

# St Anthony's Roman Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	101654
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	323499
<b>Inspection dates</b>	8–9 October 2008
<b>Reporting inspector</b>	John Laver

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	261
Government funded early education provision for children aged 3 to the end of the EYFS	42
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Egan
<b>Headteacher</b>	Mrs Loraine Mountain
<b>Date of previous school inspection</b>	19 September 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Genoa Road Anerley London SE20 8ES
<b>Telephone number</b>	020 8778 7681

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<b>Age group</b>	4–11
<b>Inspection dates</b>	8–9 October 2008
<b>Inspection number</b>	323499

**Fax number**

020 8778 3091

<b>Age group</b>	4-11
<b>Inspection dates</b>	8-9 October 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school. The proportions of pupils eligible for free school meals, from minority ethnic groups, and with a range of learning needs and/or disabilities, are all above average. The largest group of pupils, who make up one third of the school roll, are from a White British background. The school makes provision for children in the Early Years Foundation Stage (EYFS) in its Reception Class. The school was part of a local authority school learning alliance. A higher than average proportion of pupils join or leave the school other than at the usual times.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St. Anthony's Roman Catholic Primary provides a satisfactory standard of education. Having pupils from a wide range of ethnic backgrounds and abilities means that the school faces both challenges and opportunities, some of which it handles more effectively than others. The school has undergone a difficult transition since the previous inspection: the school roll has fallen considerably and staffing has been reduced. Meanwhile, the strategies to improve pupils' standards and achievement have begun to show an impact. Pupils join Year 1 from the Reception class with standards below expectations for this age group, especially in calculation skills. By the time they leave school, pupils' overall standards are now much closer to average than they were in 2007 or earlier. This was confirmed by recent unvalidated national test results for 2008, although fewer than average Year 6 pupils attained Level 5. In 2008 there was also an improvement in the standards of seven year-olds. Pupils who have remained at St. Anthony's throughout their school career achieve considerably higher standards than the substantial number of pupils who join the school at other times. The school makes insufficient use of this information when planning for teaching and learning, and this adversely affects the progress of a minority of pupils.

From their starting points, pupils' achievement overall is satisfactory. Pupils now make better progress as they move through the school. This is partly because the school has made changes in pupil groupings and teaching methods, particularly in mathematics. The previous gap in achievement between boys and girls, noticeably in mathematics and writing, has narrowed, although girls still achieve better in reading. A small minority of more able pupils continue to underachieve, mainly because teachers do not provide them with a consistent level of challenge appropriate to their needs. Pupils with English as an additional language progress at a slower rate than others, which reflects the limited support available for these pupils. The significant number of pupils with a wide range of learning and emotional needs achieve at a broadly similar rate to other pupils. The school does not specifically identify and support gifted and talented pupils, except for some pupils who are targeted for extra tuition in mathematics. Consequently, some of the most able pupils do not perform to the highest level of which they are capable.

Pupils achieve a satisfactory level of personal development. Many pupils talk about how they enjoy school. Behaviour is satisfactory. A small minority of pupils display challenging behaviour, and are disengaged in lessons. This sometimes restricts the quality of learning. Although the school has strategies in place to improve attendance, it remains below average. Not all pupils, and their parents agree, feel totally safe in the playground because of lapses in behaviour, although they feel well cared for inside the school. The curriculum meets the needs and interests of most pupils satisfactorily, and pupils enjoy the extracurricular clubs. Teaching is satisfactory but variable in quality. Teachers are sometimes successful in engaging pupils in interesting work, involving independent learning and challenge. However, on some other occasions, teachers do not manage behaviour well enough, or do not plan sufficiently challenging activities suitable for the range of ability and learning needs of pupils in mixed-age classes. Although there is good provision for many pupils with learning difficulties, academic support is much less developed. The school operates sound assessment and tracking systems, but the resulting targets are not specific enough to individual pupils to help them improve their learning. Teachers' marking lacks rigour and does not significantly help pupils improve their work.

There is appropriate planning to raise achievement, standards and the quality of teaching. This is because the senior leadership team monitors performance satisfactorily. However, subject

leaders carry out only limited monitoring of teaching and learning. The school's self-evaluation is satisfactory: it is accurate, but the information gathered is not yet used fully to raise achievement, despite a strong level of support from the local authority in particular. Satisfactory progress since the previous inspection, and the commitment to improvement now shown by a relatively new leadership team and staff as a whole, mean that the school currently has a satisfactory capacity for improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Early Years provision is satisfactory. Children settle quickly into Reception, although links with their previous settings are not yet established. Children make satisfactory progress overall, although boys' standards are below expectations for their age group by the time they join Year 1. Children have good relationships with adults and become confident, happy learners. The school manages those children with more challenging behaviour well. Care and welfare generally have a high priority, and parents are appreciative of this, although teachers do not plan support for children with English as an additional language or with disabilities in enough depth. Teachers' planning and assessment ensure that they adequately cover all areas of learning, encouraging children to apply knowledge gained in one area to another. The new EYFS leadership team has accurately identified the priorities for improvement and recognises the need to monitor and implement these more rigorously.

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

- Raise achievement by improving behaviour management and the quality of teaching so that all children and pupils, particularly higher attainers and those with English as an additional language, make more sustained progress.
- Improve the use of assessment, targets and marking in lessons so that pupils have a clearer idea of how to improve their learning and the quality of work.
- Improve the rigour of monitoring and analysis so that leadership at all levels can develop a more sustained focus on school improvement.

