



## SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the  
Archbishop of Southwark and inspection of  
Denominational Education under Section 48  
Of the Education Act 2005  
URN 100852

St Anthony's Catholic Primary School  
Etherow Street  
Dulwich  
London, SE22 0LA

Inspection date: 21 June 2012

Chair of Governors:	Mr M Lyons
Headteacher:	Mr S J Owens
Inspectors:	Mrs H Thompson Mrs M McCaughan

### EDUCATION COMMISSION

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# SECTION 48

# Introduction

## Description of the school

St Anthony's Catholic Primary is voluntary aided. It is situated in the Camberwell Deanery of the Archdiocese of Southwark. It is maintained by Southwark LA. The principal parish which the school serves is St Thomas More, Dulwich with a few pupils from other parishes. The proportion of pupils who are baptised Catholics is 100%. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 346 and 45 in the Nursery. The school is currently undergoing a major building programme increasing it to a two form entry school. The attainment of pupils on entering the school is above average. The proportion of pupils eligible for free school meals is below average. Around 9% of the pupils receive extra support in class. The proportion of pupils from homes where English is an additional language is below average. 14% of pupils are from Black African backgrounds.

## Key for inspection grades

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

## Overall effectiveness as a Catholic school

GRADE  
2

This is a good school with many outstanding features. It is a welcoming environment for pupils, staff and parents. The school is committed to developing the spiritual, moral, social and academic potential of all pupils within a caring, nurturing community. Governors are committed to supporting the school. Parents are supportive of the school and the majority highly value the care and education their child receives. The staff work very effectively together as a team. Assessment, including pupil targets, is firmly embedded in the curriculum. To continue to raise standards the school needs to plan regular training for the staff on religious education issues. The good lessons seen would be enhanced by a more spiritual dimension. The subject leader works very hard and would benefit from a regular release time for the subject. The majority of the issues since the last inspection have been addressed. The school has good evaluation procedures in place and a strong commitment to raising standards. As a result it has a good capacity to continue to improve.

### What steps need to be taken to improve further?

Governors, headteacher and staff should:

- To ensure that prayer focal areas are interactive and used to support opportunities for prayer and meditation during lessons.
- Develop a planned programme of staff Inset in religious education
- Formalise the time allocated to the subject leader to enable her to maintain and support staff in the delivery of the curriculum even more effectively.

# The Catholic life of the school

GRADE 1

## Leadership and management

The Headteacher, senior learning team and subject leader have a clear vision of Catholic education and aim for excellence in all aspects of the school life. The phrase “We aim to see Christ in everyone”, from the school’s mission statement, is known and understood by pupils and all the school community. The Catholic ethos of the school has a high profile. Governors have a good knowledge of the school and are frequent visitors. They now need to use this to monitor religious education more rigorously. The governing body reflects the cultural diversity of the school. There are very good links with the local parish. The parish uses the school facilities on a regular basis and pupils go to the parish church for Mass weekly. Parents are, on the whole, supportive. One wrote: “I couldn’t think of another school I would like my son to attend, which has such a strong, caring and Christian ethos”. The school is fully inclusive and pastoral care is excellent. Pupils learn to respect and care for each other, as a consequence of this spiritual and moral development is excellent. Staff work closely together and relationships with pupils are very positive. Behaviour is exemplary. Pupil progress is well monitored and plans are put in place quickly to ensure all pupils make good progress. The Catholic identity of the school is evident in displays around the school. Resources are good. Links to the Diocese are good and developing.

The school is focussed on maintaining its strong Catholic ethos as it moves towards becoming a two form entry school.

## Quality of provision for personal and collective worship

GRADE 2

Worship and prayer are central to the life of the school and actively promote spiritual and moral development. There is a yearly programme of assemblies and liturgies based on “Here I Am” and the Church’s liturgical year. This includes Masses in church and school, school productions for Christmas, Lent and Easter, assemblies and the Rosary. A Carol Service is held in the church. Pupils prepare the readings and bidding prayers for all Masses and serve. The school is planning a retreat day and may introduce penitential services for Key Stage 2. The “Peace Garden” was used very effectively at Christmas to stage the Nativity scene. Every class has a prayer book of the formal prayers of the Church and there was evidence of the pupils’ prayers in displays. Opportunities for spontaneous prayer are limited. Focal areas are in every classroom and now need to be more interactive and used by the pupils particularly during lessons as a focus for prayer, reflection and meditation. In the hymn practice observed singing was excellent; pupils really enjoyed singing. The school choir is outstanding and the joy of the Gospel choir singers was very evident. Each class presents an assembly each term which is very well attended by parents and governors.

