



Archdiocese of Birmingham

Section 48 Inspection Report

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

Sydenham Drive, Sydenham, Leamington Spa, Warwickshire, CV31 1NJ

Inspection dates:

3-4 March 2020

Lead Inspector:

Mary Daniels

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Good

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Pupils take full advantage of the opportunities the school provides for their personal support. As a result, they are happy and confident.
- Attainment is in line with core subjects and almost all pupils make good progress.
- Lesson planning is effective and matched to meet the needs of key pupil groups.
- Pupils act with reverence, sing joyfully and join in with prayers confidently.
- All areas identified through diocesan monitoring visits have been diligently addressed and are becoming an integral part of the school's practice.

It is not yet Outstanding because:

- The quality of teaching and learning in Religious Education is not consistent across the school.
- Not all pupils are given the opportunity to plan and lead Collective Worship.
- The depth of rigour and accountability applied by the governors when monitoring and evaluating Catholic Life and Collective Worship is not applied to Religious Education.

FULL REPORT

What does the school need to do to improve further?

- Pockets of outstanding teaching practice in Religious Education should be used across the school to improve the provision of all teachers and teaching assistants.
- Develop the planning and leadership of Collective Worship beyond the faith leaders to increase the number of opportunities available for other pupils.
- The strong governance of Catholic Life and Collective Worship should now be applied to Religious Education, ensuring equitable levels of scrutiny.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Outstanding
The quality of provision for the Catholic Life of the school	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school

The quality of provision for the Catholic Life of the school

- The school is a truly inclusive community, where pupils, staff and parents celebrate being part of a Catholic family.
- Pupils take a leading role in activities which promote the school's Catholic nature. They are active members of numerous groups including the pupil parliament and faith leaders. They have a mature understanding of the word 'Catholic' and understand that the mission of the school is to 'walk in the footsteps of Christ' by welcoming all faiths. Pupils live this out daily.
- Pupils are very enthusiastic about their school. In discussions with Year 6 pupils and faith leaders, they comment that the school is very welcoming. They believe the school has taught them how to treat others and be kind by following the example of Jesus. Younger pupils believe the headteacher works for God.
- They are involved in evaluating the Catholic Life of the school through annual self-evaluation and monitoring of prayer spaces.
- Pupils behaviour is excellent. They are respectful and caring towards each other. Staff are exemplary role models for the pupils, actively promoting the Catholic Life of the school through their witness.
- Pupils enthusiastically embrace the responsibilities of living within a Catholic school community. They are very aware of the needs of others both in school and in the wider school community. They frequently organise charitable events to raise money for those less fortunate than themselves. For example, they raised money to support the bush fires in Australia.

- The school's chaplain is a regular and valued visitor to the school. He has fostered an excellent rapport with the school community and is very supportive. He visits school each week to celebrate Mass, meet with the headteacher and visit classrooms to support teachers and pupils. His support of the school is highly valued.
- Pupils actively participate in all opportunities provided by the school to develop their faith life through a wide variety of visits and retreats. A youth worker also visits the school regularly and organises the parish youth group.
- Pastoral support is provided for all pupils. Rigorous systems are in place to meet their needs and all staff are vigilant in their care of pupils. A councillor visits the school regularly and works with a number of pupils. Parents particularly value this support commenting positively on the quality of provision available. Recently, the school was presented with an award in recognition of its high standard of care from Warwickshire Children's Services, remarking particularly on the family feel of the school and its holistic approach.
- Relationships and sex education (RSE) is taught using the diocesan resource 'All That I Am'. A new scheme is planned to be introduced next term to ensure that the school's provision in this area is compliant with new statutory government legislation and remains firmly within the Christian understanding of the nature and purpose of different types of relationships.
- Pupils profoundly understand that vocation is a calling from God about how to live their lives. Pupils are encouraged to take on roles and responsibilities and there are opportunities to pray and reflect on how to serve others. A number of visits and visitors are arranged to deepen their experiences of vocation. There is a residential retreat to Alton Castle, during which pupils have the opportunity to see young people witnessing their faith, which supports the work being done in school in this area.
- All staff are very proud of their school and are fully committed to its mission, 'We walk in the footsteps of Christ and are held in the hand of God'. They regularly attend retreats, staff prayer and training on Catholic Life. They work as a team and, as one staff member commented, "everyone is equally valued."
- The school is very attentive to the pastoral needs of all members of staff and are proactive in supporting their wellbeing. New members of staff are particularly well supported. The deputy headteacher mentors all new staff. One recent appointment to the school commented that the headteacher and her mentor "hold me up."
- There is a strong sense of community at all levels which is particularly evident when talking to parents. Many families have a long history with the school and are exceptionally supportive of its provision. As one parent said, "it is the best in Warwickshire." Other parents commented on the school's excellent reputation in the local area and the approachability of the headteacher and staff.
- Sacramental preparation is led by the school, with support from the chaplain. It is well planned with a popular annual craft session where families take part in practical, prayerful activities. Attendance by parents is outstanding.
- The school's environment reflects its mission and identity through concrete and effective signs of its ethos. For example, the mission statement is prominently displayed in the entrance and there are many varied displays across the school.
- There are extensive opportunities for moral and spiritual development of pupils and staff. Prayer services, assemblies and Religious Education lessons

all reinforce this. In lessons pupils are taught about resisting temptation and making good choices. There is substantial evidence of work on the virtues in books and around school.

