

# Holy Infant and St Anthony RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	105219
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	324182
<b>Inspection dates</b>	12–13 November 2008
<b>Reporting inspector</b>	Geoffrey Yates

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	206
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Wright
<b>Headteacher</b>	Mrs C Lawton
<b>Date of previous school inspection</b>	19 September 2005
<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>	Mitre Street Astley Bridge Bolton Lancashire BL1 6QJ

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<b>Age group</b>	5–11
<b>Inspection dates</b>	12–13 November 2008
<b>Inspection number</b>	324182

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average size primary school situated in the outskirts of Bolton. Most pupils are of White British heritage. A lower than average proportion of the pupils are eligible to receive free school meals. The percentage of pupils identified as having learning difficulties and/or disabilities is below average. The school has achieved many awards including the Healthy School Award. It has provision for children in the Early Years Foundation Stage (EYFS).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Its very strong caring ethos is apparent in all aspects of school life. The school has a number of good features, including pupils' personal development and the quality of the curriculum. Pupils' academic achievement is now satisfactory and the recent decline in overall standards of attainment has been halted. The headteacher and staff recognise that more needs to be done to raise standards further. The school has a satisfactory capacity to improve. Teaching and learning is variable but is satisfactory overall with examples of good practice. Parents are highly supportive of the school with one parent expressing the views of many, 'I think this school is a big home where all the staff and children are very friendly.'

Pupils' achievement is satisfactory and standards of attainment are average. Children enter the EYFS with skills typical for their age group. By the end of Key Stage 1 satisfactory progress ensures that pupils reach the expected levels in reading, writing and mathematics. Standards of attainment in English, mathematics and science at the end of Year 6 dipped in 2008, especially in English, and the school's targets were not met. This was mainly because of some staffing difficulties and the ineffective use of assessment information. The school has convincing evidence to show that current standards have improved to broadly average in English, mathematics and science.

Pupils' personal development is good. They behave very well and relationships with others are of a high quality. One pupil commented, 'I like walking up to someone and knowing they will be your friend.' Pupils have a good understanding of the need to keep healthy. Their regular attendance and the high level of involvement in extra-curricular activities, such as those planned at the local Sports College, indicate how much they like school. Through the school council, pupils make a positive contribution to the school community. Pupils say they feel safe at school and show a high degree of care for each other.

All members of staff have very good relationships with pupils and classes are mostly managed well. In good lessons, pupils have clear objectives so that they understand what they need to learn. The school recognises that the assessment of progress has been inconsistent. Assessment systems have been improved to track pupils' progress but resultant information is only beginning to have an impact on pupils' achievement. In less effective lessons, teachers do not use this assessment information skilfully to tailor work to pupils' individual needs and so the pace of learning slows down. The curriculum is good. There is a good emphasis on pupils using their skills in other subjects and good use is made of role play.

Leadership and management are satisfactory. The headteacher provides effective leadership, supported well by the newly appointed deputy headteacher and the reorganised leadership team. Governors are highly supportive of the school. The school provides satisfactory value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

When children enter the EYFS they are mostly achieving in line with national expectations. However, there are weakness in their reading, writing and aspects of numeracy. By the end of the Reception Year children have made satisfactory progress and are working securely within the goals expected of them. Parents are pleased with how quickly their children have settled in. The good partnership between the teacher and teaching assistant and with parents ensures

that children get off to a good start in a warm, welcoming and friendly learning environment. Adults provide a good level of care and support to ensure the welfare of all children. Teaching is satisfactory overall with some good features. For example, phonic skills are well taught. Children's personal, social and emotional development is good as evidenced by their good social interaction with their peers and adults. All areas of learning are well planned and provided for in the indoor area but this is not reflected in the outdoor area. Although children do go outside, it is usually to focus on one area of learning. There is a satisfactory blend of activities led by teachers and those chosen by children. However, valuable learning opportunities are sometimes missed because it is not always clear what children are intended to learn from activities. The leadership and management are satisfactory. The coordinator acknowledges she is still to receive training in all aspects of the EYFS requirements.

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

- Improve the quality of teaching so that it consistently matches that of the best practice in the school.
- Ensure that effective use is made of assessment information so that pupils' progress is accelerated and they reach higher standards.
- Ensure that the outside area is incorporated effectively into learning opportunities for children in the EYFS.

A small proportion of the schools where overall effectiveness 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**

Current standards are broadly average and pupils' achievement is satisfactory overall. Pupils enter Year 1 with skills typical for their age. They make satisfactory progress in Key Stage 1 to reach broadly average standards by the end of Year 2. Achievement in Years 3 to 6 has been much more variable in recent years. This is because of staffing instability and assessment information about pupils' progress not being as accurate as it might be. The pattern of results at the end of Key Stage 2 has thus shown a declining picture in the last two years, especially in English. Current indications, as shown in teachers' assessments and confirmed by inspection evidence are that attainment overall is much better than last year, and most pupils are well on their way to achieving the expected levels in English, mathematics and science. Pupils with learning difficulties and/or learning disabilities make satisfactory progress and reach the targets set for them.

