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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST. ANTHONY'S CATHOLIC PRIMARY SCHOOL
Bradford Road, Clayton, Bradford BD14 6HW

School URN

107324

Date of S48 inspection and
OE grade

March 7th and 15th, 2018
OE Grade Outstanding

E-mail address

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Chair of Governors

Mr. A. Brankin

Headteacher

Mrs. M. T. Bannister

RE Subject Leader

Mrs. C. Holdsworth
Mrs. J. Moran

Date and grade of last S48
Inspection

March 13th and 14th, 2013
OE Grade Outstanding

Section 48 Inspector

Mrs. R. Drake

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective is the school in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an Outstanding Catholic Primary School

- School leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school to an outstanding degree. They are all deeply committed to the Church’s mission in education and are able to share their enthusiasm and their ambition for the school: they are an inspiration to the whole community.
- The head teacher is passionate about the responsibility she has to promote the Catholic Life of the school and is dedicated to its mission.
- There is excellent teamwork exercised between the talented staff with strong communication ensuring that all the community’s needs are addressed and met.
- All leaders and governors are highly ambitious for the Catholic Life of the school leading by example.
- All leaders and governors are ardent about sharing their faith and their aim for an increase in evangelisation, and so make a highly significant contribution to the Catholic Life of the school.
- Almost all pupils, from their varied starting points, make outstanding progress in each key stage, with many achieving outstanding attainment.
- Outstanding Religious Education teaching was evidenced. However the majority of Religious Education teaching is not yet outstanding, but is never less than good with outstanding elements. No inadequate Religious Education teaching was evidenced.
- Quality resources are a feature throughout the school. Leaders and governors have ensured that the pupils’ school environment is bright, modern and reflects the high expectations of the whole community.
- Pupils’ engagement, response to and participation in the school’s Collective Worship is outstanding. Acts of Collective Worship engage all pupils’ interest and inspire in them deep thought. Their enthusiasm for Collective Worship is reflected in their communal singing, as evidenced with the Diocesan Music Schools involvement in the school, whole school Collective Worship and class based Collective Worship.

- Almost all pupils are alert to the needs of others and seek justice for all within and beyond the school community. There is a zero tolerance policy to bullying and the school's class buddying system ensures that there is an oversight from the pupils of others within the school.
- The behaviour of almost all pupils is exemplary at all times. In proportion to their years, they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate each other.
- Key issues raised in the last Section 48(S48) inspection have been acted upon.
- The governing body has ensured that all canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Further raise the standard of teaching and learning throughout the school by sharing the existing outstanding creative Religious Education (RE) teaching practice more widely across the key stages.
- Give pupils the opportunity to respond to marking and feedback more consistently across the school, ensuring that pupils understand what they need to do to improve.
- Share the existing outstanding voluntary pupil led Collective Worship practice with Key Stage One.

Information about this inspection

The Inspection of St. Anthony's Catholic Primary School, Clayton, Bradford was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which key issues identified for action in the school's previous S48 inspection have been addressed.
- The extent to which children contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching, assessment, marking and feedback and the responses the children make to these.
- The extent to which the RE curriculum promotes learning for individuals and groups of pupils.
- The quality of Collective Worship (CW), provided at the school and pupils' active participation, preparation and leadership of it.
- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision for the Catholic Life of the school and plan for further improvements to outcomes, for pupils at St. Anthony's Catholic Primary School.
- The school's partnership activities including home, school and parish links.
- During the inspection: Early Years Foundation Stage provision was observed, joint learning walks and teaching observations were undertaken with senior leaders; three RE lessons and four acts of CW covering all key stages were observed; two meditation sessions and one voluntary start of the day staff prayer meeting were evidenced. A Year 1 assembly, which was attended by close family members and a whole school CW was also evidenced.

- Formal meetings took place with the head teacher, RE subject leaders', a group of teaching, administration and support staff, the school council, school ambassadors and school prefects, the Mini Vinnies and the Ethos Team, a group of parents and a representative group of governors including the chair and parish priest.
- The school's RE data, pupil progress and attainment tracking system were scrutinised and discussed with the members of the leadership team and the RE subject leaders. A thorough scrutiny of pupils' RE books, including teachers' marking and assessment of RE was conducted.
- A detailed scrutiny of the School Development Plan, prioritizing The Catholic Life of the School; the Diocesan SEF; the RE Action Plan; the RE budget; the Relationships and Sex Education Policy (RSE); staff and governor training records; governor minutes were noted. The school website, newsletters; parental surveys and feedback and reflection; RE displays in classrooms and public areas, together with photographic and digital evidence of religious celebrations held throughout the liturgical year were noted during the inspection.
- One inspector carried out the inspection over one and a half days.

