

DIOCESAN INSPECTION REPORT

St Anthony's Voluntary Catholic Academy

(Part of St Cuthbert's Roman Catholic Academy Trust), Dane Park Road, Kingston Upon Hull, HU6 9AA

School Unique Reference Number: **144102**

Inspection dates:	15 – 16 June 2022
Lead inspector:	Helen Lickess
Team inspector:	Jill Manders

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Anthony's Voluntary Catholic Academy is an outstanding Catholic school because:

- St Anthony's is a true Catholic community that lives out its mission statement: 'to live, learn and serve'. Both staff and pupils offer a warm welcome and are very proud of their school.
- The pastoral care, and care of the whole child, is at the forefront of all decisions at St Anthony's. School leaders care deeply and are fully committed to providing the best possible Catholic education for the pupils.
- The Catholic Life of St Anthony's is enriched by outstanding chaplaincy provision. Pupils and staff greatly benefit from the many opportunities provided for them to grow in their faith. However, the principles of Catholic Social teaching are not yet fully embedded.
- Religious Education at St Anthony's is given the highest priority. It is led by a dedicated and enthusiastic RE Leader, who is fully supported by the wider leadership team. Teachers strive to provide engaging RE lessons where children enjoy their learning. The standard of written work is not yet consistently of a high standard across the school.
- Collective Worship is central to school life. Pupils in the Early Years Foundation Stage have an excellent introduction to worship, where the youngest children gather and pray together with joy and reverence. As pupils progress through school, they confidently take a leading role in planning and leading liturgy. This will be further enhanced by providing a broader range of prayer experiences.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Anthony's has undergone significant changes in staffing since the last inspection. Since conversion, an executive headteacher has been appointed and an experienced head of school joined the school in January 2020. The head of school has recently moved to the central Trust team and a co-headship has been formed to fill the Head of School position.
- St Anthony's became part of the St Cuthbert's Academy Trust in October 2017.
- It is a smaller than average school with around 32% of the pupils coming from a Catholic background.
- There are 40% of pupils eligible for Pupil Premium. 92% of pupils on roll are classed within the top 5% most deprived in the country, with 96% within the top 10% most deprived,
- The school is located in a large council estate which until recently was made up predominantly of white, British families. In recent years, there has been a change in the community as a significant number of Eastern European families have moved into the area.
- A growing proportion of pupils do not have English as their first language.
- There are a significant number of vulnerable pupils at St Anthony's. Close links are established with many outside agencies.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further improve the Catholic Life of the school by:
 - Enable the children to develop a greater understanding of what it means to have a vocation.
 - Ensure the principles of Catholic Social Teaching are known and understood by all.
- Further improve Collective Worship by:
 - Providing a broader experience of prayer in class worship.
- Further improve Religious Education by:
 - Continuing to strive to achieve the highest quality and standard of work in RE books.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils are proud of their school and talk confidently about the mission of St Anthony's and the many ways in which they are encouraged to live it out. They feel valued and very much cared for.
- Behaviour around school is exemplary, both in play and during lessons. Older pupils are excellent role models to their younger peers and welcome opportunities to lead them in prayer.
- Pupils were eager to talk about their school and share the many aspects of school life that they enjoy. They spoke with enthusiasm about a recent 'Be Spirited' day where they spent time in reflection and prayer with members of the Trust Chaplaincy team.
- Pupils have a strong and valued voice in the school and take a leading role in planning ways to share their Catholic identity. This was seen in the many pupil groups supported by the school including Mini-Vinnies, RE Ambassadors and Young Chaplains. During discussions with pupils, they showed a lack of understanding of what a vocation is. This is something the school should develop.
- In recent years, a large number of Eastern European families have moved in to the area. In meetings with parents, they shared how they have been made to feel welcome in the community and in the parish. They appreciate the efforts made by the school and the parish to incorporate some of their traditions in to school and parish life.

The quality of provision for the Catholic Life of the school is outstanding.

- The Catholic Life of the school is underpinned by the school mission statement to 'Live, Learn and Serve'. Pupils confidently talked about how at St Anthony's they try to live like Jesus, learn about Jesus and serve like Jesus, and could give examples of how they do this.
- Chaplaincy provision enriches the Catholic Life of the school. The Chaplaincy team are passionate about sharing their faith and in turn, support the spiritual growth of both staff and pupils. They regularly spend time in school with pupils and staff, both in prayer and worship and during social times too. The school's approach to Catholic social teaching is not yet fully defined.
- The school environment is very well cared for and shows its strong Catholic character. This is evident through the many displays around school reflecting work in RE, support of charities such as CAFOD and in the frequent areas around school encouraging pupils to spend a moment with God.

