

# St Antony's Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	102844
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	286505
<b>Inspection dates</b>	3–4 July 2007
<b>Reporting inspector</b>	Glynis Bradley-Peat

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	469
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Sonderskov
<b>Headteacher</b>	Miss C Curtis
<b>Date of previous school inspection</b>	1 July 2002
<b>School address</b>	Mornington Road Woodford Green IG8 0TX
<b>Telephone number</b>	020 8504 4706
<b>Fax number</b>	020 8559 2824

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average. Pupils come from generally advantaged economic backgrounds. A slightly higher proportion of pupils come from minority ethnic backgrounds than in schools nationally, but only a small percentage have English as an additional language. The proportion of pupils eligible for free school meals is low. The percentage of pupils identified with learning difficulties is lower than average but the proportion of those with a statement of educational need is average. The school has achieved Arts Mark Silver Award and the Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

'When my daughter was accepted into St. Antony's I cried with relief as I had heard how good it is...It's a wonderful little school.' This is a sentiment expressed by many parents, who overwhelmingly support the school. St Antony's provides an outstanding standard of education for its pupils. This is because of the dynamic, committed leadership of the headteacher and senior leaders and the determination of the teachers and their commitment to the idea that all pupils can achieve. Pupils make outstanding progress because of the exceptional teaching they receive. The headteacher and her staff are united in their vision and, as a result of this, work together extremely effectively to help each and every pupil achieve as well as he or she possibly can. Leadership and management of the school are excellent. Managers at all levels are of high quality and are always demanding improvements, hence their rather modest self-evaluation. Monitoring and evaluation are carried out rigorously and the results are linked well with further training for staff.

The achievement of pupils is outstanding and the standards that they reach are high. Children typically enter the Nursery with skills above those expected for their age. They receive a good start to their education in the Foundation Stage and by the end of Reception almost all reach the early learning goals and many exceed them. However, activities, particularly in Reception, do not always match the needs of all children. Some struggle to complete tasks set when there is no available adult help. Through the rest of their time in school, consistently high quality teaching ensures that pupils make outstanding progress. Detailed, conscientious lesson planning caters well for the needs of all pupils, contributing much to the progress they make. Teachers make good use of electronic whiteboards to help bring learning to life. They give up their own time willingly to run a huge variety of clubs. This helps to contribute towards an outstanding curriculum which enhances pupils' learning considerably. Pupils also participate in some special projects, such as 'Art Week', 'Healthy Week' and 'International Week' which they thoroughly enjoy.

The personal development and well-being of pupils are outstanding which is the result of the excellent care, guidance and support they receive and the highly creative curriculum. The behaviour of pupils is superb and they show genuine respect for each other and adults. Pupils have the opportunity really to involve themselves in the school and wider community because of the excellent links and partnerships which exist between the school and other local schools and the church. They thoroughly enjoy school which is demonstrated by their good attendance and their enthusiasm in lessons.

The school's highly successful track record and the improvements which have been made since the last inspection demonstrate an outstanding capacity for future development.

### What the school should do to improve further

- Ensure that teachers in the Foundation Stage prepare activities to meet more fully the needs of all children.

## Achievement and standards

### Grade: 1

Standards have been maintained since the time of the last inspection and remain consistently high. Achievement is outstanding. Pupils enter the Nursery with social and academic skills

which are above average. They get off to a positive start and make good progress in their learning in this Foundation Stage of their education. Throughout Years 1 and 2, progress accelerates and pupils reach high standards by the end of Year 2 in national tests. The leadership of the school is never complacent and continually seeks ways in which they can improve pupils' achievement. For example, extra support has been given to those pupils who need an extra push to reach the highest levels.

Between Years 3 and 6, progress is impressive and pupils meet and exceed highly challenging targets. This excellent progress is reflected by the school's appearance in the top five percent of schools nationally for achievement in English, mathematics and science. The percentage of pupils gaining the higher levels is significantly above average. Pupils with learning difficulties and disabilities receive effective support which enables them to make excellent progress towards their personal targets. No groups of pupils underachieve.