Information about this school

- St. Anthony's is an average sized, oversubscribed, one form entry Voluntary Aided Catholic Primary School of the Diocese of Leeds. The school serves the parish of St. Anthony of Padua. The school educates pupils from 3-11.
- Currently there are 244 pupils on roll (including full and part time nursery pupils); of these 47% are Catholic pupils.
- 21% of pupils are eligible for pupil premium; 21% of pupils speak English as a second language; there is a below average proportion of pupils who have a statement of special education needs or are supported through action plus.
- There are 9 full time teachers and two part time teachers, three of these hold the Catholic Certificate of Religious Studies (CCRS). The full time equivalent (fte) total number of Catholic teachers is eight. All teachers teach RE. The school also employs 15 (fte) classroom support staff. Music staff are employed through Bradford Authority and the Diocese of Leeds.
- The school employs and works closely with a social worker from the Diocesan Catholic Care service (CCS), a speech therapist from the Local Authority (LA) and a Parental Involvement Worker (PIW) employed as a staff member.
- The head teacher and the deputy head teacher were in post at the school at the last inspection. The current parish priest took up his appointment to the parish in September 2017 and joined the governing body at the same time.
- The school provides a before and after school club. A wide range of after school extra-curricular activities is available for pupils to join.
- St. Anthony's works in partnership with a wide range of schools through the Catholic Schools Partnership Teaching School Alliance (CSPTSA) including St. Bede's and St. Joseph's Catholic College to which the majority of pupils transfer for their secondary education.
- St. Anthony's has achieved a number of externally accredited benchmarks including 'Healthy Schools', 'Investors in Pupils', 'Bradford Schools Drug Prevention Initiative', and reading and sporting awards.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- The extent to which pupils contribute to and benefit from the Catholic Life of St. Anthony's school is outstanding. Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school. As one pupil commented, 'Everyone has a role to play'.
- Almost all pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of almost all pupils is exemplary at all times. In proportion to their years, they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. The weekly statement to live by 'God loves us and wants us to be strong enough to say sorry when we hurt others', was used and drawn upon for the pupils to reflect upon their own understanding of the statement and for them to place it into the perspectives of their own lives.
- Almost all pupils enthusiastically embrace the demands that membership of the school community entails. As a pupil commented they are helped to do this because, 'The school motivates you to be a better person, small things that we do make a difference'.
- Almost all pupils are alert to the needs of others and seek justice for all within and beyond the school community. There is a zero tolerance policy to bullying and the school's class buddying system ensures that there is an oversight from the pupils of others within the school.
- The Franciscan Friars of Renewal visit the school and inform the pupils of the way they look after the homeless in Bradford. In response, the pupils regularly collect food to hand to the Friars to help their work.
- Pupils readily participate in various charitable fund raising projects in support of Cafod; Catholic Care; the Children's Ward at Bradford Royal Infirmary (BRI); the St. Vincent de Paul (SVP) society (Mini Vinnies); and food hampers for the housebound. A parent commented that, 'My son has developed a real sense of global need and poverty'.
- During the course of the liturgical year, the school's Ethos Team take a positive and active role in promoting voluntary prayer at lunchtimes. They joyfully give of their time to actively promote the Catholic Life and mission of the school.
- The quality of provision for the Catholic Life of the school is outstanding. All areas of the school reflect the Catholic mission it projects to all members of its community and visitors.
- The school's motto, 'Enter to Learn, Learn to Serve' and its child friendly mission statement, 'Let us do Something Beautiful for God' (Mother Teresa of Calcutta), are displayed throughout the school and are a key feature on all policies, documentation and digital media used by the school. All stakeholders review the mission statement annually and pupils were at ease explaining when its meaning. Staff are fully committed to the implementation of the school's mission, 'To provide a high quality

education in a Gospel-centered community, valuing the dignity of the individual and actively promoting inclusive education for all learners. We will strive for excellence in all that we do. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ'.

