

# St Anthony's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	116401
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326382
<b>Inspection dates</b>	11–12 February 2009
<b>Reporting inspector</b>	Peter McGregor

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)	204
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>	Mr Paul Datson
<b>Headteacher</b>	Mrs Marjorie Dean
<b>Date of previous school inspection</b>	18 October 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>	Primate Road Titchfield Common Fareham PO14 4RP

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<b>Age group</b>	4–11
<b>Inspection dates</b>	11–12 February 2009
<b>Inspection number</b>	326382

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

St Anthony's is a primary school of average size. The proportions of pupils with learning difficulties and/or disabilities, and of those from minority ethnic backgrounds, are below average. Almost all pupils are White, mostly of British origin. Very few pupils speak English as an additional language and hardly any are eligible for free school meals. An above-average proportion of pupils join or leave the school other than at the expected times of admission or transfer. The school has Early Years Foundation Stage provision in its Reception class. It is currently undergoing a programme of refurbishment and extension to provide more spacious teaching accommodation.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Anthony's is a good and improving school where pupils make effective progress, achieve well and enjoy their education. From starting points in the Reception class that are above those typically expected for their age, pupils' standards in Year 6 are well above average in English and mathematics. Pupils have good information and communication technology (ICT) skills which they are starting to use well in a range of subjects. Pupils are extremely articulate and confident learners who work very well independently and in pairs. Relationships between staff and pupils are very good.

Pupils' personal development is outstanding, as is their spiritual, moral, social and cultural development. Participation in sport is high, contributing to pupils' healthy lifestyle. Pupils know that any bullying will be dealt with quickly and effectively. They feel extremely safe and respond very sensibly to safety guidance. They know there are always staff they can turn to for help. Attendance and punctuality are good. In lessons, pupils' behaviour is very good. During breaks and the lunch period, lively pupils are not always managed well. The school council provides an effective voice for pupils. They are very involved in supporting the local community and extremely well prepared for the next stage of their education.

Good teaching enables pupils to make effective progress. Well-structured lessons, where tasks build on pupils' prior knowledge, sustain interest and motivation. Some lessons are not as successful at maintaining a good pace of learning. The small number of pupils with learning difficulties and/or disabilities do well because staff respond to their needs. A wide and full curriculum, including French and two residential visits, provides a worthwhile and enjoyable experience for all pupils. The strong focus on literacy and numeracy is facilitating the improvement in standards that is taking place. Pupils are very well cared for; their welfare has a high priority. Pupils' progress is carefully tracked as they move through the school, enabling additional, useful support to be given to those who are not achieving as well as they could. All required procedures concerning safeguarding pupils are carried out.

The school is very well led and managed by the headteacher, who is very effectively supported by her deputy. Their clear vision for the school is being realised. Parents are very pleased with the school and most appreciate the changes that are taking place. Staff training has had a high priority. External experts in a range of fields provide extremely helpful guidance for staff, and pupils benefit from this. Improvements have been made in communication with parents, in the curriculum, and in evaluating pupils' progress. Resources, particularly the excellent ICT facilities, are being used well to help pupils learn. Strenuous and successful efforts are made to provide equality of opportunity for all. Administration of the school is highly efficient and effective. The school has very good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children progress and achieve well in an exciting and colourful Reception environment, despite the limited indoor space. Experienced and well-qualified staff ensure that routines are well established. Close links with pre-school settings and very good communication with parents ensure that children settle in well. The management of children who require extra support, for example, is very effective. Careful monitoring ensures that all children make good progress in all areas of learning.

During appropriate free play sessions, children choose activities independently and particularly enjoy role play in their own 'construction site', and creative activities such as making Valentine cards. They love being outside even in cold weather and one was very intrigued by a large piece of ice that had miraculously appeared in the sand tray. The outdoor play area is less well developed than the indoor environment, lacking a covered area and a safe surface for climbing equipment. Teachers and assistants talk with children to ensure the development of good communication skills. More formal sessions effectively promote an understanding of friendship and the rules of circle time, as well as a detailed knowledge of phonics to underpin learning in reading and writing. Children use the interactive whiteboard but do not have enough access to other forms of ICT.