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

### **Grade: 2**

Pupils are friendly and polite and take a pride in themselves and their school. Attitudes to learning are good. Positive relationships between teachers and pupils contribute greatly to pupils' well-being. Pupils show a good understanding of the benefits of adopting health lifestyles. As one pupil explained, 'Carbohydrates help to keep your energy levels going, they're found in things like bread, rice and spaghetti.' Pupils report that they feel safe in school and say, 'You always feel you could go and approach an adult and they would sort out any problem you had.' Pupils enjoy their learning. They say that their teachers 'try to make everything fun.' Pupils have good opportunities to take on responsibility, for example by being play leaders,

fruit sellers and members of the school council. Pupils' spiritual, moral, social and cultural development is good. They raise money for a range of charities at home and abroad. As well as raising money, awareness of the plight of others less fortunate than themselves is heightened through the yearly Third World Tea Party. Pupils are prepared satisfactorily in the basic skills for the next phase of education. Further opportunities to develop entrepreneurial skills would help pupils to increase their economic awareness.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Satisfactory teaching and learning enable pupils to make adequate progress. The positive relationships and teachers' promotion of the pupils' personal development are particular strengths across the school. In the best lessons, teachers plan a variety of interesting and challenging activities that really make pupils think. In a number of lessons, pupils make good progress because vibrant and enthusiastic teaching excites them. Where teaching is not as strong questioning is not used well to probe pupils' understanding and some tasks lack challenge. Teaching assistants support pupils' learning well. For example, they work with pupils who have learning difficulties and/or disabilities, helping them to achieve their targets.

### **Curriculum and other activities**

#### **Grade: 2**

The well planned curriculum caters well for pupils' personal development. Literacy is well promoted through a topic-based approach to other subjects, such as history. Practical activities in mathematics help pupils to grasp concepts and help to make learning fun. The curriculum meets the needs of pupils with learning difficulties and/or disabilities well but is less effective in challenging the highest attaining pupils. It is enriched through a good range of visits, visitors and extra-curricular activities ranging from gardening to football. There is a good emphasis on drama and role play throughout the school, which helps to promote self-esteem, develop confidence and extend speaking and listening skills. As a pupil expressed so succinctly, 'It gives us a chance to be creative.' As part of the Wider Opportunities Initiative all Year 5 pupils get the chance to play either a brass or samba instrument. The school has strong links with a local sports college, which contributes to the good physical education curriculum, and pupils enjoy activities such as quicksticks (hockey). Links with professional artists help pupils to produce some inspiring art work which is proudly displayed in the school. The pupils have also produced art work which is on permanent display in Bolton's Market Hall, helping to raise the profile of the school in its local community.

### **Care, guidance and support**

#### **Grade: 3**

The school's very caring ethos shines through in the good level of personal care pupils receive. There is a very strong concern for pupils' welfare and safety; all staff know and follow the school's child protection procedures and safeguarding procedures meet current requirements. As a result, pupils feel safe and know that if they have a problem there is someone to turn to. Pupils with social and emotional difficulties receive good additional support from the learning mentor in the Secret Garden (a small room that has been specially adapted). Health and safety procedures are effective and rigorous risk assessments are in place. Parents are fully involved

in their children's education and say that this is a very caring school. A good programme for health education ensures that pupils know how to stay fit and healthy. Academic guidance is satisfactory. The school monitors pupils' academic progress closely, although the information gathered is not always used to the full to ensure that they make the best possible progress. Assessment information is used well to identify children with learning difficulties and/or disabilities as early as possible and provide the necessary support. Where the quality of teaching is less than good, marking is not used effectively and pupils are not fully aware of how to improve.

## **Leadership and management**

### **Grade: 3**

The headteacher leads the school well and following a period of unavoidable disruption the school is now in a satisfactory position to improve. The headteacher has ensured that pupils are valued as individuals and that they have access to a good range of learning experiences. She is very aware that pupils can achieve better. Communications with parents are very good and parents think very highly about the school. The school leadership team has recently been strengthened and there is a clear vision for school improvement. Staff and governors share this vision wholeheartedly. The school works hard to involve pupils in the local community and the community beyond school. Recent improvements in the way the school tracks and measures pupils' progress have yet to impact fully on the progress pupils make. Systems to monitor and evaluate the quality of provision are adequate, although the school's view of itself as a good school is over-generous. Enthusiastic subject leaders have begun to have a monitoring role, but this development is at an early stage and has not yet started to impact sufficiently on standards and provision. Governors contribute supportively to school leadership and management. Progress since the previous inspection has been satisfactory overall.



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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?	2
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?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	2
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**

Inspection of Holy Infant and St Anthony RC Primary School, Bolton,

BL1 6QJ

I am writing to thank you for your help during my inspection of your school and to share with you my findings. I was very impressed by how friendly you are, not just with me, but also most importantly with each other. You behave very well and you work hard and try your best in lessons. My colleague really enjoyed talking to a group of your classmates at lunchtime on the first day of our visit.

I agree with you that your headteacher and teachers are very caring and help you very much if you have a problem or personal issue. This means that you are safe and secure at all times. All the jobs you do in school and the way many of you help others during lessons are certainly helping you to become citizens of the future. It is good to see that many of you know what you need to do to be safe and keep healthy and fit.

Your school is satisfactory. The children in the Reception get a satisfactory start to school life but we have asked the school to make better use of the outside area to help children make even better progress. Standards in reading, mathematics and science throughout the school are improving. I have asked the school to help you to improve even more by making better use of the information about how you are doing in lessons. Sometimes you are given work that is too easy or too hard. I would also like the school to make sure that teaching throughout the school is always of a good quality.

I hope you continue to enjoy school and wish you the very best for your future.