

St Antony's RC Primary School

Inspection report

Unique Reference Number	131926
Local Authority	Newham
Inspection number	341251
Inspection dates	22–23 September 2009
Reporting inspector	Chris Kessell

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Sister Una McCreesh
Headteacher	Mr Brian Lucey
Date of previous school inspection	7 February 2007
School address	Upton Avenue Forest Gate London E7 9PN
Telephone number	020 85523670
Fax number	020 84702580
Email address	info@st-antonys-jun.newham.sch.uk

Age group	3–11
Inspection dates	22–23 September 2009
Inspection number	341251

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 17 lessons, and held meetings with staff, governors and pupils. They observed the school's work and looked at assessment and tracking information, pupils' books and documents such as the current development plan and self-evaluation and monitoring data. Inspectors considered the 125 responses in questionnaires that had been returned by parents and carers.

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

- the extent to which teaching and learning has improved since the previous inspection
- whether school tracking data and classroom practice substantiated the school's view that pupils' learning and progress are good
- the effectiveness of school strategies to ensure that individuals and groups make the same progress.

Information about the school

St Antony's is an above average size primary school. The proportion of pupils whose first language is not English is well above average. The majority of pupils come from Black African or Black Caribbean backgrounds. A number of other ethnic groups are also represented at the school. A minority of pupils are refugees and asylum seekers. The percentage of pupils identified with special educational needs and/or disabilities is broadly average. For the majority of these pupils, their needs include moderate learning, speech, language and communication and behavioural difficulties. The school provides Early Years Foundation Stage provision for children in Nursery and Reception classes. There have been significant recent staff changes at senior and middle management. The headteacher has been in post since the beginning of the current term.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Antony's is a satisfactory school. The school is in transition as a result of significant recent staff changes. It has a number of strengths. The good behaviour of the pupils, their enjoyment of school and the caring, friendly ethos are notable features. The pupils' smiling faces and their welcoming, polite attitudes are testament to this. They get on well with each other and the school is a very cohesive community. Levels of attendance are above average. The school has strong relationships with parents and pupils enjoy school. Staff morale is high and an enthusiasm to improve pervades the school.

Since the previous inspection, the school has been successful in raising attainment in English through effective initiatives to improve pupils' speaking and listening, reading and writing. The drive for improvement in English has not been replicated in mathematics or science. Consequently, pupils do better in English.

Although there is good teaching found across the school, there is insufficient to enable pupils to learn quickly and make good progress overall. The school has a wealth of assessment information and tracking data but this is not yet used consistently and effectively enough to plan lessons and support learning. Teachers engage with pupils well in class and the quality of oral feedback is often good. Marking is less reliable and not all pupils are provided with good information on how to improve their work.

The school is only at the early stages of using assessment information to identify variations in the performance of individuals or groups of pupils. Consequently, variations in pupils' performance are not always picked up quickly. For example, higher attaining pupils are not always challenged sufficiently in lessons. Boys, particularly those from Black African and Caribbean backgrounds, do not as well as girls in the Early Years Foundation Stage and Key Stage 1. The school recognises that there is a role for parents to play in improving boys' learning and progress.

The governing body is very supportive but is not sufficiently involved in the strategic development of the school and self-evaluation. The new headteacher has very quickly and accurately identified the strengths of the school and areas for development. A new development plan that identifies the urgent priorities for improvement has been put in place. He is well supported by the rest of the senior team and there is a clear drive to move the school forward rapidly. Although the school has been very successful in improving provision for English, there are still other areas to develop. The school is ambitious, but with so many new personnel, there has been insufficient time for new strategies to have any significant impact. As a result, the school's capacity to improve is satisfactory.

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

What does the school need to do to improve further?

