

# St Anthony's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	125716
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	328382
<b>Inspection date</b>	8 July 2009
<b>Reporting inspector</b>	Hazel Callaghan

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	228
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>	Paul Hamilton
<b>Headteacher</b>	Anne Bell
<b>Date of previous school inspection</b>	26 June 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>	Sydenham Drive Leamington Spa CV31 1NJ
<b>Telephone number</b>	01926 428800

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<b>Age group</b>	3–11
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**Fax number**

01926 428800

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## Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the quality of pupils' learning, standards and achievement, especially of different groups within the school
- how teaching and the curriculum promote pupils' ability to make positive choices in their lives and to be able to show independence and initiative in their learning
- how well the school is prepared for the change in leadership and has the capacity for continued improvements.

Evidence was gathered from the school's assessments of pupils' standards and progress and an analysis of the results of the 2008 tests. There were observations of teaching and discussions took place with senior leaders, staff, governors and pupils. Parents' responses to the Ofsted questionnaire were also analysed. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

St Anthony's Catholic Primary School takes its pupils from across the local parish as well as from the immediate area around the school. Most pupils are from families of White British backgrounds but there is an above average proportion of pupils from minority ethnic groups who speak a variety of different home languages. The largest groups are Portuguese, Indian and Polish. A third of the pupils start school knowing very little English. The proportion of pupils identified as having learning difficulties and/or disabilities is broadly average. The school provides Early Years Foundation Stage education for children under five in the maintained Nursery and in the Reception class. The school has successfully achieved the Investors in People Award on three separate occasions and recently the Healthy School Award. The headteacher retired in July 2008 and an acting headteacher has led the school for this academic year. A new substantive headteacher takes up post in September. A privately owned after-school club is run from the school premises.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

St Anthony's Catholic Primary is an outstanding school. Pupils make excellent progress to reach standards that are much higher than is found nationally. This excellent progress is due to exemplary teaching throughout the school and the pupils' own high aspirations. Pupils are enthusiastic and very well motivated and are extremely well prepared for their next stage of learning.

Excellent progress starts in the Early Years Foundation Stage. Children begin in the Nursery often with a narrower range of personal and social skills than is expected. Almost a third of the children this year started school with very little knowledge of English but these children and the others in their class have made very good progress. The children in this year's Reception class are a particularly high achieving group and standards are above those expected. Pupils of all ethnic groups and those of all abilities achieve well through the school. There are effective systems of support for those pupils with learning difficulties and/or disabilities and successful strategies for those who need to broaden their vocabulary and their understanding of English. The most able pupils are well challenged and a significantly higher proportion of pupils reach the higher than expected standard of Level 5. This year, for example, half of the Year 6 class has achieved Level 5 in science, more than half in mathematics and almost half in English. Boys do not reach the same high standards as the girls but their attainment is still higher than the national average and significantly higher than that of boys nationally. Teachers have high expectations of their pupils and set challenging targets for their progress. New systems to help pupils understand how well they are doing and how to improve are developing well and are effective in supporting pupils' self-evaluation. The curriculum meets their learning needs well but staff are beginning to consider how it can be developed to better promote pupils' creative thinking and more independent ways of working.

Pupils' personal development is excellent, especially their spiritual, social and moral development. Pupils are kind, considerate and thoughtful. By the time they leave in Year 6, pupils show maturity and confidence. They have developed clear sets of values and respect each other's views. Pupils appreciate the different cultures within the school and feel they are part of a large family. They do not, however, have many opportunities to meet other cultures. Pupils' sense of community extends to their eager participation to improve the life of the school as school councillors, 'eco warriors' and playtime mediators. They also respond well to opportunities to support activities in the local community and the parish and to raise funds for worldwide charities. Pupils have an excellent understanding of how to keep themselves safe and say they feel extremely safe and secure in school. They have a good understanding of how to develop healthy lifestyles and would welcome a more diverse range of after-school activities to extend their sports expertise and other interests. Pupils enjoy school and the vast majority attend very regularly but the school's more rigorous monitoring of attendance and punctuality has identified a small group of families who are not as effective as getting their children to school each day. The school is now working effectively with the Education Welfare Office to support families who have difficulties and to encourage others to improve their attendance.