- All staff members promote high standards of behaviour by their example. They enthusiastically take part and actively promote all school activities, which reflect the Catholic Life and mission of the school. Throughout the seasons of the year, they voluntarily give of their time to help support and guide the various groups in the school; Mini Vinnies; The Ethos Team; the School Council and children following Sacramental programmes in liaison with the parish.
- School leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school to an outstanding degree. They are all deeply committed to the Church's mission in education and are able to share their enthusiasm and their ambition for the school proving to be an inspiration to all the community.
- Displays in classrooms, in key stage areas and along the Faith Corridor reflect the cohesive budding systems employed in the school and represent the pupils' high quality work. 'Hymns Today' formed the theme along the Faith Corridor and shared some of the pupils' deep thoughts and prayers.
- Doorways of Faith welcome everyone into the different classrooms, for example Year 2, The King of Kings and Year 4 the Lamb of God. Each classroom shares a value to live by and a chosen class saint. Virtue signs are evident throughout the school, as a reminder to pupils of the qualities to live their lives by. Pupils are taught that, 'Values are the goal and virtues show us how to get there'.
- The pupils shared their Lenten promises with the school, as they celebrated the liturgical season of Lent. Laminated footprints, on which the pupils' promises were written, were placed along the corridor walls of the school for all to see.
- School leaders and governors regard the promotion of the Catholic Life of the school as their leading responsibility. As a governor commented, 'Catholicity drives achievement and the school's ethos'.
- The school development plan clearly prioritises the development of the Catholic Life of the school, identifying those in leadership positions whose responsibility it is.
- The school works very closely with the CSPTSA. This leads to collective well-monitored and evaluated improvements. A recent visit from 4 headteachers of CSPTSA initiated further sharing of the outstanding practice at St. Anthony's.
- Shared Continuing Professional Development (CPD) with the CPSTSA and the diocese is frequent and well planned. Staff members across the group use school peer-to-peer discussions, as a focus for further improvements.
- The school has highly successful strategies for engaging with almost all parents and carers. These benefit the pupils. Digital media such as a blog; twitter; a phone messaging service; the website; newsletters from school including the Wednesday Word and Diocesan RE newsletters are used. The parish also ensures that every means possible is used to enable the parents and carers to have contact with the school and can thus appreciate the school's mission in a very active way.
- Parents feel very welcome in the school and are well informed. 'We are invited to lots of events; coffee mornings; spring fayre; all assemblies and liturgies; CW; Mass; parents information sessions and sports day'. Parents are asked to complete surveys about the school and to give written feedback on any event attended. These are then collated by the RE leaders.
- All leaders and governors are highly ambitious for the Catholic Life of the school and lead by example. They are ardent about sharing their faith and their aim for an increase in evangelisation, and so make a highly significant contribution to the Catholic Life of the school. Governors frequently challenge the leadership of the school. For example, a governor noted in particular that the weekly, 'Statements to Live By', adopted by the

school, in some cases were too secular. This led to an evaluation of them and subsequently statements produced being of a more Catholic genre.

- The school is enthusiastic in its response to diocesan policies and initiatives. All leaders take great care to discuss and consult fully with all groups. They are involved in new initiatives in the Catholic Life of the school, ensuring that the Bishop’s vision for their school is implemented successfully. The RSE scheme of work, ‘Journey in Love’ has been adopted by the school following consultations with all stakeholders. It features in the RE plan and involves all staff.

RELIGIOUS EDUCATION

Religious Education is outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- From their earliest days in the school, high expectations are set. The Early Years teacher was observed presenting the story of Zacchaeus, by enthraling the pupils with its lively and moral tone of being sorry. This was linked to the ‘Statement of the Week’, expectations concerning good behaviour, and how to treat one another. A parent commented that ‘The children relate the religious stories to their own lives’.
- Almost all pupils, from their varied starting points, make outstanding progress in each key stage, with many achieving outstanding attainment. The latest results achieved are high at the end of key stage 2 with almost all pupils gaining at least 2 levels progress and of these a third gaining three levels progress. Present data indicates that the school is maintaining the same level of progress.
- All staff have excellent RE subject knowledge and are confident in teaching and sharing their faith. All teaching observed employed creative approaches and the acquisition of skills which need developing in RE. A Year 5 lesson observed, based on the theme of ‘A Dilemma’, used the skills of arguing, providing evidence, giving opinions and statements of faith to identify the merits of all sides of pupils’ discussions and points of view. A Year 2 lesson observed engaged the pupils through exciting and challenging activities.
- Good quality feedback leads to further achievement and progress of most pupils. Where this is not as consistently applied, there is less impact on the pupils’ learning.
- Differentiated pupil activities and tasks are matched to the pupils’ needs.
- Almost all pupils concentrate exceptionally well, their behaviour is outstanding because almost all pupils enjoy RE.
- Outstanding RE teaching was evidenced, however the majority of RE teaching is not yet outstanding, but is never less than good with outstanding elements. No inadequate RE teaching was evidenced.
- Shared learning objectives and success criteria were a feature of good and outstanding teaching. Where outstanding teaching was evidenced, the teacher used time and pace highly effectively, spending less time on teacher talk and allowing pupils to become actively engaged with their learning quickly.