- Raise attainment and pupils' progress in mathematics and science by: - ensuring that pupils' progress is regularly monitored - planning lessons that extend the learning of all pupils but especially the higher attainers.
- Improve pupils' learning and progress by raising the quality of teaching so that most lessons are good through: - better use of assessment information to plan lessons - ensuring that teachers' marking helps pupils to be clear about what they need to do to improve - sharing the good practice already found in the school.
- Raise boys' achievement in the Early Years Foundation Stage and Key Stage 1 by: - providing activities and experiences specifically tailored for their needs - rigorously tracking their progress and monitoring the impact of the strategies used to improve their achievement - engage parents in a project to improve boy's achievement.

Outcomes for individuals and groups of pupils

3

Relationships are happy and harmonious. Classrooms are generally calm and purposeful. Pupils' confidence is reflected in their enthusiasm to answer teachers' questions. They enjoy their learning and are happy to offer an opinion or idea for a lesson, whether it's the view that 'Greeks invented history' or how to accurately use apostrophes.

By the time they leave school, pupils' attainment is broadly average. Although a number of pupils make good progress in relation to their starting points, especially in English, progress is inconsistent across other subjects and through different parts of the school. Consequently, pupils' achievement is satisfactory overall despite their high levels of enthusiasm and interest. Too often, the tasks provided in lessons do not enable all ability groups to learn quickly because activities are either too hard or not sufficiently challenging. This tends to slow the learning of higher attainers more than any other group. In lessons where good attention is paid to the needs of different ability groups, all pupils learn effectively and make good progress. Pupils with special educational needs and/or disabilities make satisfactory progress. As with their classmates, their rate of progress depends very much on the quality of teaching and the accuracy of work matched to their needs.

Pupils respect and appreciate different cultures and beliefs. They know how to keep healthy and safe. They enjoy their physical education lessons and the good range of sporting extra-curricular activities. As part of a government pilot within the local authority, all pupils benefit from free school meals and there is a very high take-up of the healthy food options. The school is a very orderly environment and pupils are confident that if they have any issues or concerns, they have an adult they can turn to. Consequently, pupils feel safe in school. Pupils are keen to take on responsibility and work well together in paired and group activities. The effective use of 'talking partners', when pupils discuss aspects of a lesson together, was a good feature in a number of lessons during the inspection. The school council is elected by its peers, meets regularly and ensures the pupils' voice is heard. Pupils develop a satisfactory range of academic

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

skills and good personal qualities to help them prepare for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching observed during the inspection was satisfactory. The best teaching was in Year 6. Teachers enjoy warm relationships with pupils and manage their behaviour positively. This results in a settled and happy learning environment. Lessons are not always as productive as they could be, which results in satisfactory learning and progress over time. Although lessons are often planned so that pupils with different abilities are given work appropriate to their needs, the match of work is not always accurate enough. The school is only just beginning the process of analysing last academic year's assessment information to determine which pupils need additional support and those that require more challenge. Teachers are good at ensuring that pupils fully understand the purpose of lessons but are less effective in assessing how well pupils make progress. Consequently, opportunities are missed to change plans if pupils are finding work too difficult or too easy.

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 experience an appropriate range of subjects including French. The curriculum is enhanced well with a good range of well-attended extra-curricular activities and interesting visits and visitors. Intervention programmes to provide additional support to particular groups of pupils have been successful in improving pupils' attainment and progress in English. Good links exist with the parish church and pupils are also given opportunities to visit other places of worship. Although the school has enhanced its resources for information and communication technology (ICT), there was little evidence of this subject being used to support other areas of the curriculum during the inspection. A strong Catholic ethos permeates school life and fosters a strong family feel. Pupils' pastoral needs are met well and this is a strong feature of the school's caring ethos. Parents who find it difficult to come into school are provided with home visits and pupils who find school challenging are offered good advice and guidance. The school's strong emphasis on promoting pupils' emotional and personal well-being results in them feeling safe, secure and well looked after.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

A number of new senior and middle leaders have only been in their posts for a very short period of time. The headteacher has been quick in identifying improvement priorities which accurately reflect the school's specific needs. There has not been time to embed new initiatives and evaluate the impact on pupils' achievements and the provision provided by the school.