Staff provide good levels of personal and pastoral care for their pupils. Parents recognise this and the comments of one parent were typical of many: 'An absolutely outstanding school in respect of the education of the children as well as the care, kindness and enthusiasm shown to the children.' Great importance is placed on the safety of pupils. Some parents were upset when the relaxed 'coming and going' into the school disappeared but safeguarding requirements

are now rigorous and meet current national guidelines. The acting headteacher has brought many other important improvements to the school. Her excellent leadership has stimulated the effective professional development of other leaders, who now have more opportunities to take responsibility and are effectively involved in managing and leading the school. Comprehensive systems for checking on the progress of pupils of all abilities and ethnic groups have assured that they continue to make excellent progress across the school. Governors are well informed and supportive of the school but not yet fully involved in the school's development. They have yet to carry out the required evaluation of the extent to which the school is promoting community cohesion. The school works well with the community and a number of outside agencies. Partnership with parents is good but some feel that aspects of communication could be stronger and this has caused some concerns. A new headteacher takes up post in September. The good leadership of senior leaders and the well-structured systems of self-evaluation that are now in place indicate the school's good capacity for further improvement.

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

### **Grade: 1**

The provision for these young children is excellent. Children start in the Nursery with a narrower range of skills and experiences than is expected, especially in personal and social skills and in their knowledge of English. With the sensitive and caring support of staff, children settle quickly. They enjoy their activities and learn to work and play together harmoniously. Throughout the Early Years Foundation Stage children make excellent progress and reach standards above those expected in all areas of the curriculum. Children's welfare is of the first priority. Strong relationships are built with their parents and effective communication about children's interests and needs are shared so that staff have a good understanding of how best to promote children's good learning. Regular assessments of children's progress inform this process and well-focused targets are set for their 'next steps'. These targets are shared with parents, and teachers provide regular opportunities for parents to participate in the things children learn about so they can support them more effectively at home.

Staff have a very good understanding of how children learn and provide stimulating activities that motivate children's interest and provide suitable levels of challenge. There is a very effective balance of adult-led activities and opportunities for children to direct their own learning through self-chosen tasks. Classrooms are well-resourced, bright and stimulating. The outside areas reflect the excellent learning opportunities provided within the classrooms and children are encouraged to experiment and explore new ideas. The children love to work outside and are quickly immersed in the wide range of activities. The leadership of the Early Years Foundation Stage is excellent and staff work very well together. Children's progress is tracked carefully and the data analysed so that possible areas for improvement are identified and positive changes made. The curriculum consequently remains fresh and very well matched to children's needs and interests.

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

- Evaluate the school's effectiveness in promoting community cohesion and develop a plan that will enhance pupils' opportunities to work and play with a more diverse range of cultures outside the school.

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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?	1
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	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.



## 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	1
The attendance of learners	2
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	3
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	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**

9 July 2009

Dear Children

Inspection of St Anthony's Catholic Primary School, Leamington Spa, CV31 1NJ

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a really excellent school. Here are some of the things we found out.

- You get an excellent start to your schooling in the Nursery and Reception classes.
- You make excellent progress and, by Year 6, reach standards that are much higher than those attained by children of the same age.
- Your personal development is outstanding and your behaviour is excellent. You are polite, friendly and helpful to everyone. You have an exceptional understanding of how to keep yourselves safe. You show care for each other and respect for each other's feelings. You want to do well in your work and you are prepared very well for your future education.
- You are taught extremely well and all your teachers work hard to make sure you excel in your work and you have a good understanding of how you can get even better.
- The senior staff under the strong leadership of the acting headteacher, Mrs Bell, manage the school well and the staff all want you to do very well.
- Everyone in the school works together as a strong team and there is a good partnership with your parents and others who can help you to learn.
- The staff look after you extremely well so you feel safe and happy.

Even though St Anthony's is an outstanding school, there is something it can do to make it even better. We have asked the headteacher and governors to check on how well they are helping you to have a good understanding of the different people in the United Kingdom and to provide you with more opportunities to work and play with people of many different cultural backgrounds.

Thank you again for helping us and remember you can help to ensure your school continues to be really special by continuing to work hard and helping one another.

Yours faithfully

Mrs Callaghan

Lead inspector