils facing challenges in their home circumstances and supports them and their families sensitively. Pupils are confident that staff will help them if they are worried or upset at school or at home.
- Pupils are kind and considerate, polite and courteous at all times but particularly with adults, for example offering to hold doors open. They offer to help classmates struggling with their learning and translate for them if their English is not strong. Teachers rely on this support to help newcomers settle quickly.
- Pupils have a good understanding of different types of bullying including name-calling. They say that staff deal with any incidents quickly, 'because we should not be doing it'. They know that social media sites and the internet can pose dangers including 'cyber bullying' and that they should not divulge personal information to strangers. Pupils know to tell their parents or teachers if they are worried by strangers.
- Pupils join in community events and learn that they are part of the wider society. Visits to museums, theatres, London, outdoor pursuit centres and visitors to the school to talk about the world of work, make learning more real and purposeful and broaden pupils' horizons.
- Pupils learn about religions and diversity through assemblies and discussions in subjects such as religious education, geography and history. They know the importance of treating others with respect and tolerance and are aware of the difficult situations some of their classmates experience outside school.
- The school offers many clubs and activities that strengthen pupils' skills and experiences and inspire them to learn. Many attend the numerous sports clubs that are available because they want to represent their school to compete and win. Pupils of all backgrounds integrate well and support each other positively.

Behaviour

- The behaviour of pupils is good.
- Parents, pupils and staff all indicate that behaviour is good. Parents say that their children are safe and happy at school and that the school would tell them if they had any concerns about their children.
- Pupils' conduct around the school is very good, even when not supervised – indicating a high level of responsibility and respect for others. This is a marked improvement from the last inspection. Expectations for good behaviour are high and pupils understand the consequences of not behaving well. Pupils say that most pupils behave well all the time.
- Most pupils want to learn because they value education. They say that school is important if you want a good job one day and so they try hard with their work. A few who find learning a challenge, occasionally lose interest when the work does not engage them sufficiently or when they do not understand what is required of them. As they lose interest, their behaviour and concentration lapse and this slows progress.
- Pupils' attendance has improved and is now in line with the national average. The target to exceed this is high priority and most pupils attend every day because they want to be at school. The level of persistent absence has declined as a result. Exclusion rates have also declined significantly to almost zero.

Outcomes for pupils are good

- Outcomes for pupils are good. Pupils start school with knowledge and skills that are lower than would be expected for their age. Progress throughout is now good and pupils leave Year 6 close to the levels expected for their age. This reflects significant improvement since the previous inspection.
- In the tests and assessments in 2015, pupils at the end of Year 2 were well below average in reading, writing and mathematics. The school's current data shows that the majority are working at expected levels in reading, writing and mathematics.
- The picture at key stage 2 is also more positive in that for the last two years there has been a steady increase in pupils working at the levels expected at the end of Year 6. Current school data shows that over half the pupils have made better than expected progress in reading, writing and mathematics with the biggest increase being in mathematics, which was an area for improvement in the previous inspection.
- Standards in mathematics are rising because teachers are now making sure not only that pupils progress, but that they also understand their learning. They ensure that pupils have the strategies they need to apply previous learning confidently when solving problems, particularly calculations that require more than one or two steps.
- These improvements reflect a rising trend in attainment at both key stages because teaching is stronger and teachers' expectations of what pupils can achieve are higher. The teaching in Years 2 and 6 is particularly strong and this means that at the end of Year 2 pupils are better prepared for key stage 2 and Year 6 pupils better prepared for secondary school.
- The most able pupils, while making good progress are not exceeding age-related expectations because, over time, they have not been challenged enough. Some have experienced many staff changes that have disrupted their learning. The school is working hard to stabilise staffing in order raise standards further.
- Disadvantaged pupils achieve well throughout because they receive good support. They attain as well as their classmates and sometimes more because many, especially those new to learning English, are highly motivated. As with other pupils in the school, they are not at the levels expected for all pupils nationally. This is largely due to the fact that while most make good progress, few currently exceed age-related expectations.
- Pupils who have special educational needs and/or disabilities make good progress from their starting points. The school identifies their needs swiftly and additional support is well planned to ensure good progress. Parents are encouraged to support their children at home to help increase their skills and confidence and other agencies are involved where pupils need specific support such as speech therapy to improve talk.
- Teachers and support staff plan well for the increasing numbers of pupils who join the school, at various ages, with little or no knowledge of English. Staff ensure that pupils benefit from all that the school has to offer. Pupils willingly translate for each other if they share a common language and bilingual support staff are deployed where necessary to maximise learning. This level of individual support enables these pupils to make rapid progress and achieve well if they are at the school long enough.
- The proportion of pupils achieving the expected standard in the national phonics (the sounds that letters make in words) screening check in Year 1 has risen steadily since the previous inspection. This year, over 80% attained the expected standard. This is above what would be expected for pupils of a similar age. The teaching of phonics is good and this is having a positive impact on raising standards in reading and writing, especially in strengthening pupils' spelling and word-building skills.
- Pupils generally enjoy reading and most read regularly at home and school. Both boys and girls are now making good gains because teachers spend time discussing plots and characters and encouraging pupils to consider features of good writing. There is a thirst for reading among most pupils because they want to learn and discover. Non-fiction texts are especially popular among boys who prefer to know 'real stuff'.

