



# St Anthony's Catholic Primary School

Inspection Report

**Unique Reference Number** 116401  
**LEA** Hampshire LEA  
**Inspection number** 279816  
**Inspection dates** 18 October 2005 to 19 October 2005  
**Reporting inspector** George Rayner AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Primate Road
<b>School category</b>	Voluntary aided		Titchfield Common
<b>Age range of pupils</b>	4 to 11		Fareham, Hampshire PO14 4RP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01489579100
<b>Number on roll</b>	214	<b>Fax number</b>	01489579299
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs M Reigate
<b>Date of previous inspection</b>	10 July 2000	<b>Headteacher</b>	Mr Michael Cooper

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 18 October 2005 - 19 October 2005	<b>Inspection number</b> 279816
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

The school is located in a suburban area close to the south coast. The area is one of generally favourable socio-economic circumstances. There are currently 209 pupils on the roll. Their standards on entry to the school are above average. Numbers eligible for free school meals are very low. Few pupils come from minority ethnic groups and very few have a first language other than English. The proportion of pupils with learning difficulties is low, but numbers with a statement of special educational need are close to the national average. The school's Catholic ethos underpins its work.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school judges its overall effectiveness as outstanding. The inspectors found that overall effectiveness is good. The quality of provision and standards in the Foundation Stage are satisfactory. Work is generally appropriate, but does not always fully challenge all pupils. In Years 1 to 6, pupils achieve well by progressing from above average standards to those that are close to exceptional. Teaching and learning make a good contribution to achievement. Some lessons are highly stimulating and challenging, but others are less so, with only limited opportunities for independent thought and activity. The curriculum has good breadth and balance and is enhanced well by opportunities for enrichment. Care is effective. Pupils' personal development is outstanding. The impact of this is seen particularly in the high level of maturity and involvement and enjoyment of learning among the Year 6 pupils. The school is well led and managed. Development planning has generally aided improvement since the last inspection, although improvement has slowed in recent years. However, the school, well supported by its governors, has the capacity for future improvement. It provides good value for money.

### **What the school should do to improve further**

Ensure that: \* teaching in all areas and years matches that of the best; \* improvement planning focuses on enhancing all pupils' achievements.

## **Achievement and standards**

### **Grade: 2**

Achievement is good overall. Pupils start the school with standards that are above average. In Reception they show this by their ability to concentrate on their work, co-operate with each other and show enjoyment in learning. They make satisfactory progress towards the early learning goals that are set nationally for children of this age. This is due to teaching that is generally well organised but does not always challenge all pupils. Progress is good in other years and this is because teaching is well planned and builds upon earlier learning. Pupils have challenging targets that they often reach. By the end of Year 6, they achieve standards that are close to exceptional in English and mathematics and above average in science. However, the 2005 assessments show that standards were not as high as in previous years. The school's analysis of the results shows that this was because pupils had been less successful in some of their tasks. Pupils had difficulty for example, with an English assignment in which they had to write an extended play script. The school is rightly considering ways to help them to improve this in future. There is no major variation in the achievement of different groups. Important factors in the good achievement of those with learning difficulties include the successful implementation of good quality plans for meeting specific needs and the effective use of specialised resources.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding. The school provides a wide range of opportunities for pupils which they thoroughly enjoy. They are keen to learn and participate fully in all activities. Pupils say that this is a happy and friendly school because pupils behave extremely well throughout the school and the few with behavioural difficulties are well supported through a system of rewards. There is extremely good moral development. Attendance is also good and these factors enhance achievement. There is an outstanding range of events to extend pupils' cultural, social and spiritual developments and enhance their work in history and music. The school has succeeded very well in improving multicultural development, which was found to be weak by the last inspection. Pupils are very clear about the importance of a healthy lifestyle through effective teaching in personal, social, and health education (PSHE), science and physical education. They know about the safety procedures for physical education, as one pupil explained, 'We have to warm up and are always shown how to use the equipment safely.' Opportunities for pupils to participate in making decisions are much better than when the school was last inspected. These prepare pupils very well for taking part in the life of their communities. There is a school council that makes decisions to 'make the school better'. For example, as one member of the council said, 'Pupils are keen to see the provision of a 'healthy' school tuck shop', which they proposed through the council. Overall, the school enables its pupils to make an outstanding contribution to the community. Among the many activities are fund raising for a wide range of charitable organisations, participation in music festivals and carol singing for the elderly. Year 6 pupils respond very well to being given responsibility for running the school's annual strawberry fair.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are satisfactory in the Foundation Stage and good in other years. In the Foundation Stage the level of challenge is usually, but not always, appropriate. Some tasks last too long making it difficult for young children to keep up their concentration. Although opportunities for children to make choices are included in lessons, they are not always well planned to ensure they result in good learning. Computers are used well as a stimulating teaching resource and to help children to improve their presentation. In Years 1 to 6, lessons are usually well planned to provide tasks that appropriately challenge all. The best lessons encourage pupils to think independently, make choices and explore situations. In these lessons, pupils respond with great enthusiasm and work together very well, resulting in high achievement. In the less effective lessons teachers direct pupils too much, so that opportunities for independent thought and the highest achievement are limited. Although nearly all pupils pay very good attention, a few do not. In most lessons, teachers effectively remind these pupils of the need to pay attention. In a small number though, they do

