

St Anthony's Catholic Primary School

URN: 150551

Catholic Schools Inspectorate report on behalf of Most Rev. John Wilson, Archbishop of Southwark

06–07 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p. 3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p. 5)

The quality of curriculum religious education

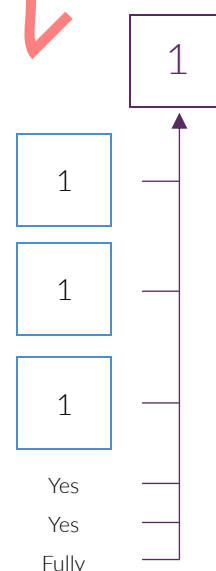
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- It is a genuine and warm Christian community, a home where pupils are valued and learn to see 'Christ in everyone'.
- Staff provide the highest levels of pastoral care for pupils with an explicit commitment to the most vulnerable.
- Pupils are empowered to take leading roles and be involved in the mission of the Church, especially the preferential option for the poor and disadvantaged.
- Leaders at all levels demonstrate a commitment to staff, pupils and their families.
- The partnership with the parish is excellent and a strength of the school.

What the school needs to improve

- Ensure Catholic social teaching is explored and mapped throughout the curriculum to make it central to all learning.
- Develop more opportunities for pupils to take a lead in preparing prayer and liturgy across the school.
- Create specific training that will help teachers plan lessons consistently and deliver more effective challenge in religious education lessons.

Date Published: 28th June 2024

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

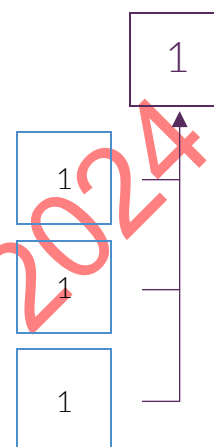
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are proud of being part of this warm, welcoming Catholic family. They are overwhelmingly positive about the school and demonstrate an understanding of their role in serving the community. This is evident in their contribution to the Catholic life and mission of the school. They are extremely courteous and demonstrate their commitment to social justice with genuine service to others. One pupil described the school as 'homely' where everyone is friends. Older pupils take immense pride in ensuring all pupils feel valued and looked after. They speak warmly of the dedication of staff. Pupils are given many responsibilities to lead through service. They are actively involved as prefects, ambassadors and serving in the Mini Vinnies. They are mature role models for younger pupils, but they say all pupils are expected to be role models. One pupil said, 'there is no role for no role'. Pupils have a well-developed understanding of Catholic social teaching and respond to the needs of others in the wider community. They have the Oscar Romero award at participator level. They happily organise fundraising activities, such as the big walk and odd sock day, for Cafod and the Catholic Children's Society. Parents overwhelmingly appreciate the care their children receive.

The mission statement, 'We see Christ in everyone', is lived by the whole community. Its impact is evident in the genuinely warm relationships between staff, pupils and their families. It is supported by four core values which the school council put in place with the head teacher and senior staff. The school provides the highest level of pastoral care to pupils, which they and their parents overwhelmingly appreciate. It reflects the commitment of all staff to work for the welfare of pupils and each other. One teacher said, 'I am proud to be here'. A major strength of the school is their investment in the most disadvantaged and needy pupils. They offer unstinting support for families, for example with the 'coat swap' for vulnerable families. A parent praised the school for 'always being a caring family for all its members'. The very strong Catholic identity of the school is visible through the centrality of religious icons and images displayed throughout the school, from the distinctive entry to

the stations of the cross in the hall that were designed by pupils. Programmes for relationship, sex and health education are carefully planned in line with Catholic teaching.

