

St Anthony's Catholic Primary School, Beeston

Inspection report

Unique Reference Number	108021
Local Authority	Leeds
Inspection number	337008
Inspection dates	4–5 October 2010
Reporting inspector	Sheila Nolan

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	203
Appropriate authority	The governing body
Chair	Mrs Collette Bradbury
Headteacher	Miss Lisa Leonard
Date of previous school inspection	14 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 13 lessons taught by a total of eight teachers. Inspectors held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at the school's self-evaluation documentation, safeguarding policies, the records of monitoring of teaching and the information on pupils' progress. Inspectors also took account of the 98 questionnaires returned by parents and carers.

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

- Do able pupils achieve well enough at both Key Stages 1 and 2, particularly in mathematics?
- To what extent does the school use assessment information to secure the best possible progress for the various groups of pupils with special educational needs and/or disabilities?
- How effectively do leaders and managers at all levels drive improvements in learning across all year groups?

Information about the school

St Anthony's, an average-sized primary school, mainly serves families within the locality. A similar proportion to that found nationally is from minority ethnic groups or has a home language other than English. Of these pupils, the largest group is of White Eastern European heritage. An increasing number of pupils come from other parts of Europe, mainly Poland. The proportion of pupils known to be eligible for free school meals is in line with that found nationally, but the proportion with special educational needs and/or disabilities is higher than average. These special needs relate to a range of barriers to learning, but are mainly concerned with language and communication difficulties and behavioral, emotional and social difficulties. More pupils join or leave the school throughout the year than is found in schools nationally. The school holds the Stephen Lawrence award for racial equality. The headteacher has been in post since the start of term and was previously the deputy headteacher.

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?

1

The school's capacity for sustained improvement

1

Main findings

The most important thing about St Anthony's is that it provides its pupils with an outstanding education in a climate where all pupils, whatever their traditions, feel they belong. As a result, pupils' behaviour is exemplary and their spiritual, moral, cultural and social development is outstanding. The inclusive ethos is exemplified in the way, for example, all pupils participate in the Christian assemblies and in the exceptionally positive response to the school by parents and carers, who engage fully with the school's efforts for their children. 'My child loves school. The level of support offered to my child is far beyond what might be expected' commented one, reflecting other similar sentiments. Care, guidance and support are outstanding as are the strong partnerships with other agencies, leading pupils to feel entirely safe in school

The pupils' attainment at the end of Year 6 is generally above average and has improved since the previous inspection. The school does especially well in science and English, and this year has successfully raised the performance of able pupils in mathematics.

Assessment information is used exceptionally well to identify necessary actions and to measure their impact on the progress made by individuals or groups of pupils, such as those with special educational needs and/or disabilities. Pupils have made outstanding progress by the time they leave the school. Those with special educational needs and/or disabilities benefit remarkably from the well-considered support and also make exceptional progress. Pupils' good basic skills and extremely positive attitudes to learning demonstrate that they prepare very well for the future, not least because of their exposure to business and the world of work through the school's wide range of partners.

The determined and inspirational headteacher and the committed staff team have been relentless in driving improvements in teaching and learning. Teaching is never less than good and is outstanding overall. The exceptionally well-kept environment with stimulating displays illustrates clearly the outstanding curriculum. The good Reception Year provision has excellent resources but the outside area is still too little used throughout the day. The school makes an exceptional contribution to community cohesion at all levels and pupils themselves contribute exceptionally well to their community. The promotion of equality and opportunity is outstanding and at the heart of the school's work. St Anthony's has clearly demonstrated its outstanding capacity to continue to improve through its sustained high expectations and the improvements made since the last inspection. Self-evaluation is very rigorous and staff, at all levels, are fully aware of the strengths of the school as well as the areas with potential for further development.

What does the school need to do to improve further?

- Develop the Early Years Foundation Stage further, by:

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- making sure that there is better use of the outside area throughout the day to provide continuous learning between indoors and outdoors.