## Community Cohesion

Community cohesion is central to school's Catholic ethos. Pupils are encouraged to care for one another and to take responsibility through peer mentoring, wet playtime support and prefect duties. The School Council played a central role on reviewing the Code of Conduct and Mission Statement and also in the allocation of Olympic tickets based on the Olympic and Gospel Values. Pupils are respectful of other faiths but would benefit from studying them in more depth. "One world week" enables all to learn about different countries and their cultures and celebrate diversity. One class learnt about Malta and linked this with St Paul. The school has an International Schools award. Pupils participate in Southwark music and arts festivals, sports events, sing carols on HMS Belfast and at the local hospital. The school supports a wide range of charities including CAFOD, Cabrini and Samaritan's Purse. The school has very strong links with an orphanage in Zambia raising funds through a "Walk for Africa" which are given directly to the Order of Sisters running it. There is an excellent display celebrating this. The school is to be commended for its links with schools abroad which include Tokyo, France and Holland. Pupils meet each other on school journeys and share experiences. The step-sister of Ann Frank visits the pupils to talk about family history and the pupils visit Ann Frank's house as part of their trip to Holland. Black History Month is celebrated with drama workshops about personalities such as Mary Seacole and a curriculum which celebrates inspirational role models. Some pupils visit the Hindu temple and the school is now looking to extending this so pupils have the opportunity to visit other places of worship and listen to speakers.

The Parents Association is very active and many parents volunteer to help within the school. There is a wide range of after school clubs. As a result of the wide variety of opportunities for the pupils to interact with others and become aware of the needs of others, St Anthony's is a truly inclusive school.

# Religious education

## Achievement and standards in religious education

GRADE 2

Attainment on entry is above average. The majority of pupils enter the school with a strong faith background. The standard of pupils' work is steadily improving due to careful assessment, monitoring and target setting. All pupils are gaining knowledge, skills and understanding at a good rate across Key Stages. There is no significant difference in progress by ethnicity or gender. More able pupils would benefit from greater challenge and opportunities to discuss topics in more depth. Standards in religious education do not as yet match literacy but the school has recognised this and put measures in place to remedy this. Assessment is well established and used to plan further learning. Pupils' work is annotated and moderated at phase level. Moderation now needs to take place across the whole school so that the portfolio of moderated work can be updated and used to ensure consistency and progression. Data is analysed very effectively to provide targets to raise achievement. Work in pupils' books shows a variety of activities mainly differentiated by outcome. Presentation is good. Opportunities for spiritual and moral development in lessons are also good.

## Teaching and learning in religious education

GRADE 2

Teaching observed during the inspection was good with some outstanding features. High expectations, good questioning skills, pace, challenge, effective use of the prayer focal area to give the lesson a strong spiritual dimension and interesting activities which stretched the more able were evident in the best lessons. Teachers have good subject knowledge and classroom management skills. Support staff make a significant contribution to the progress of pupils. A variety of teaching styles are used including; freeze frame, role play, talk partners and ICT. Pupils know how to use a Bible. Displays were used by some teachers to reinforce learning. On the topic of friendship, pupils were encouraged to look at the meaning of friendship and to consider their friendship with God. Clear progression in learning was evident in plans and activities from Nursery to Year 6. There were cross curricular links with Literacy, Art Music and ICT. Marking is positive and regular. The good practice evident in some classes needs to be shared so that all pupils know how they can improve and are given the opportunity to respond to teacher questions concerning their work. Parents receive termly newsletters on the topics being studied and support learning with artefacts and by coming in to talk about topics. The subject leader models lessons for staff in order to share good practice.

### **The religious education curriculum**

The curriculum more than fulfils the requirements of the Bishops' Conference. 10% of curriculum time is used for religious education following the "Here I Am" programme. A well balanced curriculum, integrated with elements of the PHCSE (personal, health, citizenship and social education) promotes pupils' all round development and contributes significantly to their spiritual and moral development. The strong links with parents and the parish help pupils to understand that what they are learning is an integral part of their life. The curriculum is enhanced by events such as One World Week. Displays are attractive and related to the current topics being studied. The curriculum makes an excellent contribution to the spiritual, moral and social development of the pupils. Education for personal relations is well taught throughout the school. Homework in religious education is sometimes set and pupils and their families respond very positively to this. A wide range of clubs including gardening are on offer to all pupils. The curriculum is well resourced and funds are available to up date these and implement the new "Come and See" programme. The curriculum builds on previous knowledge and is well planned and evaluated to ensure all pupils understand and make good progress. The inclusion of many opportunities to prepare for, and celebrate, Mass are to be commended. Religious education is viewed as a core subject and proudly displayed on year 6's leaving certificates alongside their SATs results.

### **Leadership and management of religious education**

The subject leader with strong support from the Headteacher gives a high profile to this subject and its contribution to the school's educational mission within the church. The subject leader is outstanding. She has overseen the introduction of assessment, moderation and target setting across the school and monitors this very effectively. She is hard working, dedicated and committed to her role and gives excellent support to staff which includes; model lessons, support with planning, assessment and moderation. Her files are wide ranging, detailed and provide evidence from a variety of sources. Development needs are accurately identified and plans put in place to continue to raise standards. This now needs to include a planned programme for staff training. The action plan is reviewed and acted upon. Governors actively support the subject and are often in school to share religious liturgies and assemblies. The link governor is a frequent visitor to the school and has regular meetings with the subject leader. Resources are good and well used. The subject leader attends Diocesan training. All staff strongly support the school's Catholic ethos and distinctiveness and succeed in creating a happy and stimulating environment for all.