



5 May 2006

Mrs Loraine Mountain  
The Headteacher  
St Anthony's Roman Catholic Primary School  
Genoa Road  
Anerley  
London  
SW20 8ES

Dear Mrs Mountain

## **SPECIAL MEASURES: MONITORING INSPECTION OF ST ANTHONY'S ROMAN CATHOLIC PRIMARY SCHOOL**

### **Introduction**

Following my visit with Marianne Harris AI to your school on 26 and 27 April 2006, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in May 2005.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior staff, the Chair of Governors, pupils and representatives from the local authority (LA).

### **Context**

Since the previous monitoring visit, one teacher has left the school and the appointment of the acting deputy headteacher has been ratified by the governors.

## **Achievement and standards**

The standard of work in most of the lessons observed and in the pupils' books is around the expected levels for their ages. Standards are beginning to rise as the quality of teaching improves, particularly in mathematics. Tracking from termly assessments show that most pupils have made clear progress since September and are on course to reach and possibly exceed the targets set for them.

In the better lessons, pupils make good progress and there is also evidence of effective targeted support and greater challenge. The match of work to pupils' needs has improved in all classes and this is beginning to result in more pupils making better progress. There are some good examples in the better lessons of higher attaining pupils being challenged to achieve well, although there is scope to develop this further.

Improved assessment systems are beginning to have a positive impact although their use is still at an early stage of consolidation. Teachers' greater understanding of age related expectations and some good use of developmental marking is also leading to improvements.

Early evidence from the implementation of 'catch up' groups suggests that these interventions are having a positive impact. The termly assessments should provide more detailed information about the effectiveness of these groups.

Progress on the areas for improvement identified by the inspection in May 2005:

- raise standards throughout the school, giving priority to English and mathematics – satisfactory progress

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

Behaviour around the school and in lessons has improved. The school's strategy for managing behaviour has been successful for most pupils. Those who still experience difficulties in behaving appropriately have good support. The consistent approach to reviewing the behaviour of individual pupils at the end of each day means that expectations for good behaviour are clear. However, there has been little evaluation of what particular strategies really work and which ones need reviewing.

In most lessons pupils are keen to learn and concentrate well. They are encouraged to work well together, both in lessons and in the playground.

There were far fewer examples of low-level disruptive behaviour in lessons than seen last time. When this did occur, pupils lost concentration and chatted a little, but they did not stop the majority of pupils in the class from learning and making progress. Although the playground is noisy, because there is little space, behaviour is acceptable and little rough play was noted.

Older pupils have various responsibilities before school starts and they see this as making a positive contribution to the life of the school. All pupils are polite and friendly and eager to help each other and adults.

The pupils' attendance has improved to 94% during the week of the monitoring visit. This is due to the school working closely with the relevant outside agencies to encourage parents to bring their children to school and not keep them away for trivial reasons. This has been successful in all but a handful of cases and the school continues to encourage good attendance.

### **Quality of provision**

The quality of teaching and learning has greatly improved since January 2006. Of the 14 lessons seen, 6 were satisfactory, 6 were good and 2 were outstanding.

The common features of the best lessons were the obvious enjoyment of the pupils, the very good relationships that the teachers have with their class and the interesting activities provided. Lessons were lively and pupils were very enthusiastic about their work. They were excited about learning and teachers capitalised on this by providing stimulating activities and tasks.

Most teachers used 'talk partners' particularly successfully to ensure that all pupils could contribute to discussions by first talking their ideas through with a friend before sharing them with the whole class. This has had a good impact on standards in writing as pupils are encouraged to think and talk about their ideas before writing them down. In these lessons, work is matched appropriately to pupils' needs and ability, resulting in pupils achieving well.

Where teaching was less effective, although satisfactory overall, a small number of pupils were not concentrating well because the task was not always carefully explained or was of little interest to them. Although pupils generally made reasonable progress in these lessons and settled to work

quietly, a small minority quickly became distracted and did not always complete the expected tasks.

Teachers now use assessment more effectively to help pupils make good progress and there is good use of questioning and assessment for learning within the course of the better lessons. Work is marked well with encouraging remarks and points for development. This helps pupils know what they have to do to improve and reach higher standards. Assessment data has been collected and analysed so that areas for development can be tackled. This is still developing, but early evidence demonstrates that pupils are now making better progress, especially in English and mathematics.

Progress on the areas for improvement identified by the inspection in May 2005:

- improve the quality of teaching and learning, and increase the rate of pupils' progress - good progress.

### **Leadership and management**

The school leadership team is ensuring that the action plan is being fully implemented. Monitoring systems are in place and a clear timetable of review is being carefully followed. The monitoring records clearly identify week by week actions taken and identify next steps. However, a strategic evaluation of impact and analysis of the impact of different strategies has not yet taken place.

The leadership team has worked hard to ensure that agreed systems are routinely followed by all staff and this is beginning to result in improvements across the school; however, it is too early to see the full impact of this. Good use has been made of the information which the school has about pupil progress to challenge teachers' planning and expectations. All teaching seen on this visit included sharing of learning objectives, more effective lesson structures and greater attention to matching work to pupil abilities. More focused support is needed in some classes to improve the quality of teaching and ensure consistency of approach across the school.

Use of assessment data and information from monitoring is informing action and beginning to impact positively on progress. Most leaders are developing a better understanding of what has been achieved and what is still to be done. The headteacher and the acting deputy have an accurate view of the strengths and weaknesses of the school and are now well placed to

undertake the careful and detailed evaluation needed to ensure that correct steps are taken to increase the rate of progress.

The governors continue to closely monitor and support the implementation of the school's action plan. They have undertaken training and sought external advice to help them to carry out their role more effectively.

LA advisors and consultants are providing high levels of support and direction. This is resulting in the headteacher and subject leaders gaining in skills and confidence, which in turn is leading to improved implementation of agreed structures and systems. The school has benefited from this intensive support and direction. The headteacher and the LA now need to work together to ensure that the school builds and strengthens its own capacity to improve.

Progress on the areas for improvement identified by the inspection in May 2005:

- improve the head teacher's leadership and establish effective management of the school - satisfactory progress
- establish effective strategies for supporting the pupils academic achievements - satisfactory progress

### **External support**

The LA continues to give well targeted support and to oversee the provision of continuing professional development and other opportunities to address the key issues. Over the next term a review of the balance between intervention and support needs to be undertaken so that the school becomes self sustaining.

### **Main Judgements**

Progress since being subject to special measures - satisfactory

Progress since previous monitoring inspection - satisfactory

Newly qualified teachers may not be appointed.

### **Priorities for further improvement**

- Undertake an evaluation of progress and accurately identify those strategies which are most effective. Use this information to plan the next steps required to increase the rate of progress.
- Work with the LA to develop the school's internal capacity to sustain improvements

I am copying this letter to the Secretary of State, the chair of governors, the Roman Catholic Archdiocese for Southwark and the Director of Education for Bromley.

Yours sincerely

Sheena MacDonald  
**H M Inspector**