

St Anthony's Catholic Primary School

Inspection report

Unique Reference Number	107348
Local Authority	Bradford
Inspection number	336875
Inspection dates	23–24 June 2010
Reporting inspector	Joe Peacock

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Mrs Vanda Greenwood
Headteacher	Mrs Madeleine Bannister
Date of previous school inspection	11 December 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and observed six teachers teaching. Inspectors held meetings with the headteacher, governors and staff, talked to pupils, and looked at the school's planning and assessment data. They examined the school's documentation including minutes of governing body meetings, improvement planning and that relating to safeguarding and pupils' welfare. They scrutinised 60 questionnaires returned by parents and carers, and questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment in mathematics and the progress of more-able pupils
- how well pupils are prepared for life in multicultural Britain
- the quality of outdoor learning in the Early Years Foundation Stage, children's progress in developing their communication skills and the quality of leadership and management
- the effectiveness of the governing body.

Information about the school

The school is much smaller than average and takes pupils from a wide area. Just under 10% of pupils are from a range of minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities and the proportion known to be eligible for free school meals are both average. Provision for the Early Years Foundation Stage is in a mixed-age class of Reception and Year 1 pupils. Two temporary teachers work for two and three days each in the class. The headteacher was appointed to the school almost two years ago. A breakfast club is organised by the school each morning for approximately 25 pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which lives up to its motto of giving 'every child, every chance, every day'. It translates into an outstanding level of care, guidance and support and excellent equality of opportunity for all pupils. St Anthony's is a happy school where pupils feel perfectly at home and safe. They say that lessons are fun and educational at the same time. 'Our teachers are always laughing and never grumpy,' was a typical quote from pupils. Their consistently good attendance shows how much they enjoy school. The partnership with parents and carers is excellent.

The energy and enthusiasm of the senior leadership team have been pivotal in securing year-on-year improvement in pupils' attainment. This has been achieved by an improvement in teaching, which is consistently good. The development of provision in the Early Years Foundation Stage has been slower than elsewhere because of the disruption caused by staff changes. Although children make satisfactory progress, boys' communication skills tend to be well below those of the girls. Outdoor learning experiences are limited by the small size of the outdoor area, which is earmarked for improvement, and activities often lack sufficient challenge to captivate and hold children's interest. The three-year upward trend in the rest of the school clearly shows how effectively staff and governors have worked as a team with a common sense of purpose to raise standards. Pupils, including those who have special educational needs and/or disabilities, make good progress by the end of Year 6 and attainment is well above average. Virtually all have positive attitudes to learning and their behaviour in lessons and around school is excellent.

There are significant strengths in the curriculum. Pupils say, 'There is something for everyone and we are never bored.' However, it is good rather than outstanding because computers are not being used enough to support and enhance learning in the different subjects. The school has a well-equipped computer room but there are too few computers available for use in lessons. Governors have successfully developed their role and join staff in rigorously monitoring school effectiveness. As a result, their assessment of almost all aspects is accurate, giving the school a good capacity to continue to improve.

What does the school need to do to improve further?

- In the Early Years Foundation Stage, accelerate children's communication, language and literacy skills, by:
 - planning more opportunities, particularly for boys, to write

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- improving the outdoor learning area to provide a wider range of exciting and challenging experiences that encourage and develop children's communication skills.
- Improve the resources for and the use of information and communication technology as an integral part of pupils' learning across the curriculum.

Outcomes for individuals and groups of pupils

2

Pupils listen attentively to their teachers and are keen to get their work finished. They enjoy excellent relationships with the caring and supportive staff and this gives them the confidence to help one another when working independently in pairs or small groups. For instance, Year 6 successfully investigated patterns when working out cubic numbers by working together on the extremely challenging task. In all lessons, pupils can be seen to be making good progress and, occasionally, excellent progress.

Consistently good teaching ensures pupils make good progress in Key Stages 1 and 2. Attainment is well above average in English and science by Year 6. In mathematics, attainment is above average and improving rapidly following a whole-school focus on raising standards. Pupils who have special educational needs and/or disabilities make the same good progress as other pupils and most attain the level expected for their age. The excellent relationships between pupils are a reflection of the outstanding pastoral care, ensuring that pupils feel safe and valued. Pupils have a good knowledge of how to live a healthy lifestyle, but do not always put this into practice in their choice of food at the breakfast club, where the menu is not always as healthy as it should be. Pupils' extremely positive attitudes are reflected in their above-average attendance. All are prepared well for life in multicultural Britain. A programme of visits to different places of worship has recently begun and pupils display a good knowledge of religions such as Judaism and Islam from their studies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is stimulating and appropriately matched to pupils' different learning needs. As a result, all pupils, including those with special educational needs and/or disabilities, are challenged and interested in their tasks. Most concentrate well in lessons and invariably make good progress. Most teachers succeed in making lessons exciting and fun, often linking learning to solving real-life problems, such as calculating the area of walls to be tiled or to pave a patio. Pupils' determination to do well is a key factor in most lessons leading to a quiet purposeful atmosphere for learning. On occasions, additional work is not always available for those who finish early. Those finding work difficult benefit greatly from a friendly and supportive relationship with helpful teaching assistants. Marking is thorough and informs pupils how to further improve their work. Pupils are increasingly involved in assessing their own progress, adding to their understanding of how to do even better.

