

# **Diocese of Wrexham**

**in North Wales**



## **INSPECTION REPORT**

### **St Anthony's Catholic Primary School**

Head Teacher: Mrs. C Oliver

Chair of Governors: Mrs. S Franklin

**Date of Inspection: March 2013**

**Inspectors: Mrs K Ranson**

**Mrs S Williams**

Canonical Inspection under Canon 806 on behalf of the Bishop of Wrexham and inspection of Denominational Education under Section 50 of the Education Act 2005

## **BACKGROUND TO THE SECTION 50 INSPECTION.**

During each inspection, the inspectors follow the diocesan framework for inspection agreed by the Bishop of Wrexham and held by the Diocese of Wrexham. The inspection looks at the school as a Catholic school required to fulfill its statutory requirements under Section 50 of the School's Inspections Act, 2005 and the school's inspection requirements held under the authority of the Bishop of the Diocese, (Code of Canon Law, Book III: 806).

**During each inspection the inspectors will aim to focus on three main questions of the school, as a Catholic school.**

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors will provide an overall judgment on the school's current performance and on its prospects for improvement.

**The inspectors will use a four-point scale and judgment.**

**What the judgment means**

Excellent

Many strengths, including significant examples of sector-leading practice

Good

Many strengths and no important areas requiring significant improvement

Adequate

Strengths outweigh areas for improvement

Unsatisfactory

Important areas for improvement outweigh strengths

## Introduction

The inspection of the school was carried out by two Diocesan Inspectors. They visited all religious education lessons and held meetings with the head teacher, the chair of governors, the subject leader and the parish priest. They observed the school's work and provision, including prayer and collective worship. They looked at a range of evidence, including key documentation such as the school's self evaluation, school development plan and pupils' work.

## Context of the School

St. Anthony's School is a Catholic primary school situated in Saltney and serves the parish of St Anthony of Padua. The mission statement is "Learning and growing together with Jesus." The school draws pupils from a variety of social backgrounds. Currently, the school has 165 pupils on roll aged between 3 and 11 years with 44% of children who are baptised Catholic. 18% of pupils are entitled to free school meals, which is higher than local authority and below national averages 8% have English as an additional language and 11% of its pupils as having additional learning needs. No pupil has a statement of special educational needs.

## Summary of the inspection findings.

St Anthony's is a good catholic school.

The school is good overall in providing and promoting Catholic Education.

St Anthony's has a Mission Statement and the ethos of the school is well established.

The behaviour and attitude of the pupils are good and they are happy and engaged in their learning

Since the last inspection the school has maintained good standards in religious education and implemented Diocesan recommendations. Self evaluation systems are in place. Outcomes for pupils are good and good provision is made across the school to accommodate the needs of the pupils.

Provision for Religious Education is good. Standards of written work across the school are good and assessment has been implemented in line with Diocesan guidance. The Head teacher is motivated and conscientious and consistently communicates her expectations to staff in order to secure improvement. Staff are affirmed and supported. The school makes an active contribution to the life of the parish and the wider community.

Given the dedication and commitment shown by the leadership of the school, there is a good capacity for sustained improvement.

## Recommendations

In order to make progress, the school needs to:

### **R1. Continue to develop the schools work on assessment and attainment of religious education by**

- embedding further the use of the 'driver words' in the classroom,
- whole school use of driver words in 'next steps' when marking to inform pupils learning.

### **R2 To further develop Collective Worship by**

- Ensuring that Collective Worship is evaluated by all staff
- Encouraging pupils to plan lead and evaluate Acts of Collective Worship

### **What happens next?**

St Anthony's School will create an action plan which shows how it is going to address the recommendations. The Diocese of Wrexham will support and monitor the school's progress.

## Key Question 1. How good outcomes are for individuals and groups of pupils

Pupils take on responsibilities and participate constructively in the Catholic Life of the school as expressed in the mission statement "Learning and growing together with Jesus." and reflected in the good relationships and mutual respect between the staff, parents and children. The Mission Statement is reviewed annually by all within the school community and its impact is evident in the school's warm and welcoming ethos and the behaviour of the pupils.

Pupils are reflective and inquiring. They understand that religious beliefs and spiritual values are important for many people and they demonstrate care and respect for religious objects within the school.

Pupils have a good understanding of right and wrong. They contribute and benefit from the school as part of a cohesive community.

They value and respect the Catholic tradition of the school and its links with the parish community. They are considerate to others. They show signs of responding to the needs of people beyond the school through their sponsorship of two pupils from Haiti through Action Aid.

Pupils achievement and attainment in Religious Education are good.

Pupils make good progress in relation to their starting points and capabilities. Assessment information provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each Key Stage Pupils are becoming more religiously literate and their knowledge understanding and skills are developing appropriately to their age or capacity.

Assessment of pupils' progress and standards of attainment follow diocesan guidance .

Results of these assessments indicate that positive progress is made by most pupils

The standard reached by pupils in their books varies across the school. Where the standards are good the books tell the story of the pupils learning journey well and expectations are high.

