

# St Anthony's Catholic Primary School

Bradford Road, Clayton, Bradford, West Yorkshire , BD14 6HW

**Inspection dates** 10–11 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of pupils make good progress and achieve well throughout the school.
- Teaching is consistently good and some is outstanding. Teachers have high expectations of pupils and plan lessons that lead to good progress.
- Disabled pupils, those with special educational needs and pupils eligible for the pupil premium are well supported and achieve as well as other pupils.
- Good leadership and management are leading to improvements in the quality of teaching and pupils' achievement.
- School leaders, including governors, have a clear understanding of how well the school is doing and what it needs to do to improve.
- Behaviour is good. Pupils enjoy coming to school and are keen to do well. They say they feel safe and well cared for, and show respect to each other and to adults in the school.
- The curriculum provides a wide range of opportunities for pupils to develop their knowledge, understanding and skills, and promotes their spiritual, moral, social and cultural development very effectively.
- Parents are strongly supportive of the school.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Teachers do not always ensure that all pupils, particularly higher ability pupils, are given work which challenges them to make the best possible progress.
- Teachers do not always give pupils clear enough advice about what they need to do to improve their work, and do not always check that this advice is followed.
- Teachers have too few opportunities to share outstanding practice across the school or to observe outstanding teaching in other schools.
- Attendance is below average.

## Information about this inspection

- Inspectors observed 17 lessons or part lessons, including one joint observation with the headteacher.
- Meetings were held with school leaders and with three governors, including the Chair of the Governing Body. Inspectors also met a representative from the local authority and spoke to the school's improvement adviser.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and information about how well teachers are performing. Inspectors looked at records relating to behaviour, attendance and safeguarding arrangements and the minutes of governing body meetings and the school adviser's reports were also considered.
- Inspectors considered 41 responses to the online questionnaire (Parent View). They also took into account 32 responses to the questionnaires completed by staff for the inspection.

## Inspection team

Robert Birtwell, Lead inspector	Additional Inspector
Susan Twaites	Additional Inspector
Peter Allen	Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- Pupils are taught in eight single year group classes from Nursery to Year 6.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is below average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve teaching and learning by:
  - ensuring that pupils are always given very clear guidance about what they need to do to improve their work, and that teachers check that this advice is followed
  - sharing existing outstanding practice more widely across the school, and providing more opportunities for teachers to observe outstanding teaching in other schools.
- Raise achievement by ensuring that work is consistently matched to all pupils' needs, particularly higher ability, pupils, so that they are always challenged to reach the highest levels and make the best possible progress.
- Improve attendance so that it at least matches the national average by continuing to focus on the small number of pupils who do not attend regularly.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are generally in line with expectations for their age. They make good progress in the Nursery and Reception classes and are well prepared for their move into Key Stage 1.
- Progress in Years 1 to 6 is also good. Attainment in English and mathematics at the end of Key Stage 2 has been above average for the last three years. There was a dip in Year 6 pupils' achievement in 2012, but the school's data and preliminary results show that current Year 6 pupils are on course to achieve stronger outcomes in national assessments this year.
- The school's detailed tracking information shows that pupils in all year groups, including those who are disabled or have special educational needs, are making good progress whatever their starting points. This is supported by inspection evidence from lesson observations and work in pupils' books.
- Pupils make good progress in reading across the school. Teachers and teaching assistants make sure that pupils read regularly and have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check was above average in 2012, and has improved further this year.
- There has been a concerted effort to improve pupils' writing in the past few years. Pupils have many opportunities to write in a range of styles in different subjects. Better teaching has led to a rise in attainment and improved progress. Pupils in all year groups are now making good progress.
- Pupils have secure basic skills in mathematics, and they apply and use these skills effectively. As a result, they make at least good progress in mathematics across the school.
- Pupils eligible for the pupil premium make progress at least as rapidly as other pupils in the school. Test results in 2012 showed that the attainment of pupils known to be eligible for free school meals was around two terms behind other pupils. School data, however, show that this gap is closing.
- Disabled pupils and those with special educational needs make good progress because their needs are accurately identified and they receive well-targeted intervention and support.