- The school shares a local partnership of parishes with several other schools and ensures that there are opportunities for pupils to be involved in some parish-based celebrations. Pupils would benefit from further opportunities to engage in parish activities wherever possible, although the demands placed upon the parish priests, given the number of schools they minister to, are recognised.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the School

- The provision for the Catholic Life of the school is given the highest possible priority by leaders, who understand that the development of Catholic Life is a core leadership responsibility. The headteacher is instrumental in driving this area of the school forward. She is an excellent role model and she wants all pupils to reach their full, God given potential.
- There is a Catholic Life committee which meets regularly to monitor Catholic Life and the link governor visits the school every week. Response by leaders to diocesan monitoring has been robust and has led to substantial improvement in all areas of Catholic Life. Actions identified for improvement have led into well focused action plans.
- Professional development is well planned and organised frequently for staff. This involves a variety of training opportunities which include diocesan-run courses and training delivered in-house by senior leaders.
- The school is highly successful in engaging with parents and carers through a variety of mediums. The school has a growing number of pupils with English as a second language (EAL) and pupils of other faiths and provision for them is excellent ensuring all families feel supported and welcomed. Leaders have fully embraced this diversity ensuring the school is a harmonious and welcoming community.
- Governors make a highly significant contribution to the Catholic Life of the school. They are part of the wider parish and are justly proud of the involvement of all pupils in the Catholic Life of the school. The headteacher values their support, experience and challenge. They have a wide skills base which is used to support the mission of the school.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	Good

How well pupils achieve and enjoy their learning in Religious Education**The quality of teaching, learning and assessment in Religious Education**

- Pupils enter school below expected standards and make rapid progress in the Early Years Foundation Stage. At the end of Key Stage 1 these standards have been maintained. Progress in Key Stage 2 is good with the majority of pupils reaching higher than expected levels.
- Almost all pupils with EAL, pupils with disabilities and boys make good progress, which is in line with other pupils. All pupils can access the learning given their starting points.
- Most pupils are religiously literate and can reflect spiritually. They are articulate about giving alms during the season of Lent and its meaning. They are also aware of the current year being designated as the 'Year of the Word' and are taking part in the 'God Who Speaks' initiative.
- Most pupils are engaged in lessons and concentrate well. They enjoy learning because teachers generally plan interesting lessons and employ a variety of teaching strategies. In a Year 2 lesson, observed during the inspection, about the Parable of the Lost Sheep, pupils were encouraged to work in mixed ability groups. The tasks they were given involved team-work and active learning. Pupils were asked to complete several tasks involving famous religious art, scripture quotes and exploring the feelings and emotions of different characters. Consequently, they were highly engaged and made good progress.
- Most pupils are involved in evaluating how well they are doing. Diocesan unit markers are used in all year groups for pupils to reflect on their learning. There is evidence of Attainment Target 2 (learning from religion) questions in books.
- Pupils are interested and enthusiastic in Religious Education lessons. Behaviour is always good because pupils enjoy their lessons. Pupils comment that their lessons are always interesting, and they learn about Jesus and how to follow his example in their own lives.
- Pupil attainment is high and almost all pupils achieve above average attainment using national age-related standards.
- The quality of work produced in Religious Education is good and demonstrates a wide range of activities including drama, art, music, written tasks and prayer.
- Teaching is good, with some outstanding practice. Lessons are well planned, using the 'Learning and Growing as People of God' curriculum strategy. Good use is made to explain key vocabulary especially for EAL pupils.

- Work is generally matched well to the needs of pupils.
- Whilst most lessons are creative and actively involve pupils, some lessons are too teacher-led, allowing little opportunity for pupil discussion. As a result, there are instances when the progress made is less than during other lessons.
- Teachers are confident in their subject knowledge, plan good lessons and have high expectations of pupils. This is clear in the excellent presentation of pupils' work in their exercise books. Pupils take great pride in their work.
- Good quality resources in all classes ensure pupils are supported in their learning. Additional adults are used to support the learning, working with small groups and capturing the learning on post-its.
- The classroom environments are good. There are bright and interesting displays in all classrooms, depicting the liturgical season. The Collective Worship altar is the focal point of the room, ensuring that pupils understand the centrality of prayer at St Anthony's.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishop's Conference of England & Wales and is taught for the correct amount of time. It is comparable to other core subjects in the school.
- Self-evaluation of Religious Education follows the monitoring schedule of the school. There is some moderation of pupils' work with other schools and analysis of pupil data.
- Standards in Religious Education are reported to governors termly through headteacher reports, consequently they are enabled to plan improvements in a strategic manner in reaction to these.
- Presently the headteacher is the Religious Education subject leader. She has a clear vision for teaching and learning and a high level of expertise in securing this vision. The leadership of Religious Education is in transition as school leaders develop a team around Catholic Life, Religious Education and Collective Worship.
- Training is regularly provided for staff. Information and updates from cluster meetings and diocesan training are cascaded to staff, ensuring that the school always strives to deliver best practice.