Outcomes for individuals and groups of pupils

1

Pupils really enjoy school and want to learn. They show initiative and determination to complete tasks, particularly when they are fully challenged. This was particularly evident in literacy lessons in Years 3 and 5 where pupils made fast progress in their oral and writing skills because of the imaginative planning, resources and use of drama, to explore a haunted house and a 'bad character'. Generally, pupils with previous behavioural, emotional and social difficulties cooperate well in class because of the warm working relationships with adults and because of the very effective early interventions through the pupils' development centre. Pupils who initially display delay in language development or who experience communication difficulties mainly make outstanding progress, not least because of the family learning programmes. 'Family learning is brilliant', noted a parent, echoing the views of many. 'Each of my three children has made very significant progress because of the scheme'. Pupils who join the school with little English make rapid progress in fluency catching up with their peers as they consolidate their language skills.

From below, and often well below, average starting points in the Reception class, pupils make excellent progress during Key Stages 1 and 2 so that by Year 6, performance in science and English is usually above average for pupils who complete their primary education at St Anthony's. Those who join at other than customary times also progress very well and regularly make up for any previous underachievement. The performance of the most able pupils in mathematics, however, has been less favourable than that of English and science for some time. The school recognised this and a successful focus on using and applying mathematics ensured that these pupils made as fast progress in mathematics as in English in 2010. This improvement was confirmed by the latest provisional test results.

Pupils report that they feel very safe in school and that any concerns are dealt with rapidly and effectively. They show their pride in St Anthony's in their exceptional behaviour and in their unfailing courtesy to each other and to adults. In their efforts to help others, Year 5 pupils, for example, are keen to act as 'guiding lights' in organising activities for younger children. They support enthusiastically a wide range of charities at home and overseas. Pupils' awareness of different cultures is strong because those from different faiths openly share their traditions in the religious education curriculum. The majority of pupils attend very regularly although there are a small number of families who take extended breaks in term time. Pupils have a good sense of how to stay healthy and are keen participants in sport. The gardens produce a regular supply of produce which pupils are keen to use in their cookery sessions.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

Vulnerable pupils benefit greatly from the school's close links with external agencies and the expert care, guidance and support through the pupils' development centre for early interventions which is at the heart of the school's work. St Anthony's inclusive approach to pupils' needs allows those new to the school to settle quickly. The support for pupils with behavioural, emotional and social difficulties, led by a learning mentor, has had a huge impact on the pupils' attendance and on the success of their re-integration into lessons where necessary. The school is actively seeking ways to improve the attendance of a small number of pupils by working even more closely with families who take extended holidays. Pupils value highly the opportunities offered by the 'place 2 Be', with its on-site counselling and therapy. A further strength of the curriculum is the priority given to religious education, much valued by parents and carers of all faiths. The curriculum is well enriched by a modern foreign language in Years 3 to 6 and by an extensive range of very popular out-of-hours activities. The imaginative way in which subjects are linked together through topics has a positive effect on attainment, for example, the quality of pupils' writing.

The major factor in the pupils' successful learning is the skilled way in which teachers identify very clearly what pupils are expected to accomplish, involve them in deciding whether or not they have achieved these outcomes, and use a range of methods to assess pupils' understanding. This was well demonstrated in an excellent mathematics lesson for Year 6, where the highly motivated pupils grew in their understanding of bias and

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probability through an electronic darts challenge, communicating in writing and orally the reasons why one partner was more likely to win than the other.

Teachers have very good relationships with their classes and this underpins the pupils' willingness to ask questions and 'have a go' even when topics are challenging. Teaching assistants are well briefed on requirements for lessons, ensuring that resources and methods focus sharply on pupils' needs. Just occasionally, however, learning support staff, in their eagerness to help, provide ready answers for the pupils rather than guiding them to find solutions themselves. The marking of pupils' work is regular and geared well to the pupils' targets, which they know well.

These are the grades for the quality of provision

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

How effective are leadership and management?

The striking aspect of the excellent leadership of the school is the exceptionally thorough way that data are captured, analysed and used to evaluate the impact of interventions and to inform future planning. This approach is shared by staff at all levels and is seen in the comprehensive learning records available in each class. Consistently high expectations by senior leaders, since the last inspection, have led to accelerated progress for the pupils, both personally and academically. The school has very efficient systems to accurately evaluate the quality of teaching and develop teachers' skills.

