



St Anthony of Padua Catholic Primary School

Inspection Report

Unique Reference Number 104676
LEA Liverpool
Inspection number 277202
Inspection dates 18 October 2005 to 19 October 2005
Reporting inspector Mr Roger Gill CfBT Lead Inspector

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

Type of school	Primary	School address	Sands Road off Elmsley Road
School category	Voluntary aided		Mossley Hill
Age range of pupils	4 to 11		Liverpool, Merseyside L18 8BD
Gender of pupils	Mixed	Telephone number	0151 7243233
Number on roll	177	Fax number	0151 7246911
Appropriate authority	The governing body	Chair of governors	Mr G Hicks
Date of previous inspection	25 September 2000	Headteacher	Mrs P Jacobs

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a small primary school in an advantaged area of Liverpool. Most children are of white British heritage with a few others learning English as an additional language. Relatively few children have learning difficulties and/or disabilities. Most children start school with skills and knowledge typical for their age. There was a significant weakness in achievement at the end of Year 6 in 2003 due to staffing difficulties. A new headteacher was appointed in 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school is satisfactory with many good and some outstanding features. Energetic and insightful leadership has helped it to move on rapidly since 2003 when serious weaknesses caused children to make inadequate progress by the end of Year 6. The school judges itself to be good, partly because standards have risen fast in mathematics and science. This judgement is a shade optimistic at the moment, despite the progress made in a relatively short time. Children make sound progress in the Foundation Stage to reach the nationally expected levels by the end of the reception class. Achievement is currently satisfactory in Years 3 to 6 and good by the end of Year 2. The school's distinctive character, acknowledged by parents, children and governors, is one of strong teamwork. This has placed the school back on track with a good capacity for further improvement. The school provides satisfactory value for money.

This is a well led and managed school. Children and their learning are cherished. The headteacher has mobilised senior staff and other colleagues in the pursuit of very good achievement. A positive ethos results in the children's excellent behaviour and good personal development. As one child rightly declared, 'the whole atmosphere in school is one in which everyone smiles'. Children's progress is tracked, test results are analysed and teaching is evaluated soundly overall. A great deal of information is gathered, but the use of it is not yet fully effective in terms of accelerating children's progress throughout the school and making all teaching at least good.

What the school should do to improve further

- Improve the use of information about children's progress to set even more ambitious targets for success.
- Monitor the effect of teaching on children's progress and achievement.

Achievement and standards

Grade: 3

Achievement is satisfactory and is improving. Children usually meet the targets set for them, but they are not yet challenging enough, in every class, to produce even better results. Children gain knowledge, skills and understanding at a steady rate in the reception class but some, particularly the higher attainers, are now ready to quicken their pace. By the end of Year 2, children reach standards that are above average except in writing which remains a relative weakness. By the end of Year 6, standards have improved and are above average overall and well above in mathematics and science. This is a significant improvement on standards in 2003. Achievement is satisfactory overall in Years 3 to 6 because pupils progress reasonably well in Years 3 and 4, but their learning only begins to accelerate in Years 5 and 6. Progress in mathematics and science is better than in English because writing is only adequate. Standards in information and communication technology (ICT) are average, which is a good advance on the level of attainment in 2000. There are differences in achievement between boys and girls, and boys could be doing better. Children with learning

difficulties and/or disabilities make good progress towards their targets. The few who are learning English as an additional language also make quick progress.

Personal development and well-being

Grade: 2

Personal qualities are developed well. Children get on with their work enthusiastically and take great pride in helping others. Older children take on responsibilities maturely. Lunchtime is a happy, social time for young children because the older ones play games with them and help to collect their lunch. Newcomers say that other children befriend them and help them to settle well.

Children work productively in groups sharing out tasks fairly, being careful not to disturb others. This gives them a valuable taste for skills required in the workplace. They have a strong sense of how they can contribute to the school community and work towards the common good. Attendance is average, but too many families take children on holidays during term time.

Children's spiritual, social, moral and cultural development is good. They grow in self-confidence and feel valued saying that, 'teachers listen to our opinions of the school and what the school council has to say'. They gain a sound understanding of other cultures and religions and an appreciation of their own city's culture. Children report that the school is a safe place for them; they also know what they need to do to stay healthy and fit. Year 2 pupils, for example, talk confidently about why the salads they prepared in a design and technology lesson are good for them.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall; all lessons have good features and some in the infant and older junior classes are outstanding. The school still has further to go to ensure that every lesson is good. Some lessons, for example, lack dynamism. They are satisfactory, but depend on too limited a range of techniques to capitalise on what children have to offer.