Leaders and governors totally understand and accept their responsibilities as Catholic leaders. A strong sense of vocation and commitment to the Catholic life and mission of the school is evident in the caring, Christian lives of love and service. Governors work effectively with school leaders and ensure a Catholic school in faith and practice. There is a tangible culture of care. They have a thorough understanding of the quality of provision through regular visits and school reports. They ensure the provision for the Catholic Life of the school is given high priority with prayer spaces and very close links with the parish. It is a significant part of the school development plan. The head teacher is a highly effective Catholic leader. She is strongly supported by senior leaders and governors. The wellbeing of staff is a priority for them and as a result, teachers' morale is high. The importance placed on the care and concerns each member of the community are major strengths of training opportunities. There are successful strategies for engaging parents who say the Catholic ethos is strong. A flourishing partnership between the school and with the local parish is central to the Catholic life and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

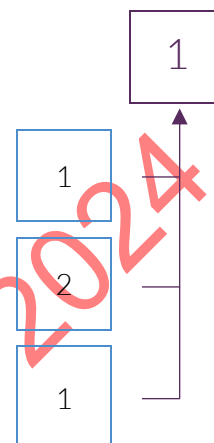
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils genuinely enjoy religious education lessons and appreciate the range of activities that help them learn about Christianity and other faiths. A pupil said that religious education teaches them how to live their lives in the right way. The respect for teachers and other pupils is evident in the way they concentrate well and conscientiously whether individually or with their partner. Pupils want to learn. They settle quickly and engage with learning from the start, creating an engaging learning atmosphere. It was evident, for example, from the way Year 6 pupils collaborated enthusiastically on a roleplay activity to Year 1 pupils who were re-telling the story of Ganesh through art. In lessons on Hinduism, pupils displayed secure knowledge and appropriate subject specific vocabulary. High quality written work is evidenced in exercise books and big books that reflects an obvious pride in learning. Most pupils say they know what to do to improve. Most pupils secure high levels of attainment and progress that is consistently above other core subjects. Outcomes for disadvantaged pupils and others with special educational needs and/or disabilities are outstanding given their starting points and needs.

Teachers have high expectations of their pupils. They are totally committed to ensuring pupils enjoy their lessons by using a range of strategies and resources, for example, with a great deal of praise and affirmation of good work and behaviour. They provide a range of opportunities that engage pupils and use questioning to help pupils move to the next step. Teachers have good subject knowledge. Although there is a strong emphasis on enhancing pupils' religious literacy and strengthening their knowledge and understanding, the school understands that pace and challenge are areas for further development. They know that opportunities to extend learning or where pupils could demonstrate their skills in discussions, were occasionally missed. There are examples of written feedback which is regularly given to move pupils on in their learning. Most pupils respond to these and hence learn more. There is ongoing assessment of pupils. It is tracked and monitored termly in line school policy. It identifies where interventions are needed to ensure pupils continue to make good progress. A

parent commented that 'it is clear to see they have a really strong foundation in Religious Education'. Pupils with special education needs and/or disabilities are strongly and sensitively supported by other adults which reflects the totally inclusive nature of Religious Education lessons.

Religious education has parity with other core subjects, demonstrating the high value that leaders and governors place on the subject. They have also ensured that the school has begun preparing for the new *Religious Education Directory*. Leaders and governors know that teaching the faith is a core leadership responsibility. They want the best for pupils and staff. They fully embrace this and use their experience and knowledge in monitoring and evaluating provision for religious education. The parish priest is the link governor. He visits the school regularly and reports to governors. As a result, governors have a sound knowledge of the strengths and areas for further improvement. The headteacher works very effectively with senior leaders. She has a clear vision for religious education and sets out the steps needed for further improvements to the quality of teaching, for example, formal training for teachers. The subject lead also offers strong support them as needs arise, for example in how to provide extra challenge for pupils. A new teacher confirmed support for teaching is excellent. The subject lead collaborates with other schools and the education service. Teachers appreciate her excellent leadership of religious education.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

