

St Anthony's Catholic Primary School

Inspection report

Unique reference number	104374
Local authority	Wolverhampton
Inspection number	377074
Inspection dates	3–4 July 2012
Lead inspector	Heather Simpson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Christopher Scott
Headteacher	Christopher Breeze
Date of previous school inspection	19 October 2006
School address	Stafford Road Fordhouses Wolverhampton WV10 6NW
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Age group	3-11
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Introduction

Inspection team

Heather Simpson

Additional Inspector

David Shears

Additional Inspector

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Additional Inspector

This inspection was carried out with two days' notice. At the time of the inspection, the headteacher was absent and the school was being led by the deputy headteacher. Inspectors observed 19 lessons taught by 14 teachers. They listened to pupils read, spoke with them about their learning and looked at the work in their books. Meetings were held with members of the governing body, staff and groups of pupils. When planning the inspection, inspectors took account of the comments of parents and carers which had been communicated before the start of the inspection. They observed the school's work. They scrutinised the school improvement plan, assessment and tracking records, and documents relating to the school's evaluation of its work, attendance and the safeguarding of pupils. Questionnaires returned by 100 parents and carers were analysed, as well as those returned by pupils and staff.

Information about the school

St Anthony's Catholic Primary is larger than an average-sized primary school. The proportion of pupils known to be eligible for free school meals is similar to the national average. The large majority of pupils are White British, but a small minority come from a wide range of other minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is below average. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is also below average. The school meets the current floor standards, which are the minimum standards set by the government for attainment and progress.

Pupils are able to attend a privately managed before- and after-school club. This is subject to separate inspection arrangements. The school has achieved the enhanced Healthy School status and the Activemark for sport.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- St Anthony's is a good school. It provides a safe and secure environment where pupils are well cared for and enabled to make good progress. It is not yet outstanding as achievement in mathematics is not as good as in English. In addition, school improvement plans are not linked with assessment information to ensure all pupils make consistently good progress in reading, writing and mathematics.
- Pupils' achievement is good. On entry to Nursery, children are provided with stimulating and imaginative experiences which ensure they settle quickly and get off to a good start. By the time pupils leave Year 6, their standards of attainment are above average. There is some variability in the rates of progress between classes, particularly in mathematics, and not enough opportunities exist for pupils to apply mathematical skills in other subjects.
- The quality of teaching is good and sometimes outstanding. Teachers foster positive relationships and use effective teaching strategies to engage pupils. Feedback in mathematics is not yet as effective as in writing and teachers do not always check pupils' understanding or extend and deepen their learning. Additional adults provide valuable support for disabled pupils and those who have special educational needs, but the impact of this is not always measured.
- Behaviour is good. Pupils enjoy school and have positive attitudes towards learning. They are polite and courteous to visitors and concentrate and collaborate well in lessons. Pupils and the very large majority of their parents and carers feel that the school is a safe place in which to learn.
- Senior leaders, ably supported by the governing body, lead and manage the school effectively. Self-evaluation is accurate. Teaching and performance management are well led and managed. However, leaders do not take full account of pupils' progress when monitoring and evaluating the effectiveness of teaching.

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What does the school need to do to improve further?

- Improve the quality of teaching, particularly in mathematics, so that progress is consistently good or better by:
 - improving the quality of feedback to ensure pupils clearly understand what to do next and providing suitable opportunities for them to respond to their teachers' comments
 - ensuring that the support given by additional adults to pupils, including disabled pupils and those who have special educational needs, is monitored and evaluated to demonstrate improved rates of progress
 - Providing opportunities for pupils to practise apply and improve their skills in other subjects.

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders at all levels make full use of all assessment information to evaluate the effectiveness of teaching
 - School improvement plans clearly outline the school's high ambition for improvement through including details about how well pupils in each year group will progress each term in reading, writing and mathematics.