The best lessons are characterised by lively teaching, which sparks children's interest. Children with learning difficulties and/or disabilities are supported well and make good progress. Teachers injected a sense of urgency and maintained a sharp pace in the outstanding lessons. For example, in a Year 6 mathematics lesson, not a minute was wasted as children concentrated hard on meeting the challenging goals. The school's drive towards raising standards in writing is resulting in more exciting, adventurous tasks and higher levels of motivation among boys. Older children say that they enjoy the variety of work and find that they are trying harder with their work. One child involved in a newspaper project said, 'I can't wait for the next lesson'.

Teachers note children's progress and mark their work regularly so that they know where they need to improve, but not all the information gained through assessment is used well enough to promote better achievement.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and fully meets requirements. Most learners, but not all, have the opportunity to make good progress. Work is planned carefully to ensure that basic skills are developed in a consistent fashion. Most children enjoy all that they are given to do: they speak enthusiastically about the curriculum. For example, a child in Year 6 commented that, 'lessons often contain extra challenges that you might enjoy.'

There are some very positive features, much admired by parents, which influence children's development. For example, the school's Inspiration Themes are outstanding in the zest they add to learning. Children are tracking the Liverpool Clipper's progress around the globe with the intention of finding out more about its adventures. Good links beyond the school provide French lessons and sporting opportunities that appeal to all. Learning about health and safety is most effective because the school prizes these aspects so much.

Care, guidance and support

Grade: 2

The school gives children good care, guidance and support. This is recognised by children; as one child commented, 'everyone here looks after us really well'. Children feel confident that they have adults in school who will willingly lend a listening ear. The school's rigorous procedures, including risk assessments, ensure that children are safe, well cared for and that they enjoy school. Arrangements for child protection are in place and followed well.

Children are strongly encouraged to adopt healthy lifestyles. The school has recently achieved the Activemark Gold award to celebrate the varied opportunities for children to undertake physical activity. Parents have a good partnership with the school and are appreciative of its efforts in caring for their children.

The majority of children, including those with learning difficulties and/or disabilities, are supported well. There is room for improvement, however, in setting more precise or challenging targets that are shared with all children so that they have the fullest picture of what they are expected to achieve and the quality of work required.

Leadership and management

Grade: 2

Leadership and management are good. Much has been achieved in retrieving the school from its poor performance in 2003. The headteacher is having a positive impact on

raising standards, ensuring that children's personal development is promoted well and issues from the last inspection. The school is well placed to improve even further.

Governors know the school well and fulfil all their responsibilities. Individual governors link effectively with teachers to monitor the quality of provision in different subjects. Moreover, subject leaders support their colleagues well, offering advice and arranging training to improve subject expertise. Staff confidence has risen as a result, for example, in teaching ICT.

The headteacher and staff take note of what children and parents say and act on their views. The school has a good reputation in the local area and parents have justifiable confidence that any concerns will be addressed.

The school has a clear-sighted direction based on a sound understanding of its successes and areas for development. Resources such as teaching assistants and computers are used well to bolster strengths and improve weaknesses. The headteacher and senior management team have thrown themselves wholeheartedly into raising children's achievement, which is working. To this end, they have implemented an extensive programme of monitoring. As a result, children's performance in tests is analysed frequently. This is very useful in Year 2 and Year 6, but the scrutiny of results in other years lacks a forensic element to reveal where progress is not as fast as it could be. Moreover, the quality of teaching is monitored regularly, but methods are not yet fully effective in pinpointing how it can be improved.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when we inspected your school. We thoroughly enjoyed our visit because everyone was so helpful and friendly. We would like to share with you what we thought.

These are some of the things that we enjoyed:

- We really liked our chats with you
- You certainly learn about some interesting things like the Liverpool Clipper
- Your behaviour is first rate - keep it up
- Yours is an active and healthy school
- You study French from an early age.

We know everyone wants to do even better and we have suggested a couple of things that we think will help:

- We would like your teachers to look even closer at the progress you are making and always set you ambitious targets to reach
- We would like your headteacher and others to see your lessons to decide how good your learning is and how it could be even better.