



St Anthony's Roman Catholic Primary School

Inspection Report

Unique Reference Number 101654
Local Authority Bromley
Inspection number 295714
Inspection dates 19–20 September 2006
Reporting inspector Sheena MacDonald HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Genoa Road
School category	Voluntary aided		Anerley
Age range of pupils	4–11		London SE20 8ES
Gender of pupils	Mixed	Telephone number	020 8778 7681
Number on roll (school)	317	Fax number	020 8778 3091
Appropriate authority	The governing body	Chair	
		Headteacher	Mrs Loraine Mountain
Date of previous school inspection	29 November 2004		

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Introduction

The inspection was carried out by one of Her Majesty's inspectors and an Additional Inspector.

Description of the school

The school is larger than most similar schools although, in common with other schools in the area, the number on roll is falling. It serves a community with significant social and economic disadvantage. More than usual numbers of pupils join and leave the school at other than normal times. The proportion of pupils eligible for free school meals is higher than average as is the percentage of pupils with learning difficulties and disabilities. The majority of pupils come from diverse minority ethnic backgrounds, with average but increasing numbers of pupils at the early stages of learning English.

When St Anthony's School was inspected in May 2005, it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

The overall effectiveness of the school is satisfactory and it provides sound value for money. This represents good improvement since the last inspection. The headteacher, ably supported by senior staff, provides determined leadership clearly focused on improving the quality of education. The school has worked well in partnership with the local authority which has provided good support and guidance. A wholesale review of procedures and practice has taken place alongside rigorous monitoring, staff development and support. These changes have led directly to an improvement in the quality of provision and rising standards of achievement. There is now a common sense of purpose and drive for improvement.

This is a friendly and happy school where pupils are well cared for. As a result personal development and well being are satisfactory. Behaviour has improved and pupils are polite, well mannered and attentive in lessons. Relationships are good. Pupils enjoy coming to school and they appreciate the caring Catholic ethos.

The quality of teaching and learning is now satisfactory overall. Teachers make sure that children clearly understand the purpose of lessons and the activities are well matched to different abilities. There are some weaknesses, for example the quality and usefulness of marking is inconsistent across the school.

As a result of the improved provision, standards have improved across all age groups and pupils make satisfactory progress. Children make a sound start to their learning in the Foundation stage, although, because of a lower than average starting point, some do not reach the expected standards by the end of their time in the reception class. As a result of improved provision, standards are rising throughout the school. This is evident in lessons, school assessment information and in the improved results achieved in the 2006 national assessments at the end of Key Stages 1 and 2.

The progress of all pupils is systematically tracked and analysed and the school is beginning to make good use of assessment information. Challenging targets are in place and action taken if there is danger of anyone slipping behind. A whole-school focus on developing skills in speaking and listening has contributed to significant improvements in reading and writing. Progress in mathematics and science, although satisfactory, has been less rapid, particularly for girls.

Monitoring and school improvement planning are much improved and the school has a satisfactory understanding of its own strengths and weaknesses. The school's current long term plans are not focused enough and lack sharp and measurable targets. This hinders the effective evaluation of the school's performance by governors and staff.

The improvement since the last inspection is due to determined leadership and an enthusiastic and hardworking staff who have embraced the new vision and changes implemented by the leadership team. The school has demonstrated that it has good capacity to improve further.

What the school should do to improve further

- Sharpen up long term plans to include robust measures of success which provide a clear benchmark against which staff and governors can accurately evaluate the schools performance
- Raise standards and achievement in mathematics and science, particularly for girls
- Use the outstanding practice in the school to improve the proportion of good and better teaching.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Most children come into school with standards below expectations for their age. Inspection evidence and national test results show that pupils throughout the school make satisfactory progress. They make sound progress through the Foundation stage and Key Stage 1. By the end of Year 2 standards are just below expectations. Throughout the rest of the school similar improvements have resulted in pupils at the end of Key Stage 2 achieving standards in English which are above average while standards in mathematics and science are just below. All groups of pupils make satisfactory progress although the school has identified underachievement of girls as an aspect requiring attention and are taking appropriate action to tackle this.

Attainment and progress are closely monitored. The school sets challenging targets which increasing numbers of pupils meet and some exceed. A good range of additional support provides 'catch up' opportunities for those in danger of slipping behind. Despite the improvements in provision and the school's determination to tackle underachievement, there is still some work to be done to make up for past weaknesses.

