



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Anthony's Catholic Primary
School, Preston**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School St Anthony's Catholic Primary School

Address: St Anthony's Drive
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Preston
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School URN: 119698

Headteacher: Mrs Rachel Ballard

Chair of Governors: Mr Paul Thompson

Lead Inspector: Mrs Jacqueline Hampson

Team Inspector: Mrs Sharon Barnett

Date of Inspection: 19th June 2018

INFORMATION ABOUT THE SCHOOL

St Anthony's Catholic Primary School is a larger than average sized primary school in Preston, in the Diocese of Lancaster. The school serves the parish of St Anthony's in Fulwood, Preston.

The vast majority of pupils are baptised Catholics. Almost all pupils are of White British heritage.

The proportion of pupils with special educational needs lower than the national average as is the number of pupils eligible for pupil premium.

At the end of year six, almost all pupils transfer to Our Lady's Catholic High School.

PUPILS	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	46	44	46	48	45	46	45	320
Catholics on roll	37	44	46	38	38	44	40	287
Other Christian denomination	3	0	0	0	2	1	2	8
Other faith background	1	0	0	4	1	1	2	9
No religious affiliation	5	0	0	6	4	0	1	16
No of learners from ethnic groups								43
Total on SEN Register	2	1	6	4	4	5	6	28
Total with Statements of SEN	1	1	2	0	0	0	0	4

Exclusions in last academic year	Permanent	0	Fixed term	3
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Anthony's	283

TEACHING TIME FOR RE	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5	16
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	6	6	6	6	39
% of teaching time	25%	25%	25%	25%	25%	25%	25%	25%

TEACHING TIME FOR MATHS	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	4	4	4	5	5	5	5	32
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

STAFFING	
Full-time teachers	11
Part-time teachers	3 (5)
Total full-time equivalent (FTE)	14.3
Classroom Support assistants	19
Percentage of Catholic teachers FTE	83%
Number of teachers teaching RE	14
Number of teachers with CCRS or equivalent	6
Number of teachers currently undertaking CCRS	3
Chaplaincy staffing	0

ORGANISATION	
Published admission number	45
Number of classes	11
Average class size KS1	30
Average class size KS2	30

EXPENDITURE (£)	Last financial year 2016-17	Current financial year 2017-18	Next financial year 2018-19
Total expenditure on teaching and learning resources	£18,524	£16,681	£15,000
RE Curriculum allowance from above	£393	£788	£700
English Curriculum allowance from above	£1,283	£2,471	£2,000
Total CPD budget	£5,997	£9,729	£8,000
RE allocation for CPD from above	£592	£1,607	£1,500

How the school has developed since the last inspection
<p>At the last inspection the school was judged to be good with many outstanding features. Since then, the previous headteacher has retired and a new headteacher was appointed in April 2014. She has worked closely with staff and the governing body to continue the drive for improvement in school.</p> <p>The school has successfully addressed all priorities for improvement from the last inspection. The tracking system is fully embedded and enables leaders to track and monitor the progress and attainment of all groups of pupils. The quality of teaching has improved across the whole school. Teachers regularly meet to share good practice. Children regularly respond to questions in marking and as a result are able to improve their work.</p> <p>As the RE subject leader is currently on maternity leave, the headteacher has identified another capable member of staff to take on this key role.</p> <p>The school engages well with the Diocesan Education Service, with their family of Catholic schools and with the Catholic Teaching Alliance (North).</p> <p>There is excellent capacity for improvement in school.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

KEY FINDINGS

St Anthony's is an outstanding Catholic school, where the dedication and drive of the headteacher, all staff and governors leads to continuous improvement and excellent outcomes for all pupils.

The Catholic identity of the school is very strong. Visitors to school are immediately aware of the importance of faith to all members of the school community, through displays and the prayer station, which is currently set up for children to pray the Rosary. A key display in the entrance is a reminder of the school's mission statement, 'We are all God's work of art.' At the time of the inspection a display named 'What's your football faith?' used the World Cup to identify famous footballers who were people of faith and positive role models for children.

Pupils enjoy coming to school and are very proud to be part of this Catholic community. For example, one child told inspectors, 'We are all a family. Some of us are Christians and some are from other faiths, but we are all brothers and sisters.'

Pupils benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, they actively raise funds for many charities, both local and national. In addition to the school's support for Cafod, many charities are chosen by the children, and often relate to personal issues. As a result, pupils benefit greatly from seeing the impact their efforts have on the lives of others.

Throughout the school, pupil participation in, and leadership of, the prayer and liturgical life of the school is outstanding. During their time in school, pupils become skilled in planning and leading acts of worship. With the support and guidance of adults in school, they grow in the knowledge of the Faith and in their own personal faith.