- The Catholic Life of St Anthony's school extends into the wider community and is greatly valued by parents and carers. Parents spoke highly of the support they had received from the school during the pandemic and the care and commitment of staff to their children.
- The pastoral support from St Anthony's is a huge strength of the school. Pastoral leads shared the many ways in which they support families and the parents echoed this. Through working with various agencies, as well as successfully applying for funding from charities, they have been able to offer a range of services. All staff show a strong sense of commitment to the education of the whole child.
- Pastoral programmes for PSHE and RSE are well mapped out, following the Jigsaw scheme, and the diocesan recommended scheme from 'Life to the Full'.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- All leaders at St Anthony's show great commitment to the Catholic Life of the school and the mission of the Church is given the highest priority. Their enthusiasm permeates throughout school, with all stakeholders sharing the responsibility of enhancing the Catholic Life of the school.
- School leaders have created a reward system 'STAsparkle', which encourages pupils to share their gifts and talents. Regular opportunities are taken to reward pupils through stickers and words of encouragement. This was witnessed in lessons where pupils made a valuable contribution, around school where pupils displayed good manners and for thoughtful responses shared in worship. Pupils describe how this makes them want to achieve and be their best.
- The school benefits greatly from the support it receives from St Cuthbert's Academy Trust in terms of the provision in place. Time is dedicated to staff CPD, delivered by the Trust Chaplaincy team, ensuring all staff have an excellent understanding of the school's mission and how they can contribute to this. Collaborative work between the schools within the Trust is valued by school staff.
- Leaders have ensured the pastoral care of the pupils is given the highest priority by developing a pastoral team committed to providing the best possible support for the pupils and their families.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- Almost all pupils respond with heartfelt enthusiasm to Collective Worship at St Anthony's. During whole school worship, led by the RE Leader, pupils were encouraged to reflect on what it means to give witness and how the Holy Spirit guides us in this. Pupils were able to articulate many ways in which they can share the Good News. Pupils sang with great joy and showed reverence during prayerful silence.
- Pupil leadership in Collective Worship is a strength of the school. There is a range of well-established pupil groups including, RE Ambassadors, Junior Chaplains and Mini-Vinnies. Their roles are clearly defined, and the children speak confidently about what they do. Pupils could talk about how they lead Collective Worship for their peers, and lead prayer reflections with younger pupils.
- Pupils in Foundation Stage were sensitively supported in leading liturgy at an age-appropriate level, showing a simple understanding of how to create a sacred space, and the symbolism of the crucifix, candle and Bible. This is built upon as the pupils move through school. As pupils progress through school, they develop an excellent understanding of the liturgical year.
- The four-part liturgy is used throughout the school during class-based worship, with pupils showing a very clear understanding of each of the four parts. Pupils confidently plan and lead liturgy where they gather, share the Word from scripture, respond to this and share a mission going forward. This is fully embedded in worship, resulting in Year 6 pupils leading liturgy for their peers in a confident, prayerful manner. Opportunities for more creative approaches to class-based prayer is limited.
- Various opportunities for Collective Worship are planned into the school day. These include whole school worship, child led worship in class and daily prayers, as well as opportunities for 'moments with God' during break times. Moments with God have been introduced by the Chaplaincy team and are led by pupils for their younger peers. Many pupils were observed taking part in this during break times.
- Many opportunities are provided for pupils to evaluate the worship that they have taken part in. This was evidenced in class prayer books. Pupils valued the opportunity to respond to worship with their own ideas of how to improve it.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to the life of the school. It is enriched by the dedicated Chaplaincy team who provide invaluable support and guidance for staff, as well as creating a wide range of resources for prayer. Praying together is a daily experience for pupils. However, a broad and varied range of prayer experiences is not yet fully developed.
- Collective Worship is well planned around the liturgical year and has clear purpose to share the mission of the Church. This is reflected in the beautiful, well-resourced sacred spaces in classrooms and shared areas around school.
- The desire for pupils and families to pray together during the pandemic, during times of partial school closures, led to the Chaplaincy team to creating various resources that were shared with families to use at home. This was greatly appreciated by the parents who expressed their gratitude during the inspection.
- Despite the parish church being some distance away from school, leaders have ensured that pupils have the opportunity to attend Mass with some regularity. Both parents and staff are grateful for the support of the parish priest and deacon, who are regular visitors to school.
- Parents appreciate the opportunities to attend school to be part of Collective Worship. This is now being reintroduced as school is able to do so.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- School leaders, supported by the Chaplaincy team, ensure that Collective Worship is given the highest priority. This is evident in the CPD that is delivered to staff. Staff talk of their gratitude to the Chaplaincy team in the support they receive in terms of their own spiritual development.
- Leaders regularly lead whole school worship, showing witness to the school community.
- Leaders strive to provide quality Collective Worship and are committed to providing a greater variety of prayerful experiences for the pupils.
- Collective Worship is a priority in the School Development Plan, including support for teachers new to Catholic schools.
- Monitoring of Collective Worship is undertaken by senior leaders within the Trust.
- Staff appreciate the sharing of good practice in Collective Worship within the wider Trust schools and view the collaboration of work between the schools very positively.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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