Personal development and well-being

Grade: 3

Spiritual, moral, social and cultural development is satisfactory. Pupils from all groups get on well together and have a clear understanding of right and wrong. Much work has been carried out in tackling inappropriate behaviour and this is now satisfactory. Pupils themselves report that behaviour has improved and that the learning mentors help those who find it difficult. Through various initiatives, such as the Life Bus, visits from the school nurse and local police, pupils learn the dangers of misusing drugs, how to stay healthy and how their bodies will change as they grow. They take part in a variety of sporting activities and they say that they really enjoy school. They readily take on a range of responsibilities and raise money for many charities. Pupils in year 6 report that they are confident about moving onto their secondary schools. Attendance is below average, but the school works hard with outside agencies to support families who take time off of school for trivial reasons.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, although there are some examples of good and outstanding practice across the school. Lessons are often lively, involve the children in practical activities and provide good challenge and support for all learners. The introduction of talk partners in all classes has been very successful in raising standards in English. But there are some inconsistencies in teaching that have not been fully tackled. There are weaknesses in the quality of marking. Some pupils have a clear idea of what they need to do to improve their work, whilst others are left with congratulatory remarks and little help in knowing what to do next to raise the standard of their work. The quality of learning sometimes varies within a year group and this is beginning to be tackled effectively through training and monitoring by the senior management team.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory and covers all national requirements. It is enriched by special focus weeks for example, during a successful and well attended event last term, children demonstrated their mathematical strategies to parents and visitors. The curriculum meets the needs of most pupils and there are appropriate types of extra help available to boost the progress of pupils with learning difficulties and those at the earliest stages of learning English. It is enriched with a good range of extra activities, both in and out of lessons. Visitors to the school give pupils the opportunity to learn about their local community. Residential visits give older pupils the chance to enhance their social skills as they learn to live together and take on various responsibilities. One pupil admitted that, on her residential visit, 'She didn't miss her mum at all!' The programme for promoting pupils' personal, social and health education is satisfactory and results in pupils understanding about how to lead healthy lives.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Pupils are well cared for in school, with a good emphasis on ensuring that pupils are safe. Procedures for tracking pupils' achievement are relatively new, and there has been too little time for the impact to be evaluated. Pupils know that they have group targets in class, but are less sure of what their individual goals are in order to improve the standard of their work.

Leadership and management

Grade: 3

While the overall leadership and management of the school are satisfactory, they are improving at good pace. The headteacher and deputy headteacher have provided the drive and rigour to move the school forward over the past year. They have taken appropriate action to remedy the weaknesses in provision for mathematics and literacy and this has resulted in improved pupil achievement, particularly in English. The school has rigorously implemented a range of monitoring systems, including lesson observations, which identify strengths and weaknesses. Action taken as a result of this has led to improvements in the quality of teaching and learning. Improvement planning is very detailed with regard to actions to be taken, timescales and monitoring systems. Insufficient emphasis has been given to evaluating how successful each action has been. Governors have played an important role in monitoring the school's action plan and provide good support for the school. Their role in holding the school accountable and providing challenge is underdeveloped.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

¹ 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.

Leadership and management

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

As you know we visited your school recently to find out how well you were doing. We enjoyed talking to many of you, visiting your classrooms and seeing your work. Thank you for being so friendly and helpful to us. Some of you told us that your school had improved during the last year and we agree with you. Well done everyone.

Here are some of the things we particularly liked about your school.

- You behave well in most lessons and get on well together.
- You have really improved your work especially reading and writing. We think the talk partner work that you do really helps with this.
- Your headteacher and senior staff are keeping a close eye on what's going well and what could be improved in the school.
- All the adults are working hard to make sure the school keeps on getting better.

We know that you, your headteacher and all the other adults want the school to become even better and this is what we have asked your school to do now.

- Make sure the teachers share their ideas more so that all the lessons can be as good as the best.
- Help you to do as well in mathematics and science as you do in English.
- Find out which activities are making the most difference and leading to the quickest improvement. You can help by letting your teachers know what is really helping you learn.

Thank you again for being so friendly and for making our visit so enjoyable.

We wish you a happy and successful future.

Yours sincerely

Sheena MacDonald H M Inspector