Early years provision

is good

- Children in the early years start school with knowledge and skills that are below those typical for their age and for some very low, particularly in their communications, language and literacy, their knowledge of the world and their personal and emotional development. An increasing number also are new to learning English. Overall, children make good progress and are prepared well for Year 1.
- The proportion of children who reached a good level of development in 2015 was below the national average. This year 61% of the children have reached this level and this is close to average. Improvement since the last inspection has been good.
- The early years is well led. The leader knows the strengths and weaknesses in the provision and is clear about what needs to be done to improve further. Planning is good; activities hold children's interest well.

Staff ensure that children try everything, mindful that some need additional support if less confident or new to learning English. The environment is attractive and engaging. It nurtures children's natural curiosity well.

- Teachers' assessments and the tracking of children's progress are good and inform subsequent planning effectively. Children are introduced to challenges such as phonics and writing as they gain confidence and those that find learning difficult are encouraged sensitively through timely interventions to support them.
- Safeguarding is effective and the classroom is a safe, friendly environment for children. They know how to conduct themselves safely with play equipment and other resources. They willingly take turns if they have to share things and the level of consideration and courtesy is remarkable for children so young.
- The high emphasis on creating a caring, nurturing environment is evident from the good relationships children have with each other and with staff. Staff involve everyone and so establish high expectations of how children should behave towards others.
- The quality of teaching is good. Routines are well established and expectations of what children can achieve high. This is particularly so in the activities planned indoors where all areas of learning are covered well. Outdoor activities, particularly those that support reading, writing and talking, do not provide the same level of challenge for children as indoors, especially when children direct their own learning. Nevertheless, the outside area is appealing and children enjoy the large play equipment to support their physical development and the open space to seek creatures in their habitats.
- The teaching of phonics is good and this establishes a good start to promote a love of books and reading. Children select texts excitedly and share stories with others by recounting them in role play, for example.
- The focus on practical tasks is good because many children need this physical approach to learn well. For example, children had immense fun watching water flow through a drainpipe as they considered ways to stem or increase the flow. They also know to dress accordingly, 'so you don't get soggy and drenched'.

School details

Unique reference number	118047
Local authority	City of Kingston upon Hull
Inspection number	10012053

This inspection 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	203
Appropriate authority	The governing body
Chair	Mary Clark
Headteacher/Principal/Teacher in charge	Elizabeth Harros
Telephone number	01482 850286
Website	www.st-anthonys.hull.sch.uk
Email address	admin@st-anthonys.hull.sch.uk
Date of previous inspection	24–25 June 2014

Information about this school

- This is a smaller than an average-sized primary school.
- Children in the early years attend full time in the Reception class.
- The proportion of pupils moving in and out of the school at times other than the start of the early years is above average.
- The proportion of pupils from a minority ethnic background is above the national average as is the proportion who have English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is well above average. (The pupil premium is additional government funding provided to support disadvantaged pupils including those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club for pupils that is managed by the governing body.
- The school has had a very high number of staff changes since its previous inspection.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed teaching and learning throughout the school; two observations were carried out jointly with the headteacher. In addition, the inspectors scrutinised pupils' workbooks, including with senior leaders, and listened to pupils read.
- Meetings were held with pupils, the chair of the governing body and four other governors, the headteacher, senior and middle leaders and subject leaders. The inspectors also had a meeting with a representative from the local authority and the headteacher of a partner school.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding were also taken into consideration.
- Inspectors considered the 14 responses to the online Ofsted questionnaire (Parent View) and the 15 parents who expressed their views via text messages to Ofsted. Inspectors also listened to the views of a number of parents who spoke to inspectors during the inspection.
- No members of staff submitted their views via the online staff questionnaire, but inspectors talked to many members of staff during the inspection.
- No pupils submitted any responses to the online pupil survey. Inspectors considered the views expressed by the pupils who they met with through formal meetings and in other situations.

Inspection team

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