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How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Pupils have a positive view of their learning in RE. They talked about the varied tasks that they undertake and how teachers try to make learning in RE fun. When talking about their work in their RE books, they shared various examples of how RE wasn't just about writing, but they had the opportunities to draw and take part in role play. Older pupils could talk about how RE helped them to make the right choices.
- From low starting points, pupils make very good progress. This is built on over time. Attainment in RE is in line with other core subjects.
- Pupils are actively engaged in RE lessons. They have a good understanding of what they do well and what they need to do to improve.
- Pupils display excellent behaviour for learning in RE lessons where they are on task and enjoy the tasks set.
- Recent work around helping pupils to retain and build upon prior knowledge has been well received by pupils. They enjoy the start of lessons where they reflect on past learning and describe how this helps them to remember facts.
- The standard of work in RE books is good and but not yet at the standard that leaders are striving for.

The quality of teaching and assessment in Religious Education is good.

- Teachers display confidence in their subject knowledge and as a result, lessons are well planned. A range of teaching strategies are used to good effect, ensuring pupils were engaged and on task.
- Most lessons observed were at least good. In lessons where outstanding practice was observed, teachers created purposeful hooks to engage pupils in learning, helping them to relate their learning in RE to everyday life.
- In most lessons, teachers manage time well and as a result, pupils achieve well.
- Where good progress was observed in lessons, teachers gave live feedback, ensuring pupils knew how to improve their work during lessons.
- Teacher assessment of work completed clearly showed pupils what they had done well and what they needed to do to improve.

- Achievement during lessons was regularly celebrated which in turn, motivated pupils in their work.
- In some classes, work can be overly scaffolded. In order to achieve a deeper level of learning, pupils would benefit from presenting their work more independently.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The teaching of RE has full parity with other core subjects. Leaders describe RE as being “the core of the core.” Leaders ensure sufficient time is dedicated to the teaching of RE.
- The self-evaluation of RE reflects rigorous monitoring. This is both supported and challenged by Trust leaders through performance management and regular monitoring visits to the school.
- Where leaders recognise teaching could be better, targeted support is put in place to ensure this.
- Leaders ensure teachers new to Catholic schools and ECTs receive excellent induction to ensure they can fulfil their role as a teacher in a Catholic school.
- The curriculum leader for RE is driven by his belief that every child at St Anthony's should receive an outstanding Catholic education. He is deeply committed to his role and is an excellent support to the teaching team.
- The RE leader values the support and collaborative work with other schools within the Trust and the school has benefitted from these in terms of curriculum RE.
- Recent work led by the Trust around the retrieval of knowledge has helped pupils to ‘know more and remember more’ about their learning in RE. This, alongside ‘driving licenses’, introduced to help pupils become more familiar with driver words in RE, have given a clear focus to teaching and learning in RE.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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COLLECTIVE WORSHIP:**1**

How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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RELIGIOUS EDUCATION:**1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

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School details

School name	St Anthony's Voluntary Catholic Academy
Unique reference number	144102
Local authority	Kingston upon Hull
This Inspection Report is produced for the Rt Reverend Terence Drainey the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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