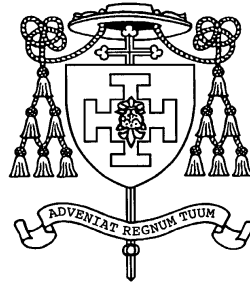


DIOCESE OF SHREWSBURY

DIOCESAN EDUCATION SERVICE

...committed to encouraging 'fullness of life'



SECTION 48 INSPECTION REPORT:

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School:	St Anthony's Catholic Primary School
Address:	Dunkery Road Woodhouse Park Manchester M22 0NT
Tel No:	0161 437 3029
URN:	105522
Headteacher:	Mr J Gretton
Chair of Governors:	Rev M Murray
Date of Inspection:	16 March 2010
Inspectors:	Mrs S Hudson Mr T McBeath Mrs P Blake

Mission Statement

St Anthony's RC Primary School strives to be a living example of the Gospels in action, based on the firm foundations of Christian love. The school endeavours to foster the development of the whole person, having regard to the child's physical, moral, educational and spiritual formation. It deems important its special religious dimension in partnership with the Church. It seeks to engender a respect for human knowledge that is illuminated by the light of faith. It aims to be flexible in meeting the educational needs of individual pupils, fully recognising the worth of each child, to display patience with development at all levels; to give encouragement and to celebrate achievement; to share anxieties and to resolve conflict through reconciliation. The school works to play a full part in the life of its locality, whilst claiming a distinctive nature as a uniquely Catholic community, drawing together parents, priests, staff and pupils in educationally holistic enterprise.

FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly, any significant changes in its circumstances since the last inspection

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	24	177	84	74	70	72	77	60	638
Catholics on roll	18	104	46	62	37	47	55	46	415
Other Christian denomination	6	73	38	12	33	25	22	14	223
Other faith background									
No stated religious affiliation									
Number of learners from ethnic groups	6	51	26	14	9	13	10	7	136
Total on SEN Register		6	11	10	10	13	12	13	75
Total with Statements of SEN					1	3		1	5
FSM		67	27	37	27	25	23	17	223

Exclusions in last academic year	Permanent	Nil	Fixed term	Nil
Index of multiple deprivation	0.47			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Anthony's	638

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St Paul's	43
Barlow High	1

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)	2½	5 ½	5½	5½	5½	5½	5½	5½	41

STAFFING	
Full-time teachers	21
Part-time teachers	0
Total full-time equivalent	21
Support assistants	20
Percentage of Catholic teachers f.t.e.	78%
How many teachers teach RE (P) f.t.e.	21
Number of teachers with CCRS or equivalent	7
Number of teachers currently undertaking CCRS	0

NAME OF SCHOOL	
Published admission number	90 Reception 91 Nursery
Number of classes	19
Average class size KS1	30
Average class size KS2	30

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2008/09	Current financial year 2009/10	Next financial year 2010/11
RE	2,045.66	2,001.23	

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	2
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How effective the school is in providing Catholic Education

St Anthony's Catholic Primary School is a welcoming and caring Catholic school, with many outstanding features. This school truly places people at its heart and pupils experience the deep commitment, love and care of a community deeply rooted in its Catholic purpose and mission. The Mission Statement of the school encompasses the aim of 'striving to be a living example of the Gospels in action'. The quality of pastoral care, ways the school reaches out to the community encompassing and valuing all, together with deep and profoundly rich spiritual provision, are clear evidence of this key aim being lived in the daily life and work of the school. Provision for spiritual and moral development is particularly outstanding. Matters related to Catholic education are given priority by the school. The Headteacher is a key figure in the life of both the school and the parish; his commitment to, and long association with the school means relationships built over a considerable period are strong, and are beneficial in enriching the quality of provision for pupils. His deep personal commitment to the Catholic life and purpose of the school is to be commended. Senior leaders provide support to the Headteacher and Governors are also very committed to, and supportive of the school. The work of the school to promote community cohesion is exemplary. Provision for pastoral care, guidance and support is outstanding. Links between parish and school are well established, purposeful and provide valuable experiences for pupils. Teachers work hard, are visible role models, and are highly committed to the school. The standard of teaching is good, with the majority of pupils making good progress. Pupils show respect, kindness and care to each other and are very aware and understanding of the needs of others. As one pupil said, 'Everyone respects each other and each other's religion'. Pupils are proud of their school and rightly so: they feel valued and cared for. Parents are overwhelmingly pleased with the quality of provision made for their children. This is a school with many strengths and there is a wealth of expertise giving the school good capacity to effectively guide its future development.