The varied and exciting curriculum has a strong focus on active learning. Much is based on helping pupils to develop essential skills to equip them well for their future. Regular assessments identify who needs additional support and in which aspect of their learning. Strong links are being developed between subjects and these promote pupils' literacy and numeracy skills effectively. Pupils demonstrate their considerable skills with computers, as shown when Year 3 and 4 won a competition for the best animation film. This showed a battle for a medieval castle being interrupted when the ice-cream man called. However, they do not use them extensively to support their learning in different subjects. There is a wide range of after-school clubs and visiting specialists for such a small school and these cater for all interests and abilities adding valuable skills for life for pupils.

The school's exemplary care, guidance and support for all pupils and their families is reflected in their good progress, outstanding behaviour and very positive attitudes towards learning. The exemplary support for pupils with special educational needs and/or disabilities ensures that they too make good progress. It is easy to see why pupils feel safe, valued and respected. The breakfast club is popular with pupils and a good range of learning activities is provided, but these are not properly timetabled each week to ensure variety.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Discussions with staff and their responses to the inspection questionnaire clearly demonstrate their enthusiasm and wholehearted commitment to school improvement. They work well together as a team to monitor and evaluate all aspects of provision and outcomes rigorously. Their evaluations are shared and discussed in depth, resulting in decisive new actions that are unanimously agreed and acted upon.

The governors are well led and organised. Most visit regularly and are involved in setting ever more challenging targets and evaluating how well they are being met, through their monitoring visits. The steady improvement since the previous inspection reflects their effectiveness in challenging staff and in driving forward changes which benefit pupils and maintain the rising trend in attainment. The outstanding partnerships with parents and carers are further enhanced by the role and responsibilities of a parental involvement worker. A wide range of external agencies are highly effective in supporting the care and welfare of pupils. St Anthony's is an inclusive school, successfully promoting equality of opportunity and tackling any discrimination or harassment rigorously. At the time of the inspection, safeguarding procedures were judged to be good with the school meeting requirements well. The school makes a good contribution to community cohesion. Pupils take their responsibilities on the pupil council seriously and they are keen to play their part in school improvement. Global links are good and those with the local community are being developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children start Reception with skills that are broadly average for their age but the full range of abilities is represented. There are more boys than girls and many of the boys have weak communication skills. The generous number of support staff adds valuable support during lessons for children with special educational needs and/or disabilities. Some staff demonstrate considerable expertise when teaching groups of children in 'Time to Talk' sessions and when helping children to read and write, enabling most to make satisfactory gains in their literacy skills. Staff are attentive to children's individual needs and this helps them to grow in confidence and do particularly well in their personal, social and emotional development. Children behave well and demonstrate good levels of independence. Most make satisfactory progress from their starting points by the end of their Reception Year, achieving expected standards. However, only half achieve the expected standard in language, literacy and communication skills.

Children in Reception are provided with a satisfactory range of learning experiences both indoors and out. There is usually a close link between indoor and outdoor learning, helping to broaden experiences and giving children more time to learn essential skills. Learning supported by an adult is effective, but some independent activities lack sufficient challenge and result in children moving aimlessly from one to another. Few of these successfully encourage children to write. The outdoor learning area is small and this limits the range of experiences available. There is no adventure play equipment, for example, and not enough space to enjoy wheeled toys.

Leadership and management of this key stage are satisfactory. All policies, records and procedures are in place to ensure children's safety and welfare.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

The response to inspection questionnaire was very positive. Almost every parent and carer agreed, for example, that they were happy with their child's experiences at school. This reflects parents' and carers' appreciation of all that the school is trying to do for their children. Inspectors fully endorse parents' and carers' views. A very small minority had concerns about behaviour. Inspectors found behaviour in lessons and around school to be excellent.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anthony's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	72	17	28	0	0	0	0
The school keeps my child safe	40	67	20	33	0	0	0	0
The school informs me about my child's progress	34	57	26	43	0	0	0	0
My child is making enough progress at this school	40	67	19	32	1	2	0	0
The teaching is good at this school	41	68	19	32	0	0	0	0
The school helps me to support my child's learning	31	52	29	48	0	0	0	0
The school helps my child to have a healthy lifestyle	30	50	29	48	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	60	23	38	0	0	0	0
The school meets my child's particular needs	35	58	23	38	2	3	0	0
The school deals effectively with unacceptable behaviour	27	45	28	47	4	7	0	0
The school takes account of my suggestions and concerns	21	35	35	58	3	5	0	0
The school is led and managed effectively	30	50	28	47	1	2	0	0
Overall, I am happy with my child's experience at this school	45	75	14	23	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 June 2010

Dear Pupils

Inspection of St Anthony's Catholic Primary School, Shipley, BD18 1HD

Thank you for being so friendly, helpful, and good-mannered when we inspected your school. Yours is a really good school. Many of you already know this as you told inspectors how proud you are to come to St Anthony's. One of its best features is your excellent behaviour. Well done to all of you for being so sensible and caring towards others. Your good attendance shows how much you enjoy coming to school. The staff give you excellent care, guidance and support so you feel safe and cared for each day. Your parents also agree with you and had lots of positive things to say about your school.

We were impressed with the good quality of teaching and learning. It ensures that you are constantly challenged, have fun and work hard in lessons. It is easy to see why most of you make such good progress and achieve well above average standards. We know that all of you are trying your best to improve your mathematics to the same high level this year and we can tell you that standards are rising. Well done again! There are still improvements to make in the Reception class. We hope it will not be too long before the outdoor area is improved and that children in this class have many more interesting and challenging tasks to do. We are also asking staff to use computers much more to help you to learn in lessons. Your award-winning animation film shows just how good you can be with computers.

Your headteacher, with the support of hard-working governors and staff are helping to make school the exciting and interesting place it is for you. We know that you will continue to work as hard as you do to make your school even better. Good luck for the future.

Yours sincerely

Mr J Peacock

Lead inspector

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