

St Anthony's Catholic Primary School, Fulwood, Preston

St Anthony's Drive, Fulwood, Preston, Lancashire, PR2 3SQ

Inspection dates 21–22 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve above average standards in English and mathematics by the end of Year 6.
- Children get off to a good start in the Reception classes.
- Teaching is good overall and some is outstanding.
- The headteacher provides a clearly focused direction for the school and has the full support of the staff.
- Leaders, managers and governors have a good impact on pupils' achievement and the quality of teaching. As a result, the school continues to improve.
- Pupils' behaviour is outstanding. Pupils are very polite and say they feel safe in school. Attendance is above average.
- Pupils with special educational needs receive very effective additional help and, as a result, make good progress from their starting points.
- The governing body has a good understanding of the strengths and areas for development in the school and ensures improvements are carried out.

It is not yet an outstanding school because

- Teaching is good rather than outstanding.
- Pupils are not given enough opportunities to use their good writing skills in a wide range of subjects.
- Marking is inconsistent and not all teachers make sure that pupils take full notice of the points made to help them improve their work.
- Occasionally, work in lessons is not pitched at the right level for all groups of pupils.

Information about this inspection

- The inspectors observed 18 lessons of which one was a joint observation with the headteacher. Additional short visits in lessons were carried out to look at important issues such as how well pupils get on with their classmates and how well they behave.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessment from the previous academic year were scrutinised, including information which showed how well pupils do in English and mathematics.
- Sixty responses were received to the on-line questionnaire (Parent View). In addition, inspectors spoke to a number of parents and scrutinised the school's own parent questionnaire survey.
- Inspectors reviewed the staff questionnaires.

Inspection team

Geoffrey Yates, Lead inspector	Additional Inspector
Allyson Ingall	Additional Inspector
Baljinder Khela	Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary school and is over subscribed.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of pupils known to be eligible for pupil premium funding (pupils known to be eligible for free school meals, pupils whose parents are members of the armed forces and those looked after by the local authority) is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school has achieved many awards including Healthy School status.

What does the school need to do to improve further?

- Increase the proportion of consistently good and better teaching by:
 - ensuring that pupils are consistently challenged to use their good writing skills well in many subjects
 - making sure marking in all classes is used well to provide information to pupils of how they might improve their work and that teachers check that pupils take full notice of the comments made
 - making sure that the work pupils are asked to do is always well matched to their needs and that the guidance provided to help pupils know what to include in their work (success criteria) is not too complex.

Inspection judgements

The achievement of pupils is good

- Children join the school with the skills typically expected for their age, although there is some variation from year to year. They make good progress because of the careful nurturing, expert teaching and a good balance of teacher-led work and opportunities for choice. Children develop their skills exceptionally well in all areas of learning outdoors because the outstanding outside area is used very well by staff to provide highly stimulating, well planned activities.
- Good progress continues in Years 1 to 6. Consequently, by the time pupils leave the school, they reach standards in English and mathematics that are, regularly, above average. The school's current information about how pupils are doing, as well as inspection evidence, shows that the above average standards are being maintained.
- Throughout the school, pupils make good progress in reading, writing and mathematics. Pupils say they enjoy reading and carrying out mathematical calculations and they achieve well. By the end of both Years 2 and 6, pupils' attainment in reading, writing and mathematics is above age-related expectations.
- Disabled pupils and those who have special educational needs achieve well. This is because staff have a very clear awareness of the precise needs of each of these pupils and offer effective and sensitive support.
- Pupils known to be eligible for the pupil premium achieve well. The school makes good use of the extra money from pupil premium funding to enhance the learning opportunities of these pupils. This includes, where required, pupils being given additional support in class or in withdrawal groups. Although, in the previous year, the attainment of pupils who were known to be eligible for free school meals was below other pupils in English and mathematics, the gap of two terms has been reduced significantly. The school's records show that, currently, there is no significant difference between the attainment of pupils eligible for free school meals and those who are not.
- The large majority of parents indicate that they are pleased with their children's achievements.

The quality of teaching is good

- Very good relationships between staff and pupils are the norm and classrooms are managed well.
- As a result of most teaching in reading, writing and mathematics being good and some outstanding, pupils enjoy their lessons. For example, in an outstanding lesson for older pupils, the teacher supported one group to accurately list the coordinates of 10 hidden squares and encouraged pupils to enjoy sharing their ideas with their classmates.
- Where teaching is sometimes outstanding, lessons move at a fast pace, and teachers make every effort to ensure that pupils understand what they need to do. In these best lessons, teachers plan plenty of opportunities for pupils to use their basic skills well in a wide variety of subjects. For example, they were encouraged to produce well scripted accounts of a project to improve car parking facilities.
- Where teaching is not as strong, pupils are not given sufficient opportunities to apply their good writing skills well in other subjects of the curriculum.
- Although all teachers try to make sure that work is set at the right level for all pupils, at times some are not successful. On these occasions, some of the work set is over ambitious. As a result, pupils need additional support before carrying out the tasks set. At times, written information about the things pupils need to take into account before starting to do their work is too complex and, as such, does not serve the intended purpose.
- Marking is inconsistent in its quality and usefulness. Also, where pertinent comments are

provided, sometimes teachers do not make sure that pupils take into account what has been suggested in their future work.