Main report

Achievement of pupils

The very large majority of parents and carers who returned a questionnaire feel that their children are making good progress. Inspectors agree. One parent or carer expressed the view typical of many saying, 'My three children are happy and all progressing well academically.'

Progress in the large majority of lessons observed was at least good. In the best lessons, teachers' explanations were clear, expectations and challenge were high and pupils were focused and keen to learn. This was evident in a lesson in Year 5/6 when pupils were practising subtraction skills involving decimals. A clear link was made to using this skill in shopping in daily life. The teacher's skilled management of the lesson enabled all pupils to make excellent progress.

Children join the Nursery with skills below those expected for their age and make good progress within the Early Years Foundation Stage, especially in their personal, social and emotional development. This is because a wide range of opportunities are provided for them to work collaboratively and independently. They are encouraged to make choices and there is good use of the indoor and outdoor learning environments. In Years 1 and 2, progress over time has been satisfactory and attainment overall has been broadly average. However, as a result of improvements in teaching, attainment is rising, especially in reading. Pupils continue to make good

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progress as they move through the school, and attainment, as shown in the most recent assessments at the end of Year 6, is above average. Progress however, is lower in mathematics in some year groups compared to that in reading and writing. Most pupils know what levels they are working at and are provided with clear criteria on how to reach the next level. In mathematics, although achievement is good, there are inconsistencies between classes and not all pupils make good progress because marking does not inform them how to improve their work. Opportunities to practise and develop mathematical skills are also not provided in other subjects.

Disabled pupils and those who have special educational needs are well supported because teachers plan work that is matched to their individual needs. There are no marked differences in the progress of boys and girls, or in the progress of pupils known to be eligible for free school meals. Achievement is good for all groups of pupils. Attainment in reading is broadly average in Year 2 but above average in Year 6. Pupils in Years 1 and 2 who read to inspectors said they enjoyed reading and were able to use strategies they had been taught to tackle unfamiliar words.

Quality of teaching

Most parents and carers who responded to the questionnaire and the large majority of pupils believe that teaching is good at the school. Comments such as, 'My son is doing very well and I think his teachers give him a lot of support and keep me well informed,' were representative of the positive views of parents and carers. Inspectors judge teaching as good overall. Some of the teaching is outstanding.

Teaching is improving due to staff receiving individual development targets, continued training, and internal coaching and mentoring. Teachers are enthusiastic and use a wide range of techniques to interest and involve pupils. Work is carefully planned and teachers have good subject knowledge which they use to extend pupils' skills and understanding. Very positive relationships pervade the vast majority of classes and allow teaching to flow without interruption. Teachers promote pupils' speaking and listening skills well within lessons by regularly encouraging discussion with partners. In mathematics lessons, however, they do not give pupils opportunities to explain their thinking or describe the methods used to reach their answers. Teaching assistants support all groups effectively in lessons, including disabled pupils and those who have special educational needs, but the impact of this support is not always measured.

Where teaching is most successful, teachers use imaginative teaching strategies to engage and motivate pupils. This was very evident in a lesson in the Nursery when children had to provide a drumming accompaniment to a story they were listening to. They demonstrated excellent listening skills and levels of concentration due to the teacher's highly effective manner. Children in the Early Years Foundation Stage are provided with opportunities to practise and develop a wide range of skills. Teachers promote children's personal, moral, social and cultural development well in lessons. For example, the daily register is taken with children responding in a different European language and activities are planned which relate to current world events

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such as the Olympics.

Reading skills are taught as part of a structured programme. Pupils develop a good range of skills to help them decode unfamiliar words. Daily reading in lessons provides pupils with an opportunity to develop accuracy, fluency and understanding. In one lesson seen, pupils practised reading a story with a partner, each taking turns to read with expression.

Teachers mark pupils' work regularly but written feedback is not yet as effective in mathematics as it is in writing as teachers do not check pupils' understanding, give sufficient support in identifying the next steps in learning, or allow pupils opportunities to respond.