Making good progress in social development, children work well with others and sustain their interest in specific activities. They are looked after well, which helps them to feel secure and become confident learners. Assessment of children's progress is thorough and undertaken regularly. Children are treated as individuals and respond very well to guidance.

The Reception class is led and managed well, with a clear determination to review and develop routines and resources. Leaders understand clearly the importance of extending facilities for outdoor play and ICT and are confident that this can be achieved when the new building is complete.

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

- Improve the quality of teaching so that all lessons maintain a good pace of learning.
- Improve the level of supervision of pupils during breaks and the lunch period, to contain any boisterous behaviour.

## **Achievement and standards**

### **Grade: 2**

Good progress throughout the school, sometimes very good, results from good teaching and the efforts of well-motivated pupils who want to succeed. Parents provide strong support for their children's learning. In Year 2, pupils attain standards that are above average. Through the implementation of a literacy initiative, writing standards at the higher Level 3 are catching up with the well above-average standards in reading and mathematics. Considering what pupils could do at the start of Year 1, their achievements in writing and reading have been good, and satisfactory in mathematics. A recent focus on increased challenge in mathematics is having a positive impact on standards of work. In 2008, unvalidated Year 6 test results in English, mathematics and science were well above national averages, and similar to those attained in 2007. Almost all pupils attained the expected Level 4 and over half attained the higher Level 5 in all three subjects. The school's assessment information indicates that pupils are on track to have similar success this year, sustaining good achievement. The small number of pupils with learning difficulties and/or disabilities make good progress because support is effective and work is well suited to their needs.

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

### **Grade: 1**

Pupils have excellent moral understanding and behave in a way that shows their Christian beliefs. A Year 1 pupil, for example, retold the story of the Good Samaritan and clearly understood its message about helping others. Pupils are very caring towards those with learning

difficulties and/or disabilities. They show a clear spiritual awareness, both in the context of their faith and in their appreciation of art, music and the wonders of nature. Their understanding of other faiths and cultures is very good. Pupils are enthusiastic about school life, particularly its clubs and how they all get on so well together. Some parents have expressed concern about the behaviour of a few children but this is managed well by staff in classrooms. Pupils take allocated responsibilities seriously, such as being house captains, and are very polite and friendly. They have discussed and put in place their own behaviour codes. They show a good understanding of the need to support others in less developed parts of the world. Their recycling programme is one of many outstanding contributions to the school and local community. School lunches are nutritious and pupils' lifestyle shows how well they appreciate the importance of keeping healthy, though a number of packed lunches contain items that are less than wholesome. Pupils are exceptional in their adoption of safe practices and talk confidently about road and water safety and the dangers of smoking. They have excellent learning skills and a very good understanding of business, for example through such charity fundraising activities as a 'Strawberry Fayre'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Very good relationships between staff and pupils result in well-behaved pupils. Teachers use their good subject knowledge to match work carefully to pupils' wide and different needs. They use interactive whiteboards with confidence and success. Well-planned lessons, including interesting starter activities, help to ensure work is both motivating and challenging. The small groups for some literacy and numeracy sessions are very helpful in increasing interaction between teachers and pupils, to speed up learning. Well-established procedures for teaching phonics are proving highly effective. Very good support staff provide helpful guidance for pupils with learning difficulties and/or disabilities and more generally in classes. Pupils benefit from specialist physical education and French teachers from local secondary schools who regularly teach at St Anthony's. At times, teachers talk over pupils without gaining their attention, and pupils spend rather too long on the carpet, a point made by the pupils in the school's own survey. The open-plan classroom structure results in some disruption of quiet work by pupils in nearby classes, a problem that the current building programme is intended to remove.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good with a number of excellent features. Time is well balanced between the various subjects and areas. Year 3 and 4 pupils are grouped by ability for numeracy and, throughout Years 3 to 6, literacy is taught in groups arranged according to their levels of knowledge. These initiatives are proving very helpful in promoting higher standards. Curriculum planning for other subjects is in transition as a thematic scheme is being drawn up to match work better to pupils' interests. This helpful innovation is still in the early stages of implementation. Over half the pupils take part in a diverse range of clubs and activities, ranging from sewing and the popular school choir, to typing classes and a book club for pupils with a particular talent for literary understanding/appreciation. A good range of sports clubs is provided and fixtures are arranged with local schools. The curriculum is enhanced by interesting termly visits, such as to a local museum, where pupils experience the Victorian way of life, and to a

local newspaper to see journalists at work. All such activities are carefully linked to the school curriculum. Preparation for the next stage in the pupils' education is exceptionally well planned and organised, minimising apprehension and promoting continuity.