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

### **Grade: 1**

'I have learnt so much at this school and it has made me so much more confident.' This comment from a Year 6 pupil reflects the sentiments of almost all and shows how much pupils enjoy school. Parents too commend their children's excellent personal development and the way in which they develop high levels of skills that get them off to a flying start when they move on to the next stage of their education. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils get on very well with each other. Their behaviour is exemplary and they are keen to help others. There is an active and enthusiastic school council that gives pupils a genuine voice as part of the school community. Many of the older girls, in particular, have taken a keen interest in the global community, through their Justice and Peace Group which has met with international aid workers and their Member of Parliament. Pupils have a very clear appreciation of the need to lead healthy lifestyles and they feel safe because they are adamant that 'bullying is not an option in this school'. Attendance is above average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils make cracking progress because the teaching is so good. Teachers have very high expectations of what pupils can achieve and pupils rise to the challenge. Pupils' excellent behaviour also helps them to learn very well. They participate with interest and enthusiasm in paired and group work so that a significant proportion of lessons are conducted at a very brisk pace. Questions are used well to stimulate learning so that all pupils, whatever their prior attainment can participate. Practical work motivates pupils particularly well. Teaching in the Foundation Stage is good overall but expectations are not quite so high. Almost all children respond very well when being supported by an adult but when asked to work independently some have difficulty because the tasks are not always matched closely enough with what some can cope with on their own.

### **Curriculum and other activities**

#### **Grade: 1**

Despite its success in the core subjects of English, mathematics and science, this is certainly not a school where other subjects are neglected. Parents praise the way that, 'The school offers

lots of opportunity to children to develop in subjects like music, sport and art'. It is the exceptionally broad and exciting curriculum that has helped to capture pupils' interest and motivate them to do well. Teachers are increasingly finding practical ways of linking subjects together imaginatively so that pupils can, for example, learn about literacy through work they are doing in music, and vice versa, as when Year 1 pupils listened to and discussed Grieg's Peer Gynt when developing descriptive language to write about 'scary trolls'. Space is at a premium in the school and this limits, for example, children's free access to outdoor play equipment in the Foundation Stage. Nevertheless, the school makes very effective use of what it has, with display used especially well to create a stimulating environment that celebrates pupils' work.

## Care, guidance and support

### Grade: 1

Parents express particularly positive views about the high quality support given to their children. They are confident that they are well cared for and that 'they are in very good hands'. Arrangements for safeguarding pupils fully meet requirements. Risk assessments and the school's child protection procedures are thorough. The veritable army of first aiders ensure between them that minor accidents are quickly dealt with, and there are impressive systems for meeting the needs of those pupils with chronic ailments and allergies. This is only befitting in a school named for the patron saint of relief of pestilence. Pupils' progress is closely tracked through Years 1 to 6. All pupils have, know and refer to individual targets in English and mathematics that set out for them the next steps in their learning. Even the youngest pupils are involved in assessing how well these are achieved. This exceptionally effective use of targets contributes to the outstanding progress that pupils make over their time in school. Some marking too gives pupils very clear guidance on what they need to do to do better, but there is also some marking which offers overly effusive praise.

## Leadership and management

### Grade: 1

Leadership and management are excellent with a very strong commitment to improving standards. One parent commented 'We have a fantastic headteacher and leadership team - they are the foundation of the school.' The headteacher and senior team together with the phase leaders and subject coordinators monitor the quality of what is provided and the progress of individual pupils very well. As a result, pupils who may be in danger of underachieving especially in English and mathematics are identified early and well supported. As one pupil commented 'They are always trying to look for that little bit extra that can be improved upon.' This is further, real evidence of the excellence of self-evaluation. The use of assessment information to set future priorities is particularly strong by the end of Year 6 and is beginning to develop between the Foundation Stage and Year 2. This is a significant factor in the continuous drive to sustain high standards and has contributed particularly well to progress in science since the last inspection. The school improvement plan is very carefully costed so that financial management is very well focused on developing the school. Governors are very committed to the school. They generally ask a range of challenging questions to hold the school to account for the standards it achieves but do not as yet review the progress made by pupils from the Foundation Stage to the end of Year 2. Requirements to report the impact of the race equality policy to parents are not fully met.

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## Annex A

## 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>
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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

12 July 2007

Dear Pupils

Inspection of St Antony's Catholic Primary School, Woodford Green, IG8 0TX

Thank you for making us so welcome when we came to visit your school. You and your parents are very proud of your school and you have every reason to be. We think St Antony's is an outstanding school. It is exceptionally well run and, as a result, you benefit from excellent teaching and you do extremely well.

You especially enjoy the very wide range of activities on offer and the super range of clubs. Several of you told us how much you got out of the special themed weeks and some of the girls involved in the Justice and Peace Group were especially keen to tell us about some of the things you have done. It would be nice to see more of the boys involved in this.

The school takes excellent care of you and this is why you feel so safe and secure. Your behaviour is exemplary and you get on very well with each other and are keen to help others. The targets that you have help you because you all know what you need to do to improve your work.

We have asked the school to look particularly at improving provision for younger children. Though the children in Nursery and Reception get off to a good start, we think they could do better still if they were all offered activities that were better matched to their needs.

You can help too by continuing to work hard and do your best.

Yours faithfully,

Glynis Bradley-Peat Lead inspector