- Disabled pupils and those with special educational needs benefit from the good quality help provided by teaching assistants who are effectively deployed both within and outside the classroom.
- Reading is well taught throughout the school including the teaching of early reading skills. As a result, pupils say they enjoy reading and are keen to talk about what they like to read.
- Teachers promote pupils' spiritual, moral, social and cultural development well. For example, visits to places of interest and work with schools in areas different from the school's own locality, broaden pupils' understanding of cultural diversity.
- Parents spoken to during the inspection believe the quality of teaching is good, as do the pupils who spoke with inspectors.

The behaviour and safety of pupils are outstanding

- The obvious delight and enthusiasm pupils demonstrated during the inspection, in organising and carrying out a fundraising afternoon for charity, was a tremendous privilege and pleasure to experience. The event epitomised the school's very caring ethos and pupils' very good relationships with each other and the high levels of friendliness.
- The large majority of parents are sure the school provides a very safe environment and that pupils enjoy school and behave very well.
- Behaviour in lessons and around the school is excellent. Pupils are unfailingly polite and are eager to share their many experiences about school. They are very proud of their school.
- A scrutiny of records and observations during the inspection demonstrate that behaviour over time is of the highest quality.
- Pupils respond impeccably to the many opportunities provided for them to take on school responsibilities. They regard the school as 'their school' and are keen to point out, for example, to other pupils, that they should not drop litter and should hang up their coats tidily. They are proud to be school council members or to help out around the school as a buddy. Younger pupils say that the buddies help them a great deal and that they look up to them. During the inspection, school council members proudly talked about what they had done to improve safety on the church car park.
- Pupils' great enjoyment of school reflects in their above average attendance and their punctual arrival at the start of the day.
- Pupils recognise dangers when using the internet and know how to avoid these problems. Pupils have an excellent understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They have a very good understanding of different types of bullying. They are highly confident that should any ever occur, adults would deal with it fairly.

The leadership and management are good

- The staff questionnaires indicate that staff think highly of the leadership and management of the school.
- The headteacher and deputy headteacher have a clear understanding of what the school is doing well and how it needs to improve. As such, the school's own self-evaluation is accurate. The headteacher addresses any staffing issues successfully.
- Child protection and safeguarding have a high priority. Leaders ensure that all requirements are

met and that the building is a safe environment.

- Close checking on teaching performance has raised the quality of teaching, with only a few variations between classes. Teachers are set targets to improve their work and meetings are held to check on pupils' progress in their classes. As a result, both teaching and progress are good. While middle leaders carry out their duties very well, these currently do not include looking at the actual quality of teaching in their areas of responsibility.
- The school has a clear and effective system to track pupils' progress. As a result, the school is able to identify quickly where progress is less than good and put in place systems to accelerate learning.
- The curriculum is well matched to pupils' needs. Pupils say how much they enjoy lessons, including the activities in physical education lessons. Pupils' spiritual, moral social and cultural development is promoted well across the curriculum.
- Leaders ensure that no pupils, regardless of background or need, are denied access to anything the school has to offer. As such, equal opportunities are pursued well.
- The local authority sees this school as a good school and as such provides 'light touch' support.
- **The governance of the school:**
 - The Chair of the Governing Body carries out his duties very well. For example, by accompanying the school on residential visits he gets to know what pupils really feel about the school. The governing body discharges its legal responsibilities well. They keep a close check on the school's budget and make sure that pupil premium money is used to good effect for the purpose intended. The safeguarding of pupils is a high priority and governors ensure that the implementation of all policies is robust. Governors have a good understanding of the school's strengths and areas for development. Regular 'awareness-raising sessions' on different aspects of the school's provision ensure that all governors understand any issues that may arise. For example, the sessions allow them to use the school assessment data well to judge the quality of pupils' achievements. Individual governors are linked to subject areas. Governors have a good understanding of how performance management is carried out. They seek assurance that salary levels are closely linked to performance.

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

Unique reference number	119698
Local authority	Lancashire
Inspection number	403411

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	316
Appropriate authority	The governing body
Chair	Paul Thompson
Headteacher	Barbara Gardner
Date of previous school inspection	27 September 2007
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