not ensure all are fully involved. In most year groups, teachers' marking of work is helpful in showing pupils how to improve. Some very good marking that was seen in Year 6 gave very clear and effective guidance on how to improve writing skills.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is clearly planned and meets the full range of pupils' needs. Those with a statement of special educational need are well supported because attention is paid to their specific requirements. Older pupils enjoy the opportunities to learn French and German as well as the mathematical challenges provided by a visiting secondary school teacher. The curriculum for the Foundation Stage is satisfactory. It reflects national guidance and includes all necessary areas of learning. The school organises a wide range of trips, including residential visits in Years 4 and 6, visitors to the school and other events to enrich the curriculum. Pupils particularly enjoyed their recent visit to the Houses of Parliament. Their participation in a local debate on a road closure gave them an idea about responsibilities within a community. It also added much to their enjoyment and achievement. An extensive programme for encouraging healthy lifestyles ensures that pupils are clear about healthy eating and drinking and understand the dangers of smoking. A wide range of sporting activities ensures that they get plenty of exercise, which they also enjoy.

## **Care, guidance and support**

### **Grade: 2**

The school is very caring and pupils feel happy and secure. From the time they start school, their personal needs are well catered for. Child protection procedures are in place and staff are fully informed about these at the start of the school year. Risk assessments are undertaken for all off-site activities and regular school safety checks take place. The school makes good use of external agencies to ensure that all pupils achieve as well as they can. Pupils are confident that they can approach any member of staff if they have any worries. The school keeps good records of pupils' progress and uses these effectively. There are good links with other schools to ensure effective support and opportunity for all groups, for example, through sporting events and challenging activities for the gifted and talented.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The head teacher is highly dedicated to the school and the welfare of pupils. His service dates back to the school's foundation and parents see this as a key factor in the school's success and popularity. The senior and middle managers work well together and have a strongly shared vision and commitment. There has been reasonable improvement since the last inspection. The school evaluates its own performance effectively. The school's development plan provides a sound basis for improvement. However, it has not focused sufficiently on

standards and achievement and how they compare with those in other schools. The procedures for monitoring teaching and learning are well organised to ensure regular self evaluation. However, they do not identify rigorously enough areas of relative weakness or ensure that good practice is shared to improve teaching. The school makes good use of its links with other schools to provide teachers with ideas and guidance. It takes effective steps to find out the views of parents and carers. Some parents think however, that their views are not always taken into account fully. Governors make a good contribution to the life of the school. They are well organised and successful in balancing support for the school with the need to challenge and question. They have helped the school to ensure that an excessive level of accumulated funding has been reduced and spent wisely.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 being so friendly and helpful when we visited your school. We really enjoyed our visit. It was good to see that you are so happy and like your school so much. Some of you told us that you love coming to school because it is such a happy and friendly place.

Our visit showed us that you are doing well in all of your subjects. There are some really great lessons in which you are given very exciting things to do and can decide for yourself how to do them. You show you really enjoy these lessons and work together very well. In some lessons the teachers do too much for you, so that they are not as exciting and you do not have to think for yourselves. Your headteacher, teachers and the other people, who help them, have worked very hard to give you lots of interesting things to do in lessons and clubs. You help the school to get even better by coming up with ideas in the school council. I know that you are looking forward to starting the healthy tuck shop that you suggested. You help your teachers very much by behaving very well indeed. You act in a very grown up way and this helps you to learn well. It also means you will be much more likely to do very well when you go to your next school and when you grow up.

We have asked your headteacher and governors:\* to make sure that lessons in all year groups are as good as the best;\* to plan ways to make the school even better and check how well your achievements compare to other schools.Well done to you all and good luck for the future.