Teacher comments are constructive and indicate the next steps in learning and pupils across KS2 are encouraged to respond

The pupils enjoyment of their learning is good as demonstrated by their interest enthusiasm and behaviour .They are keen to do well and generally work at a good pace. Most groups of pupils make at least good progress relative to their starting points and in the main work is well presented.

All pupils have targets for religious education and are given suggestions for the next steps in their learning journey.

They are developing the skills that enable them to reflect spiritually and think ethically and theologically.

The Collective Worship that was observed was good. Pupils currently prepare the focus table for whole school worship, however this needs to be further developed and pupils encouraged to plan, lead and evaluate Collective Worship.

Pupils at the school act with reverence. They reflect in silence, sing joyfully and join in community prayers appropriately and with confidence. No one is expected to act in a manner contrary to their beliefs and all show respect for each other. They have a good understanding of the religious seasons and feasts and are at ease when praying with their school community and appreciate what is taking place.

## **Key Question 2. The quality of the school's work in providing Catholic education**

The quality of teaching observed ranges from good to excellent across the school. Where teaching is excellent, pupils are both interested and engaged and make good progress. This good practise needs to be shared. Nearly all teaching is effective in ensuring that pupils are consistently interested in their learning and make progress. The planning of religious education is good. It is linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds and extends learning for all pupils. Teachers make effective use of time and a range of questions, teaching styles and activities to sustain pupils' concentration, motivation and application.

Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Achievement and effort are highlighted by the teachers.

Further use of the driver words in teacher comments will ensure a consistent approach to setting objectives using the language of the level descriptors when marking pupils work across the school. Teachers provide opportunities for pupils to work independently and collaboratively. Good teaching encourages pupils' enjoyment of and enthusiasm for religious education. Good use is made of resources, including support provided by other adults who are deployed effectively.

The curriculum is good in meeting the needs of individuals and groups of pupils. The school using the Come And See programme recommended by the Diocese and meets the requirements of the Curriculum Directory for religious education. This ensures complete religious education entitlement for each child and meets National and Diocesan requirements. Of the total curriculum time 10% is allocated to religious education. This fulfils the requirements of the Bishops' Conference of England and Wales. Planning ensures full coverage of the religious education programme. The school implements new curriculum developments as appropriate. The religious education curriculum provides opportunities for pupils' spiritual and moral development.

The Collective Worship provided is good

Collective Worship plays a key part in meeting the spiritual needs of the pupils.

Children are enabled to pray formally and informally. A quiet area has been established in school foyer where reflective music and reading materials provide a focus for prayer and reflection. The learning environment is positive and vibrant and the school has made very good use of display and reflective focus tables to stimulate pupils' interest in religious education. Great care is taken to provide excellent facilities and resources for the pupils. Collective worship is planned by staff but the pupils need to be encouraged to plan and lead and evaluate acts of collective worship. The subject leader has the knowledge and skills to support and develop the staff and pupils in planning, leading and evaluating worship. The school effectively engages parents, carers and the

local parish in its provision,. The pupils attend weekly class Masses in the church and whole school Masses on special occasions.

### **Key Question 3. How effective leaders and managers are in developing the Catholic life of the school**

The Head teacher is very committed to developing the Catholic Life of the school and makes an excellent contribution in leading and supporting the staff.

Leaders, governors and managers demonstrate a commitment to the Church's mission in education. The school's Mission Statement is reviewed regularly and is known by all. A Mission and Purpose committee has been established to review and monitor the Catholic Life of the school and through self evaluation priorities for further development have been identified. These priorities are included within the School Development Plan and a Catholic Performance Management objective has been agreed to support the implementation of identified priorities.

There is a link governor

The pastoral care support and guidance at the school is good and is having a positive impact on standards Staff and pupils have a high regard for the Catholic Life of the school. Systems for tracking, and monitoring religious education are in place, Self Evaluation priorities for further development are identified and included as Performance Management objectives and within the School Development Plan .Further data analysis and evaluation of the impact of the school's work has been identified as an area for further development by the school. Effective use is made of the assessment process to raise standards. Parents and pupils express positive views about the school. Lessons are monitored annually by the subject leader.

The introduction of the new scheme of work Come and See is having a positive impact on standards. Assessment is in place and being moderated and standardised by staff. Most pupils make progress

St Anthony's is an Inclusive community.

Positive relationships have been established with all members of the school community.

The school successfully promotes community cohesion through its good links with outside agencies and the parish community. Parish links have been developed and promoted through weekly school masses and special celebrations such as the Harvest festival Mass and refreshments to parishioners . The parish priest regularly visits the school and appreciates the commitment of the Head teacher and the staff in nurturing the Catholic Life of the school.

It raises funds for a range of charities such as Mission Together , Action Aid, Children in Need , The Hospice of the Good Shepherd and Macmillan Cancer throughout the year. Through the study of the Universal Church and Other Faiths topics pupils across the school are able to recognise other people's beliefs and needs and develop a sense of the wider world,.

Leadership at all levels respects difference , values diversity and ensures equal opportunities for all.

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