### The quality of teaching is good

- Teaching is consistently good across the school with some that is outstanding. Pupils made at least good progress in almost all of the lessons observed during the inspection. Work in pupils' books confirms that teaching has been good over time.
- Relationships between pupils and their teachers are good. As a result, pupils concentrate, respond well and try to do their best. They say they enjoy most lessons.
- Teachers know pupils well. They have high expectation and plan lessons that are interesting and typically well matched to pupils' different needs and abilities. They use questioning effectively to gauge pupils' understanding and to extend their learning.
- In the best lessons, pupils have opportunities to work things out for themselves either on their own or in groups. They also have a range of tasks and activities that challenge all pupils and move at a brisk pace.
- For example, in an English lesson pupils were focusing on using alliteration in tongue-twister poems. Different groups of pupils had different targets. A range of activities motivated and challenged them, and they worked well in pairs to extend their learning. As a result, they greatly enjoyed the lesson and made outstanding progress.
- Occasionally when teaching is less effective, higher ability pupils are not always given work which is hard enough, which prevents from making as much progress as possible. In these lessons, the pace of learning is slower.

- Reading is taught effectively and pupils make good progress.
- Teachers mark pupils' work regularly and effectively. However, pupils are not always given enough guidance about what they need to do to improve their work, and teachers do not always check that this advice is followed.
- Teachers and teaching assistants work well together and use a range of methods to tackle slower progress. Extra support is provided for pupils who need it, either in lessons or in individual or small group sessions. This includes those who are eligible for the pupil premium and pupils who are disabled or who have special educational needs. As a result, they make good progress.
- Almost all parents who completed the Parent View survey thought that their child was well taught and made good progress. Inspection evidence confirms this.

### **The behaviour and safety of pupils are good**

- Behaviour throughout the school is good, and at times outstanding. Pupils get on well with each other and with adults. They are polite and well mannered to visitors and have a clear understanding of right and wrong, reflecting their strong social and moral development.
- The school is calm, orderly and welcoming. Pupils are keen to learn and behave well in lessons so that learning takes place without interruption. Evidence from behaviour logs and talking to pupils indicates that poor behaviour is very rare and the good behaviour seen during the inspection is typical.
- On the very rare occasions that pupils misbehave, the school reacts in a calm and effective way. There is a firm expectation that pupils will show respect and care towards each other in every aspect of school life.
- Pupils feel completely safe in school, and their parents agree. Pupils know how to keep themselves safe in different situations, including when using the internet. They are aware of the different forms bullying can take, but say that it is very rare in school. They are confident that it would be taken seriously and quickly sorted out by staff if it happened.
- As a result, pupils enjoy coming to school. However, attendance is below average because a small number of pupils do not attend often enough.

### **The leadership and management are good**

- Leaders, managers and governors have high expectations for the school. This is communicated effectively and shared by staff and parents. It is demonstrated by the strong support for the school shown in the Parent View survey and staff questionnaires. There is a very positive atmosphere throughout the school.
- School leaders carefully analyse how well the school is doing and have a clear picture of what it needs to do to improve. They have correctly identified the key areas for development, and the school improvement plan sets ambitious but realistic targets.
- There are regular and accurate checks on pupils' progress. This information is used to identify any underachievement and to provide pupils with extra help when they need it. As a result any gaps in performance between different groups of pupils are closing. This demonstrates the school's commitment to equality of opportunity.
- Effective systems are in place to check the quality of teaching. These identify where further training and support is needed, and contribute to teachers' professional development. As a result, the quality of teaching has improved and this has led to rising achievement, particularly in writing.
- Information about the quality of teaching and pupils' progress is taken into account when making decisions about teachers' salary progression.
- Whilst there is outstanding teaching in the school, there are too few opportunities for teachers to share this best practice or to observe outstanding teaching in other schools.

- Attendance is below average and an area for improvement. The school is making a strong effort to improve the attendance of the few pupils who do not come to school often enough.
- The curriculum is well planned and provides a broad range of learning opportunities for all pupils. It is enhanced by a variety of clubs, activities, trips and visits. Pupils take on responsibility in areas such as the school council, as prefects, or as young leaders where older pupils look after younger ones. As a result, pupils' spiritual, moral, social and cultural development is very good.
- The local authority provides light touch but effective support by identifying and providing training opportunities for staff and governors. It has an accurate view of how well the school is doing.
- **The governance of the school:**
  - Governors have a clear view of how well the school is doing and where it needs to improve. They are very supportive of the school but also hold school leaders to account by asking pertinent questions about the quality of teaching, pupils' achievement and behaviour and safety. They make sure that the achievement of pupils is taken into account when making decisions about teachers' pay. They know how pupil premium funding is spent and the impact it is having, and ensure that the school's finances are carefully managed. They make sure that the school meets its statutory duties, including those related to safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107324
<b>Local authority</b>	Bradford
<b>Inspection number</b>	412498

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	259
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynne Dennison
<b>Headteacher</b>	Madeleine Bannister
<b>Date of previous school inspection</b>	15 March 2007
<b>Telephone number</b>	01274 414761
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