Governors and school leaders are totally committed to the Church's mission in education. This is at the heart of the success of the school in promoting the fullness of life in Christ for all members of the school community.

The headteacher is an inspirational leader who ensures there is a clear, shared vision, understood by all. The inclusion of all is central to the success of leaders in ensuring that all children flourish.

There is excellent engagement with the Diocesan Education Service, the cluster schools and the Catholic Teaching Alliance (Teaching School.) As a result, staff receive support and training for their roles in school. This has resulted in excellent subject knowledge and confidence in teaching curriculum RE.

Outcomes for pupils are very good in curriculum RE, with no significant variation between any major groups. All pupils make very good progress from average starting points and attainment is good. Pupils are religiously literate. They talk with confidence about their RE lessons and can reflect on their learning.

The headteacher, RE subject leaders and governors closely monitor pupil progress in RE. Governors receive reports from the RE subject leaders as well as pupil progress data. Any underperformance is quickly challenged by governors, who then hold school leaders to account. Governors have ensured that the HRSE policy has been updated and that the scheme of work has been incorporated into RE planning.

Teaching is outstanding and is effective in enthusing pupils and ensuring that they learn extremely well. Teachers focus their planning on meeting the needs of all pupils and on raising standards. Marking is high quality and helps pupils understand in detail how to improve their work.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Embed the planning tool, introduced this year, to enable teachers to plan for learning across all attainment strands.
- Further develop existing links with cluster schools and the Catholic Teaching Alliance, to share good practice with colleagues in other Diocesan schools.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

1

1

1

Inspection confirms the school's judgement that pupils make an outstanding contribution to the Catholic Life of the school.

Pupils regularly lead and take responsibility for shaping activities with a religious character, for example when leading prayer and preparing for Mass, and they respond exceptionally well to these opportunities.

Pupils have many opportunities to share in liturgies with the parish and school community where appropriate. As a result, they understand the importance of key celebrations throughout the liturgical year. For example, pupils in Key Stage 1 are able to discuss the liturgical colours and the seasons of the Church's year.

Beautifully prepared prayer spaces are well resourced and are a reminder for children of the liturgical year and a support when planning acts of worship. Pupils plan and lead prayer and liturgy with confidence and enthusiasm. Across the whole school, pupils show high levels of reverence and respect during times of prayer and reflection.

Inspectors joined children in Early Years as they reflected on the parable of The Prodigal Son. The children selected a cloth, candle and other artefacts linked to the scripture. They showed great reverence as they reflected in silence before placing an apple in a basket when they had thought of something kind they could do for another person.

In Key Stage 2, pupils responded immediately to a 'call to prayer' when one pupil gently shook a tambourine. Pupils gathered at the front of the class, as those pupils leading the worship processed to the front. The word of God was proclaimed with reverence and all pupils responded, 'Praise to you, Lord Jesus Christ.' Pupils were given time to reflect on the meaning of the Parable of the mustard seed, before they placed a mustard seed in a pot and were given a small reflection to take home.

Pupils' attitudes and behaviour are a clear reflection of a secure ethos. One parent commented that the values promoted in school result in excellent behaviour.

The school judges that the leadership and management of the Catholic Life of the school are outstanding and inspection confirms this.

The headteacher and governors ensure the Catholic mission of the school is at

the heart of all school life. There is a clear commitment to the spiritual and moral development of pupils.

The promotion of Catholic values and principles by leaders and managers is outstanding. The work of the learning mentor, supporting the most vulnerable children and their families, is evidence that gospel values are at the heart of a deeply embedded culture of care and concern.

The headteacher's passion for this Catholic community inspires all those who work in school, so that Christ is present in every personal interaction.

Working with the parish priest and governors she ensures an authentic, vibrant experience of belonging to a faith community for pupils and staff, where the prayer and liturgy of the Catholic Church are central to the life of the school. The feast of St Anthony was celebrated recently with the school and parish coming together for Mass at which pupils sang and led the prayers of intercession.

Governors are involved in the day to day life of the school, joining staff and pupils for residential visits, the celebration of Mass and other liturgies, and for the termly 'home learning showcase' which includes examples of pupils' work in RE.

Inspection confirms the school's judgement that the quality of provision for the Catholic Life of the school is outstanding.

The governors are committed to the recruitment of excellent Catholic teachers and to ensuring all staff are skilled, knowledgeable and confident members of the school community. Staff are authentic witnesses to the Catholic Faith and are given ample formation opportunities to fulfil their role. Almost all teachers have, or are currently studying for, the Catholic Certificate in Religious Studies (CCRS).