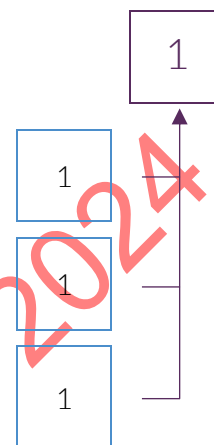
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils understand that prayer time is special and central to all they do. They respond with great respect and reverence when at prayer. The parish priest confirmed that the positive manner in which all pupils attended and participated in the Mass. Pupils know there are different ways of praying, for example, spontaneous prayers and written prayers of thanksgiving and petition. Pupils know why prayer is an important part of their lives. One pupil said, "It makes me different because I have better behaviour. If someone asks me for something then I don't say no, I give it to them". Pupils confidently lead and participate when praying. It was evident in the joyful and spiritual school assembly. There was a genuine togetherness with pupils answering questions and singing beautifully. Their respect was further evident in the way they whispered intentions to their partner. Pupils are developing their skills in preparing and leading worship from Reception class upwards. This is done with confidence, enthusiasm and a degree of independence. They also have the opportunity to share prayers with their families through their beautiful class prayer books which they proudly take home. Pupils show a very good understanding of the liturgical year and its key celebrations.

The centrality of scripture in prayer and liturgy is a strength of the school. There is a daily pattern of prayer with a range of extensive and varied religious experiences for staff and pupils such as class prayer, assemblies and masses. Prayer and liturgy always have a clear sense of purpose that reflects the Catholic character of the school. It is successfully interwoven into prayer and lessons. It enables pupils to understand that learning about the faith includes being in a close relationship with God. The confidence with which they share their understanding of the ways of praying with others reflects the impact of prayer and liturgy throughout the school. All classes have a prominent spiritual space that are relevant to the Church's liturgical season. They are well cared for and provide pupils with a focus for thought and reflection. The head teacher, with senior leaders, are spiritual role models for teachers and pupils. Teachers and teaching assistants provide a range of resources in helping pupils to plan

and develop worship. They have a good understanding of the purpose of prayer and liturgy and the various forms that it can take. The school's strong relationship with the parish means staff and pupils are very well supported with resources at key points in the Church's calendar.

Leaders and governors understand that the school is a worshipping community with provision of a range of experiences that help pupils to pray. They fully accept that this is a significant part of their role as Catholic leaders and willingly accept this responsibility. They ensure that prayer and liturgy have a high priority in the school and is central to the daily life of each person. Governors visit the school regularly and are proud of the way pupils come together in prayer. They provide strong support to the school through their relentless commitment to the Catholic tradition. The school leaders provides planning time and resources that create a range of opportunities for the community to pray. The parish priest monitors the quality of prayer and liturgy and provides training to staff and pupils that ensures it is in line with Church expectations. The prayer and liturgy leader provides regular opportunities to staff to develop their spiritual and liturgical understanding through attendance at a variety of diocesan courses. Staff appreciate this support that enables them to help pupils participate fully when at prayer.

Information about the school

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| Full name of school | St Anthony's Catholic Primary School |
| School unique reference number (URN) | 150551 |
| School DfE Number (LAESTAB) | 2105201 |
| Full postal address of the school | St Anthony's Catholic Primary School, Etherow Street, Dulwich, London, SE22 0LA |
| School phone number | 02086936852 |
| Headteacher | Joanne Hawthorne |
| Co- Chairs of Governors | Rachel Stenfalt and Paul Taylor |
| School Website | www.stanthonysprimary.co.uk/ |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | St Benedict Catholic Academy Trust |
| Phase | Primary |
| Type of school | Academy |
| Admissions policy | N/A |
| Age-range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 13 June 2017 |
| Previous denominational inspection grade | 2 |

The inspection team

Damian Fox
Elaine Arundell

Lead
Team

Key to grade judgements

| Grade | England | Wales |
|-------|----------------------|--|
| 1 | Outstanding | Excellent |
| 2 | Good | Good |
| 3 | Requires improvement | Adequate and requires improvement |
| 4 | Inadequate | Unsatisfactory and in need of urgent improvement |