A small proportion of schools where overall performance is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are average overall and pupils achieve satisfactorily, although there are some variations between groups. A small number of more able pupils, and pupils with English as an additional language, continue to underachieve, mainly because teachers do not provide them with a consistent level of challenge appropriate to their needs or there is insufficient support. There are no significant differences in achievement between the various ethnic groups in the school. Some individual pupils with learning difficulties benefit from what is now the more effective deployment of support staff. However, some of the strategies to boost the learning of these pupils, principally in mathematics, are relatively recent, and have limited impact on other subjects. Consequently the rise in achievement is gradual.

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

### **Grade: 3**

Pupils respond well to the school's Catholic ethos and participate well in assemblies. Attendance is still below average, despite the best efforts of the school to improve it. The work of the learning mentor has ensured better punctuality. Spiritual, moral, social and cultural development is satisfactory. Pupils have a clear understanding of right and wrong. They behave reasonably well when moving around the school but over-boisterous games and behaviour in the playground make some pupils feel less safe than they should. In most lessons pupils collaborate and are able to work independently. However, a small minority of pupils display challenging behaviour that restricts the learning of others. Pupils enjoy taking responsibility and appreciate serving on the school council. However, they would like more opportunities to improve their school, especially the playground. Pupils have a sound understanding of the importance of a healthy lifestyle. The standard of basic skills gives most older pupils a sound start to the next phase of their education. However, the minority with less developed skills, and who have a less positive attitude towards learning, are not as well prepared.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although teaching and learning have improved, there are still inconsistencies, and these limit the progress of some pupils. In the best lessons, teachers' encouragement of active, collaborative work enthuses the pupils and leads to good learning, as seen when older pupils explored characters in the poem 'The Highwayman.' In lessons that are otherwise satisfactory, teachers do not sufficiently match the work to the range of pupils' learning needs, so that occasionally a few more able pupils are not sufficiently stretched. Teachers do not use pupils' targets or marking effectively to help pupils make gains in skills and understanding, and they do not always resolve incidents of challenging behaviour.

### **Curriculum and other activities**

#### **Grade: 3**

The school has succeeded in raising standards of younger pupils by developing a more topic-based approach, which develops literacy skills through other subjects such as science and geography. This is part of the school's strategy to improve standards in all subjects. However, for older pupils, the links between subjects and strategies for improving core skills, particularly in mathematics and English, are at a relatively early stage. There is a good range of clubs and activities outside the classroom, including residential and other visits. Pupils enjoy these, although the school has not analysed the take-up of after-school clubs. Parents value the breakfast club. The school tries to involve parents, with varying degrees of success, in activities such as themed weeks in mathematics and science. Inconsistencies in teaching for some small groups of pupils, particularly more able pupils and those with English as an additional language, prevent them from making progress at the rate they should.

## **Care, guidance and support**

### **Grade: 3**

Pupils say that they are safe in school and are confident that the school looks after them well. There is good provision for the care of pupils with learning difficulties. There are also secure child protection and risk assessment procedures in place. The school has developed detailed assessment and tracking procedures, but limited use is made of these in analysing the performance of groups of pupils and ensuring the best level of support where it is needed. Neither teachers nor pupils use individual targets in a meaningful way to ensure that pupils know exactly how well they are doing and what they have to do to reach the next stage in their learning.

## **Leadership and management**

### **Grade: 3**

Governors are now monitoring the school and holding it to account more effectively. The leadership has a good understanding of areas for improvement, although the current level of analysis and monitoring is not sufficiently rigorous. Although the school has adopted some improvement strategies that are paying dividends, for example in beginning to raise standards in mathematics, progress in improving performance in other key subjects remains slower. The school has some links with other local schools that have helped in providing more opportunities, for example in sport. There is a satisfactory contribution to community cohesion through parish activities such as the harvest festival and charities, and by developing an awareness of wider community issues in other countries such as India.



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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 October 2008

Dear Pupils

Inspection of St Anthony's Roman Catholic Primary School, London, SE20 8ES

Thank you for welcoming us to your school. We appreciated you talking to us about your activities. You told us about the many things you enjoy. We understand your enjoyment but also agree with you that you could sometimes behave better.

Your school gives you a satisfactory education. Your work has improved in recent years. However, some of you, particularly those who find learning easier, could sometimes do even better, whilst those of you who find English difficult would probably do better with extra adult help. Some of you do not enjoy school as much as others, and attendance at school could be better. However, we also know that you like the after-school clubs and visits, and we agree with you that the school looks after you well when you need help. You like the chance to take responsibility, although you only get limited opportunities for this.

Sometimes you do not learn well enough in lessons. This is not just the responsibility of your teachers, but it is also because some of you do not pay enough attention or make enough effort. Your teachers and headteacher know how the school can be improved, although it takes a long time to make some of these things work.

We have asked the school to improve some things in particular. One is to give you more challenging lessons, and you can help by ensuring that you behave well and pay good attention. We have also asked your teachers to give you more information about how well you are doing when they mark your work, and give you more helpful targets to help you learn better. Finally, we have asked the school leadership to move more quickly to check progress and improve things in those areas which need to be better. Then you will be able to make more progress than some of you do at present. You have a part to play in this by always trying your best.

Thank you again for your welcome and good luck for the future.

Yours sincerely

John Laver

Lead Inspector