Good use is made of training and support from the Diocesan Education Service.

The support given to pupils in preparing and leading communal prayer is excellent and is reflected in class prayer and worship across the whole school, which shows a joyful witness to the call to holiness. Children are encouraged to include their families in their faith journeys, for example by welcoming the Holy Family figurines into their homes during Advent and praying together.

Leaders have developed many partnerships which make a positive contribution to the Catholic Life of the school and broaden children's experiences. For example, the headteacher has made a link with St Antonius school in Hamburg. On display in the hall are replicas of their Stations of the Cross. The children have visited and welcomed the children of their partner school.

Parents are overwhelmingly supportive of the school. One parent wrote, 'I feel the focus on morals and values in school help my child form lasting friendships.' Another commented that they chose St Anthony's 'because of the warm and inclusive nature of the school.'

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

1

1

1

Inspection confirms that the extent to which pupils enjoy and achieve in Religious Education in St. Anthony's is outstanding. Pupils enjoy RE and have very positive attitudes towards their learning. They are religiously literate and demonstrate a deepening understanding of the Catholic Faith. One pupil reported 'I love RE because Jesus taught us that we are all one family, even though we are all different and unique. I love learning about Jesus' life to help me make the right choices'.

During the lessons observed in Reception children were fully engaged throughout, responding well to the use of a power-point slide presentation recounting their recent visit to St. Anthony's church. They were able to identify many religious signs and symbols and describe religious actions in detail, talking confidently about their own experiences.

In Key Stage 1 children engaged in learning with excitement. Children participated in drama, role play and rapping to retell the story of Jesus calming the wind and the waves. Carefully prepared questions encouraged the pupils to consider how the story helped them to understand that Jesus was the Son of God. Pupils were able to compare this story with the recount of Jesus' first miracle.

In Key Stage 2, pupils were challenged to reflect on the conversion of St Paul. Excellent subject knowledge combined with skilled questioning encouraged pupils to make links between St Paul's feelings and beliefs before and after his conversion and articulate how these affected his behaviour.

Excellent subject knowledge and questioning was also evident in upper Key Stage 2 where the use of excellent prompts guided pupils' reflection on the story of the Prodigal Son and challenged their thinking. Rapid progress and deep reflection were evident.

Children enter the Foundation Stage with some knowledge of who God is and how to act appropriately during times of worship but little wider knowledge of the Catholic Faith. However, they make rapid progress and by the time they enter Key Stage 1, almost all children's attainment is in line with national expectations. This rapid progress continues throughout Key Stage 1 and Key Stage 2. By the end of the key stage, pupils' attainment is in line with expectations with many children

achieving beyond age related expectations. Progress is very good for all groups of pupils.

The leadership and management of Religious Education is outstanding. School leaders and governors place high importance on RE. Leaders have successfully ensured that effective monitoring, assessment and tracking systems are in place and are having a positive impact on pupils' learning, progress and standards. Governors are highly effective in holding leaders to account. They scrutinise data, look through pupil workbooks and have a good knowledge of standards in RE.

The staff value the support given by the headteacher, subject leaders and the Parish Priest. Staff subject knowledge is very good due to their own drive for excellence in RE and to the opportunities offered to them through continuous professional development. This has included a six week block of internal training delivered by the headteacher and subject leaders.

Pupils' progress and attainment is tracked and this is used effectively by school leaders to raise standards in RE. Information about pupil progress is shared with governors, who have a very good knowledge of standards in RE. The RE subject leaders maintain a portfolio of assessed pieces of work which have been moderated and agreed by Diocesan colleagues.

The quality of provision in Religious Education is outstanding. Teachers' planning for RE ensures that lessons build on prior learning and fully meet the needs of all pupils. Teachers start with the Religious Education Curriculum Directory (RECD) and seek to provide pupils with first hand activities and memorable learning experiences. The introduction of the new planning tool which links the Human Relationships and Sex Education (HRSE) curriculum with the RE curriculum allows staff to confidently enrich the core scheme of work 'The Way, The Truth and The Life'. The headteacher recognises that this work now needs embedding.

Very good coverage of other Christian denominations and other world faiths is also provided within the curriculum. Pupils talked knowledgeably about this learning and demonstrated great respect towards each other saying 'We are all brothers and sisters, even when we believe different things.'

There is evidence of high quality marking and feedback that develops children's skills and knowledge in RE as well as their literacy skills to further learning. Pupils report that they know what they are doing well and what they need to do next.

Parents and Governors speak highly of the home learning which includes a section on RE and look forward to the 'home learning showcases' where children present their learning. Parental and community involvement is high. Parish links are a great strength of the school and there are many links with other schools in the area.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	1	1	1	1