This very inclusive school is committed to promoting equal opportunities and to eradicating any discrimination. The realisation of this ambition is currently demonstrated in the racial harmony display, illustrating how the school links with others in the area to promote a genuine understanding of the many ethnic groups that make up the area population. Strong international links as well as a Great Britain project confirm that community cohesion is extremely well promoted by St Anthony's. Governors support the school well and are rapidly growing in confidence to challenge it about its performance should the need arise.

All requirements in relation to the safeguarding of children are in line with recommended good practice. Parents and carers comment on how secure their children feel. The school has been very successful in forging strong partnerships with a wide range of external agencies to promote the pupils' welfare. It has also been exceptionally effective in developing the way parents and carers engage with the school's work. Family learning is very successful, both in the experience and outcomes for parents, carers and children.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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
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	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the school with a wide range of skills and understanding that are below, and often well below, average overall. They make good progress in the Reception Year but by the time the children begin Year 1, their skills typically are still just below the expectations for their age, particularly in their language for communication and thinking. Children are safe, happy and get along well with one another. Warm relationships pervade the unit and the welfare of the children is a high priority. Support for vulnerable children is of a very high quality and partnerships with parents, carers and external agencies are used well to provide specialist help when needed.

The leadership and management of the Early Years Foundation Stage are good. Adults have a thorough knowledge and understanding of this stage but have yet to make the best use of the school's new exciting outdoor environment. Children enjoy the indoor and outdoor areas but do not always have enough opportunities to enhance their indoor learning through outdoor exploration. Assessment and observation procedures are very well developed so that staff clearly know each child's progress and use the information well to plan their future activities.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An above average proportion of parents and carers returned the Ofsted questionnaire and almost all of them were very supportive of the school. Concerns were expressed in one return only. Inspectors were unable to endorse any of these concerns. Inspectors endorse the views of the vast majority of parents and carers with regard to keeping their children safe, their children's progress and the quality of teaching.

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, Beeston 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	82	18	18	0	0	0	0
The school keeps my child safe	84	86	14	14	0	0	0	0
My school informs me about my child's progress	71	72	27	28	0	0	0	0
My child is making enough progress at this school	80	82	17	17	1	1	0	0
The teaching is good at this school	84	86	14	14	0	0	0	0
The school helps me to support my child's learning	75	77	22	22	1	1	0	0
The school helps my child to have a healthy lifestyle	73	74	22	22	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)	67	68	29	30	1	1	0	0
The school meets my child's particular needs	74	76	23	23	0	0	0	0
The school deals effectively with unacceptable behaviour	69	70	25	26	0	0	1	1
The school takes account of my suggestions and concerns	63	64	31	32	0	0	1	1
The school is led and managed effectively	81	83	16	16	1	1	0	0
Overall, I am happy with my child's experience at this school	81	83	17	17	0	0	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



5 October 2010

Dear Pupils

Inspection of St Anthony's Catholic Primary School, Leeds, LS11 7JS

Thank you very much for your courtesy and kindness to us when we visited your school recently. We found that you were helpful, extremely well behaved and really keen to learn. We were delighted to see that you treat each other with respect both in the playground and around the school. Thank you to those of you who took the time from your busy day to speak to us.

Your teachers have worked really hard to provide you with an excellent education. Yours is an outstanding school. Above all, they really care about you and make sure you are well looked after. You make rapid progress because you cooperate so well with all of the adults in your school to make sure you do as well as you can in English and mathematics. Your attendance has improved because the school has worked hard with your families to emphasise that you cannot learn if you are not present in school.

We have asked the staff to do a number of things to help the school improve even further. We would like children in the Reception class to have more opportunities to use their exciting outdoor area.

For your part, you can help by keeping up your present efforts in lessons and by making sure you try as hard as possible not to take time off. We hope that you will show the same very good manners outside school that we have seen within St Anthony's and that when you go to secondary school you will remember what you learned in your pupils' development centre (PDC) if things get more difficult.

Yours sincerely,

Sheila Nolan

Lead inspector

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