COLLECTIVE WORSHIP

The quality of Collective Worship	Good
How well pupils respond to and participate in the school's Collective Worship	Good
The quality of Collective Worship provided by the school	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	Outstanding

How well pupils respond to and participate in the school's Collective Worship
The quality of Collective Worship provided by the school

- Pupils act with reverence, sing joyfully and join in with prayers confidently. This was evident in the Mass celebrating the feast day of St Chad and the headteacher's prayer service. Pupils have a wide repertoire of both modern and traditional hymns which enhance the quality of Collective Worship.
- Collective Worship is central to the life of the school for all pupils. One of the strengths of the school is that all pupils are involved in worship, regardless of their personal faith background.
- Collective Worship is planned expertly by leaders and has a clear purpose, message and direction. As a result, pupils have high quality experiences of liturgical seasons and know which season they are in.
- Pupils are beginning to regularly prepare and lead worship. Faith leaders have been introduced this year and they lead prayer in classrooms. Staff have been trained to help pupils deliver worship and there is a Collective Worship box in each classroom which contains a wide variety of resources to help them plan and prepare worship.
- During the inspection, an act of Collective Worship in Year 2, led by pupils, about refugees contained a powerful message of hope. In concluding the act of worship, pupils drew a heart on a stone and placed it on the altar. Faith leaders said they used the stone because it reminded them about Jesus' time in the desert when he was tempted to turn the stones into bread. This example is typical of pupils' good understanding of the liturgical year.
- Praying is part of the daily experience for all pupils and staff. Pupils are encouraged to use a variety of approaches to prayer; formal and informal, private and communal and they are encouraged to be still and listen to God. Prayer is enhanced using drama, sacred music and art. The prayer experiences of the pupils could be enriched by extending the opportunities for voluntary acts of worship.
- All year groups have a dedicated family prayer bag. These are taken home on a rota basis and encourage the whole family to be involved in the prayer life of the school.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship

- Leaders experts in the planning and delivery of high-quality Collective Worship. They are highly visible, excellent models of good practice for staff and pupils.
- There is a wide variety of Collective Worship thoughtfully planned throughout the year.
- Collective Worship has a clear message and purpose. Themes for Masses and assemblies reflect the liturgical calendar and ensure pupils have a good understanding of the liturgical year, seasons and feasts.
- There is a dedicated leader of Catholic Worship who has worked tirelessly to develop the quality of Collective Worship in the school. She has been instrumental in preparing pupils to lead Collective Worship and appointing faith leaders. More recently she led an excellent Lenten 'bootcamp' session to develop pupils' personal faith and growth during the season of Lent.
- Collective Worship is very creative and actively involves pupils from all groups in drama, music and prayer. Senior leaders have attended training on making the worship more accessible to all pupils. This involved the use of religious artefact, art, prayer and music to enrich the liturgy in the season of Lent. Consequently, acts of Collective Worship is always accessible to pupils.
- Leaders are highly committed to providing professional development for all staff: developing both their personal liturgical formation and the planning of Collective Worship. There is an annual retreat, diocesan training on planning and leading Collective Worship and support and coaching from senior leaders.
- There is a monitoring schedule for Collective Worship which includes the monitoring of prayer services, prayer areas, assemblies and the planning of Collective Worship. A high priority is placed on collating the findings that these activities bring as the headteacher meets weekly with the link governor regarding Collective Worship. The evaluation of Collective Worship is shared termly through governor reports and meetings with key members of staff.

SCHOOL DETAILS

Unique reference number	125716
Local authority	Warwickshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3-11
Gender of pupils	Mixed
Number of pupils on roll	212
Appropriate authority	The governing body
Chair	Paul Hamilton
Headteacher	Jane McSharry
Telephone number	01926 428 800
Website address	www.stanthonyscatholic.com
Email address	head3544@welearn365.com
Date of previous inspection	March 2015

INFORMATION ABOUT THIS SCHOOL

- St Anthony's Catholic Primary School is a one form entry Catholic primary School. It is one of three schools in the parish of St Peter Apostle and is one of five Catholic primary schools in Leamington Spa.
- The percentage of Catholic pupils is currently 45%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Mary Daniels and Christine Finnegan.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across eight Religious Education lessons to evaluate the quality of teaching, learning and assessment. All lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with governors including the chair of governors, the headteacher, the deputy headteacher, the Religious Education subject leader, the Collective Worship leader, a recently qualified teacher, parish priest and parents.

- The inspectors attended a whole school Mass, class and whole school Collective Worship and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.