What the school could do to improve further :

- Ensure that work is well differentiated, providing appropriate challenge for all pupil groups, and ensuring that pupils are guided in knowing and understanding both what they are doing well, and what they need to do to improve.
- Ensure that rigorous analysis of monitoring and evaluation outcomes, together with subsequent action planning and quality assurance, are used effectively to direct development within all areas of Religious Education.

PUPILS	2
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How good outcomes are for pupils, taking account of variations between different groups.

Pupils participate keenly in lessons enjoying their work and showing good levels of interest and engagement. They are eager to learn and their behaviour is exemplary. The standards reached by pupils are good and the majority of pupils make good progress. However, in order to maintain and extend the good standards and good progress, work for some pupils needs to be more challenging and to provide greater opportunity for independent learning.

Pupils have a strong sense of belonging to this special school and parish community. They are extremely polite and courteous. They participate willingly in the wide range of enrichment opportunities offered to them: as a result they are fortunate in being able to experience what it means to belong to a thriving Catholic community, and are enabled to develop their understanding of this. Pupils have a good understanding of practices and traditions within the Catholic faith.

Pupils' engagement in the prayer and the liturgical life of the school is commendable and pupils show great respect during Acts of Collective Worship. Opportunities for prayer and reflection are both numerous and varied, and pupils respond whole-heartedly.

Pupils show great empathy, concern and awareness of the needs of others, both within and outside the immediate locality. They provide generous support to a wide range of local, national and global charities and are engaging very meaningfully in a range of initiatives to improve the lives of others. Pupils talk particularly of enjoying the work for Cafod. The school's engagement with the local parish is outstanding.

PROVISION	2
<p>How effective the provision is for Catholic Education</p> <p>Teaching is good and teachers work hard to ensure lessons are engaging, using a range of teaching styles. Resources are well prepared and support and enrich learning, including effective use of ICT observed during the inspection. However in some year groups pupils are not being sufficiently challenged, with differentiation not being securely matched to pupil abilities or to assessment outcomes. Opportunities for independent learning are also limited. The school rightly takes great pride in providing safe, attractive and stimulating learning environments, with high quality displays in all parts of the school making the school a very pleasant place to be.</p> <p>The school follows the Diocesan recommended 'Here I Am' programme for Religious Education and so there is a consistent approach to curriculum provision. Assessment systems are in place and continue to develop. During this year the school has introduced opportunities for pupils to engage in self assessment and the school should feel confident that the overall quality of its assessment will be raised as a result of this recent development, which should go hand-in-hand with an increased emphasis on the marking responses of teachers: this will enable pupils to understand better both what they do well and how to improve.</p> <p>Provision for spiritual development is outstanding. Planning for the prayer and the liturgical life of the school is undertaken thoroughly and conscientiously. A great deal of time and thought is given to ensuring meaningful and rich experiences for pupils. This provision is enhanced through the close work undertaken with the Parish Priest and through involvement and engagement with the whole parish community. The school's partnership work with the parish is exemplary.</p> <p>Pupils are provided with a wealth of enrichment opportunities including working with other schools, active engagement in parish events, retreats, clubs, fundraising, and a wide range of activities. Pupils benefit significantly from these opportunities. Pupils new to the school settle in quickly and happily because of the quality of care shown to them by all members of the school community.</p>	