- The wide range of different creative strategies employed, involving both individual and collaborative means, engage the pupil's interest further. Consequently, pupils are motivated and concentrate in lessons.
- Teachers use observation and questioning during lessons and in the outstanding lessons targeted pupils to ensure their understanding and challenged others to attain higher level thinking skills.
- The school enables the pupils to further extend their knowledge and understanding of RE through retreats and missions. A recent mission week held in school was very successful involving the whole school community. A parent commented, 'The experience touched everyone' and a pupil's view of the experience, 'It made me believe in myself more than before and to know that God watches over me and is always there'.
- Quality resources are a feature throughout the school, the governors have ensured that the pupils' school environment is bright, modern and reflects the high expectations of all the community.
- In order to meet all pupil and staff needs, experienced teaching assistants are strategically deployed throughout the school, supporting individuals, groups of pupils and classes.
- The two team leaders for RE work as a cohesive unit. Monitoring, analysis and planning for improvement are key features of their role. They ensure that RE is planned to meet the needs of all pupils and includes imaginative and creative elements.
- Leaders and governors are outstanding in their monitoring, analysis and evaluation of the provision for RE at St. Anthony's.

COLLECTIVE WORSHIP

Collective Worship is outstanding

How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Pupils' engagement, response to and participation in the schools' CW is outstanding. Acts of CW engage all pupils' interest and inspire in them deep thought. As one pupil commented, 'I like reflecting about God and Jesus'.
- Pupil enthusiasm for CW is reflected in their communal singing, as evidenced by the Diocesan Music Schools involvement in the school, whole school worship and class based CW.
- The quality of prayerful silence in meditation sessions and the depth of the pupils' profound reverence in communal prayer inspire heartfelt response. As a Year 6 pupil commented, 'When I close my eyes I feel calm and peaceful'.
- An inspirational whole school CW led by the head teacher focused on the need for us all to work together with Jesus. The CW centered on the example of a human chain with the weakest points being the ends. The pupils were quick to point out the weak points and what needed to be done in a Christian way to repair them. Music, ICT,

prayer, a psalm reading and pupil involvement featured highly. The pupils' mission was to think more deeply about their faith and their commitment to it and in particular how would others see God in them.

- The pupils from a very young age are encouraged to take an active part in CW. They are responsible for selecting the artefacts for CW and explaining why they have chosen them. They take great pride in writing in their prayer journals.
- Key Stage 2 pupils lead class worship confidently and with pride in their faith. They are able to select appropriate materials and link them to the theme of worship followed.
- The Ethos Team conducts two weekly voluntary prayer meetings for Key Stage 2 pupils, Years 3 and 4, Years 5 and 6 respectively. Younger pupils would benefit from the team leading a voluntary prayer meeting for their key stage.
- From an early age, pupils are encouraged to quietly pray and meditate. Year 1 pupils followed a set meditation routine, with which they were very comfortable. They used the time to empty their minds and let Jesus in. The candle prayer was a regular and embedded prayer used, 'I am the light of the world, if you follow me, you will have the light of life', when lighting the candle for CW.
- Pupils' have an excellent understanding of the church's liturgical year and are guided to a deeper understanding by the staff. Shared experiences provided are when RE bags, the travelling crib, the Rosary and Lent bags, for example, are sent home to share with the pupils families.
- To share the story of Jesus' journey to Calvary Year 3 pupils followed Stations of the Cross, arranged around the school hall. The pupils were very respectful, spiritual and actively involved.
- Each classroom has a dedicated RE and worship area. Driver words are displayed along with the signs and symbols used in CW. A recent faith week on Hinduism was a feature in all classes.
- Pupils' have a deep sense of respect for those of other faiths and this is borne out during other faith weeks when the school uses the expertise of pupils from other faiths to inform pupils about their culture and religion. An annual joint event, with a neighboring Church of England school, 'Clayton Churches Together', extends the pupils experiences of other faiths into the local community.
- Leaders have expert knowledge of how to plan and deliver quality CW. They are passionate about their role in the school and attach significant importance in cascading their enthusiasm through CPD and team teaching. They are very visible as leaders of CW.
- Further staff professional development for CW is provided through the membership of the CSPTSA and the Diocese of Leeds.
- Governors have created an evidence pack of their evaluations of CW class experiences. These evaluations are discussed at RE committee meetings. This ensures that the highest priority is attached to the school's self- evaluation of CW.
- Scrutiny of the RE subject leaders' files evidence detailed monitoring of CW. They also ensure that each class is building up a portfolio of CW that has taken place along with its evaluation. The RE leaders are invited to committee meetings to update the committee on the Catholic Life of the School, RE and CW.