New staff are becoming involved in self-evaluation. Although the monitoring of teaching and learning has taken place, it has not been systematic enough to have a significant impact. Many subject leaders, and particularly those for English, mathematics and science, are still developing their roles and do not yet have full accountability for the standards reached in the subjects for which they are responsible.

The school is at the early stages of using assessment data and tracking information to its full potential. There have been improvements in areas where the school has targeted specific aspects of provision, such as English. Groups of pupils have been identified to improve their performance but there is still a way to go to ensure that all pupils are performing equally.

The governing body fulfils all of its legal requirements and safeguarding arrangements are satisfactory. Community cohesion has been promoted effectively and pupils work

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

and play well together regardless of faith, culture and ethnicity. Good plans are in place for pupils to have regular opportunities to meet with others from different backgrounds based on an accurate analysis of pupils' needs.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the setting with knowledge and understanding below that normally expected for their age. By the time they transfer to Year 1, attainment is broadly average overall. However, this masks a significant difference in the learning and progress of boys and girls. The gap in their performance is much wider than that found nationally. Boys join Year 1 with attainment that is below average. They do not always focus sufficiently on the activities they are given and children spend too much time in single gender groups.

Children settle into the Nursery quickly, as do those who join the Early Years Foundation Stage in Reception. Children develop good work habits. This provides a good base for their positive attitudes to learning as they get older. They enjoy the activities they are provided with indoors and outside. They all have access to a safe and secure outdoor play area, although resources are limited. Children work well together. They are supported well and good attention is paid to their welfare. The setting is successful in involving parents in their children's learning. Although the Early Years Foundation Stage did not have a manager at the time of the inspection, adults work well together as a team.

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

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

Views of parents and carers

Parents hold positive views about the school and are happy with their child's experience. Only a few parents chose to provide additional written comments on their questionnaires and the vast majority of these were positive and supportive. Parents' meetings are well attended and the school has good partnerships with parents. In answering the questionnaire, almost all parents either agreed or strongly agreed that their child enjoyed school. This reflected the findings of the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Antony's RC 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 12 statements about the school.

The inspection team received 125 completed questionnaires by the end of the on-site inspection. In total, there are 446 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	74	29	23	2	2	1	1
The school keeps my child safe	86	67	38	30	1	1	0	0
The school informs me about my child's progress	82	66	42	33	1	1	0	0
My child is making enough progress at this school	69	55	50	40	4	3	2	2
The teaching is good at this school	75	60	48	38	1	1	1	1
The school helps me to support my child's learning	72	58	53	41	1	1	0	0
The school helps my child to have a healthy lifestyle	73	58	51	41	1	1	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)	60	48	62	50	1	1	1	1
The school meets my child's particular needs	62	50	54	43	4	3	1	1
The school deals effectively with unacceptable behaviour	65	52	48	34	8	6	0	0
The school takes account of my suggestions and concerns	48	38	72	58	2	2	0	0
The school is led and managed effectively	73	58	46	37	2	2	0	0
Overall, I am happy with my child's experience at this school	84	67	37	30	1	1	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



24 September 2009

Dear Pupils

Inspection of St Antony's RC Primary School, Forest Gate, E7 9PN

Thank you for being so friendly and polite when we came to visit your school. You made us feel very welcome. It was good to chat to you about your work. This letter is to let you know what we found out during our visit. You go to a satisfactory school and reach levels similar to those found in other primary schools. You do better in English than in mathematics and science so we have asked the headteacher, staff and governors to help you to get better in these subjects.

You are happy and keen to come to school. You behave well and are kind to each other. Levels of attendance are higher than in most other schools. Teachers help you learn but we would like to see more good lessons. We have asked the school to make sure that all of you reach your potential. Everybody cares about you so you feel safe and well looked after. You know how to keep healthy and safe. Some of you make better progress than others. We have asked the school to make sure that all of you do as well as each other. The headteacher and staff are working hard to make the school even better. You can help them by always working hard. I hope you all have a good term.

Best wishes for the future.

Yours faithfully

Chris Kessell

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.