Behaviour and safety of pupils

Almost all pupils and the very large majority of parents and carers report that behaviour and safety are good. The inspection evidence endorses this view. Pupils are polite and courteous and show respect towards visitors, staff and each other. Good relationships underpin their ability to work and play together harmoniously. 'We all work as a team – we're like the disciples,' was the view expressed by pupils. They know and understand the school's behaviour policy and the rewards and sanctions in place. They have very positive attitudes to their learning which are promoted strongly and reinforced by all staff. School records show very few incidents of inappropriate behaviour and pupils' behaviour in lessons and at playtime is consistently good.

Pupils have a good awareness of how to keep them safe and are aware of potential dangers, including the use of the internet. They have a good understanding of the different forms of bullying and report that in school it is rare. Pupils are confident that if an issue arises, it is dealt with swiftly and effectively. The school's strategies to promote attendance are highly effective in securing and sustaining attendance at an above average level.

Leadership and management

The governing body and all senior leaders are ambitious for the school and share a vision for its continuing improvement. Progress of pupils, the quality of teaching and attendance levels have improved demonstrating the school has good capacity for improvement. Teamwork is strong and staff morale is high. Professional development is used well to improve teaching and learning. Teachers' performance is well managed. Subject leaders for English and mathematics support teachers with planning and monitor pupils' progress. Pupils' progress is tracked regularly and results analysed. Pupils' books are also scrutinised and feedback is provided to teachers on strengths and areas for improvement. However, assessment information is not used consistently to inform leaders about the effectiveness of teaching. The schools' own self-evaluation is accurate and leads to the generation of future priorities. School improvement plans are reviewed termly but do not provide interim

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milestones to enable senior leaders and members of the governing body to track progress over a shorter period of time. Additionally, it is not clear how key priorities will be monitored, when and by whom.

The curriculum is broad and balanced and contributes well to pupils' spiritual, moral, social and cultural development. It provides frequent opportunities to reflect on values and beliefs through a variety of lessons, themes and assemblies. Pupils show high levels of tolerance and respect towards each other. A wider cultural understanding is promoted through links with other schools, including a Muslim school in Walsall, and projects such as 'DUO' whereby pupils raise funds to provide some basic necessities for children in Colombia who are less fortunate. Good opportunities exist for pupils to practise their literacy and information and communication technology skills across the curriculum, but these are more limited in relation to mathematics. The school offers a very wide range of extra-curricular clubs both before and after school, including gardening, art and many sports and music clubs. Visits, for example to Stafford Castle, and visitors also enrich the curriculum.

Safeguarding policies and procedures meet current statutory requirements. The school is an inclusive community which promotes equality of opportunity well and which rejects discrimination in all its forms. It engages well with parents and carers who have positive views and say such things as, 'It is a family and community-orientated school.'

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 July 2012

Dear Pupils

Inspection of St Anthony's Catholic Primary School, Wolverhampton, WV10 6NW

Thank you very much for the warm and friendly welcome you gave us when we came to visit your school recently. We appreciate all the help you gave us. We were especially grateful to those pupils who gave up some of their lunchtime to talk to the inspectors. We agree that you attend a good school – these are the things we liked most.

- You are very friendly, polite and helpful to visitors and each other.
- You work hard, make good progress and reach above average standards.
- You behave well both in lessons and out in the playground.
- You are taught well and your curriculum is often exciting and interesting.
- All staff take good care of you.
- All school leaders are working hard to improve your school even more.

In order to help it improve further, we have asked the senior leaders and teachers to improve the progress you make, especially in mathematics, by ensuring they:

- always tell you how you can improve when they mark your work and give you opportunities to respond to their comments
- track the progress of pupils who receive additional help to see how effective this support is
- provide you with opportunities to practise your skills in other subjects
- check to make sure you are all making good progress in lessons.

You can help by keeping up your excellent rates of attendance and working hard.

We wish you every success in the future.

Yours sincerely

Heather Simpson
Lead inspector

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