LEADERS AND MANAGERS	2
<p>How effective leaders and managers are in developing the Catholic Life of the school</p> <p>The Headteacher is deeply committed to the Catholic mission of the school, to each of the pupils and to their families. He is a key figure and is dedicated in his work. Senior leaders, including the Religious Education Co-ordinator, effectively support the Headteacher and together they provide outstanding levels of care and strong provision for the personal, social, moral and spiritual development of all pupils. The school is rightly proud to say; 'in this school every child matters because they are made in the image and likeness of God' and this is clearly evident in relationships within the school. The school is fully inclusive, each child is valued, respected and their uniqueness celebrated. The school strives very effectively to encompass the local community and the parish. Provision for community cohesion is outstanding. Matters related to the religious life and mission of the school are given priority.</p> <p>The senior leadership team have established systems and procedures for monitoring and evaluating the quality of provision in all areas of religious provision. Provision for spiritual development is exemplary and is meticulously planned and evaluated.</p> <p>Securing this quality of monitoring, evaluation and analysis of performance in other areas, for example, the quality of teaching and analysis of pupils' work and learning outcomes will be beneficial in assisting the school in its future development.</p> <p>Governors are rightly proud of this school and its pupils. Governors are visible figures within the school community, helping in many practical ways and give willingly of their time and energies. Governors are very supportive and are aware of the importance in challenging the school in order to ensure the best possible provision for pupils.</p> <p>Parents are kept well informed through a wide range of means including the termly newspaper, pupil reports, newsletters and opportunities to visit the school and participate in a range of events. These close links are much appreciated by parents. Partnership working with other schools both near and far is used very effectively to widen pupils' experiences and to promote Catholic learning and pupil well-being.</p>	

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Catholic Education	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	2
The school's capacity for sustained improvement	2

PUPILS	
How good outcomes are for pupils, taking into account of variations between different groups	2
How well pupils achieve and enjoy their learning in Religious Education	
<i>The quality of pupils' learning and their progress</i>	2
• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	2
<i>Pupils standards of attainment in Religious Education</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	1

PROVISION	
How effective the provision is for Catholic Education	2
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	3
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	2
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS	
How effective leaders and managers are in developing the Catholic life of the school	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1

WHAT DO YOU THINK ABOUT YOUR SCHOOL?

Year 6

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	35	13	6	0
2	Do you find out new things in Religious Education lessons?	49	3	2	0
3	Are your Religious Education lessons interesting?	35	15	3	1
4	Do you get help when you are stuck?	50	4	0	0
5	Do you have to work hard?	43	7	4	0
6	Do teachers show you how to make your work better?	51	2	1	0
7	Do other children behave well?	20	28	6	0
8	Are teachers fair to you?	53			0
9	Do teachers listen to your ideas?	44	6	4	0
10	Are you given responsibility?	35	9	9	1
11	Do you enjoy your times of prayer together?	44	8	2	0

Year 2 pupils

		Yes	Sometimes	No
1	I like being at this school.	58	6	1
2	I learn new things in Here I am lessons.	52	13	1
3	I enjoy learning about Jesus and how to live as His friend.	59	5	3
4	I have to work hard.	66	1	0
5	My teacher helps me when I get stuck so I can make my work better.	60	7	1
6	My teacher listens to me.	62	4	1
7	<i>When I am unhappy there is always an adult I can talk to.</i>	59	7	1
8	I get praise when I do my best.	60	9	0
9	Other children are kind and behave well	48	17	1
10	<i>I am happy on the playground.</i>	56	9	3
11	I am allowed to help in class and around school.	56	9	1
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	61	5	1

The inconsistency in the numbers of pupils responding to each of the questions is due to the fact that some pupils did not answer all of the questions

PARENTS' QUESTIONNAIRE

Number of questionnaires distributed :

Number of questionnaires returned: 206

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	142	63		1	
2	I am happy with the values and attitudes that the school teaches	141	63	1		1
3	I am made to feel welcome in school	144	62			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	115	81	4		6
5	The school gives me a clear understanding of what is taught in Religious Education	106	94	1		5
6	The school enables my child/ren to achieve a good standard of work in Religious Education	128	75	2		1
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	91	103	9		3