## **Care, guidance and support**

### **Grade: 2**

The school is welcoming and caring. Personnel and procedures ensure that overall provision is good. Outdoor areas are used well but pupils are not always supervised carefully enough in the junior playground where play can sometimes be quite boisterous. Child protection, health and safety, and risk assessment procedures are secure and regularly reviewed. The pupils use the internet safely. Care provided for pupils with minor illness or bumps and bruises is exemplary because of the kindness and high level of skill of the staff involved. Pupils are given very good guidance on healthy lifestyles and this is reinforced by input from outside agencies like the fire service and a nurse. Links with partner schools, nurseries and outside agencies are used extremely well in supporting pupils. Parents are very enthusiastic about this and particularly pleased with the breakfast club. Systems for monitoring academic progress are good, with appropriate targets set for pupils and very good support where it is most needed.

## **Leadership and management**

### **Grade: 2**

The recently strengthened senior leadership team has a clear agenda for raising standards, while maintaining the caring ethos of this Christian community. It is well supported by a strong staff team. The school keeps parents well informed, for example via the website and newsletters, and all work together for the benefit of pupils. The school's self-evaluation is clear and well focused and shows that improvement since the previous inspection has been good. Development planning and academic targets are challenging; the school has high expectations of all its pupils. It is highly inclusive and provides consistently and well for pupils of all backgrounds and abilities. An excellent feature of management is support for staff in developing their range of skills and expertise. For example, training in phonics teaching and the coordinator's role is resulting in pupils' higher standards. Evaluation of teaching and learning is accurate and guiding developments. Leaders are aware that improved consistency in the quality of teaching would be helpful. Learning and target setting are coordinated effectively, in a way that ensures continuity and progression through all years. The school promotes community cohesion well. Staff and governors have been involved in training and have a very clear view of the school in its local and wider context. This understanding has determined its policies, for example in supporting a school in Africa and making sure that pupils understand what it means to live in multicultural Britain. Governors understand very clearly the school's strengths and areas for development and ask searching questions, monitoring and guiding improvements very effectively.



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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?	2
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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
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	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 learners' needs?</b>	2
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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B**

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

27 February 2009

Dear Pupils

Inspection of St Anthony's Catholic Primary School, Fareham, PO14 4RP

Thank you for your warm and friendly welcome to St Anthony's. We enjoyed being in your school and seeing how happy you are there.

You are being taught and cared for in a good school that is getting better. You make good progress and are proud of the results you achieve in English, mathematics and science in Year 6. We were very impressed with the way you speak, the way you confidently use numbers and your computer skills. It was interesting to see a group of you learning how to type properly in your lunchtime.

We saw your good behaviour in lessons and how much you look after one another. The way you work together is excellent. You told us you enjoy attending school, how you are very well cared for, and how pleased you are with the clubs and activities the staff provide for you. You know how important it is to eat sensibly and to lead active, healthy lives. You also feel extremely safe and get very involved in local community activities. Your attendance and punctuality are good. You can be very lively during your break and lunchtimes and so we have asked the headteacher to make sure a close eye is kept on you at these times. You are being well taught but sometimes you do not complete as much work as you could and so we have asked school leaders to check that the pace of lessons is always good enough. Working in small groups for literacy lessons is helping you to make good progress.

The school is very well led and managed by your headteacher and she is very well supported by all the staff and the governors. We hope that you will want to try even harder and be even more successful, continuing to enjoy all that is happening in your busy school.

Yours faithfully

Peter McGregor

Lead Inspector