

St Antony's Catholic School

Upton Avenue, London, E7 9PN

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress while they are at the school. Many arrive needing a great deal of support to catch up and they achieve standards that are in line with those expected and sometimes better. A good number of pupils exceed this and achieve above the expected standard Pupils' good experience at school and the relationships they make help every pupil do well, including those who find learning difficult.
- Pupils quickly settle in the Early Years Foundation Stage where there are exciting activities which develop their learning skills, especially in the outside areas.
- Teaching is good overall and pupils are happy to learn. They have fun with their work and concentrate hard. Teachers mark pupils' work thoroughly.
- The school's culture of respect, care and concern for all is reflected in the pupils' thoughtful behaviour and their attitudes.
- Leaders and governors have improved the school significantly since its previous inspection.
- The headteacher has skilfully turned the school around by involving everyone in a determined and successful drive for improvement. Leaders and governors take responsibility for change and are keen to try ideas that will benefit the pupils.

It is not yet an outstanding school because:

- Not enough teaching is yet of the highest quality to ensure that all pupils make rapid progress.
- Following the outstanding improvements in reading, teaching in key stage 1, needs to ensure that all pupils make as much progress in other subjects as they do elsewhere in the school
- Pupils do not always act on their teachers' feedback and many continue to make the same mistakes.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons. Ten were joint observations with the headteacher and one with the deputy headteacher. Inspectors also observed guided reading, listened to pupils read and attended assembly. They looked for evidence of progress in pupils' mathematics, English and creative curriculum books.
- Inspectors met with two groups of pupils, the headteacher, the deputy headteacher, senior and subject leaders, the special educational needs coordinator, and members of the governing body including the Chair of the Governing Body.
- Inspectors took account of 35 responses to the online questionnaire (Parent View) in planning the inspection.
- They observed the school's work, scrutinised a number of documents including the school improvement plan, data on pupils' current progress, the school's self-evaluation, and records relating to behaviour, attendance and safeguarding.
- The inspectors analysed 39 questionnaires completed by staff.

Inspection team

Penny Holden, Lead inspector

Additional inspector

David Storrie

Additional inspector

Lynn Lowery

Additional inspector

Full report

Information about this school

- This primary school is larger than average.
- The proportion of pupils eligible for the pupil premium, which provides additional government funding for pupils known to be eligible for free school meals, children looked after by the local authority and those from service families, is average. The school is statistically in an area of high deprivation.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- A much higher-than-average proportion of pupils speak English as an additional language.
- Pupils are from a wide range of ethnic backgrounds including African, Caribbean, Asian and White British.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- None of the pupils is taught in alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - promoting the consistent use of the teaching and learning strategies used by the most effective teachers
 - improving the challenge given to pupils throughout Key Stage 1 by, for example, building on the success of pupils' greatly improved achievement in reading
 - giving pupils time to read and act on teachers' feedback to help them to improve.

Inspection judgements

The achievement of pupils is good

- Pupils make the best progress in Key Stage 2 and in the Early Years Foundation Stage. They make as rapid progress in Key Stage 1 as they do elsewhere. By the time they leave, pupils' attainment in English and mathematics is average, which represents good achievement from their starting points.
- Children start the Early Years Foundation Stage with levels of skill and knowledge that are lower than expected for their age. They then make good progress in all areas of learning and are enthusiastic about all the activities provided by adults. They enjoy coming to school and quickly learn to listen and concentrate carefully.
- The achievement of disabled pupils and those with special educational needs is good because they are well supported and teaching meets their needs.
- Pupils who speak English as an additional language have made very good progress by the time they reach Year 6 and have caught up with the other pupils. There are no significant differences in the achievement of different ethnic groups.
- Pupils supported by the pupil premium who are entitled to free school meals make good progress to attain an average point score just below the national figure. They close the gaps with other pupils significantly. The additional funding has enabled the school to provide individual and small-group teaching in literacy, especially phonics, and mathematics at Key Stage 1 and in Year 6.
- In its commitment to the promotion of equality of opportunity, the school also supports all pupils with enrichment activities and additional help where necessary, ensuring all reach their potential. As a result, all groups of pupils achieve well.
- Pupils' reading is good because the teaching of sounds and letters has been extremely successful in improving pupils' reading skills. In the new checks for six year olds the pupils did much better than those nationally. Attainment in reading is average by the end of Key Stage 1 and in Year 6 it exceeds expectations.
- Pupils' skills in writing are not quite as good as those in reading, because many are still learning to speak English fluently. However, the majority achieve the expected standard.
- Mathematics has been a school priority and the pupils now achieve well, making good progress to attain standards in line with expectations with many achieving better.
- Pupils enjoy learning and are remarkably resilient; if they are given difficult work they tackle it enthusiastically and do their very best to get it right. They are not deterred by challenge and work together to share ideas and solve problems.

The quality of teaching is good

- The experiences pupils have in the Early Years Foundation Stage help them settle well and develop their good attitudes to learning. The activities, especially in the outside area, are very imaginative and stimulating. All adults are skilled in encouraging the children to persevere at a task and to discuss what they are learning while they play.
- The highest quality teaching is mostly at the top of the school. Here, teachers exploit every opportunity to challenge pupils to think for themselves, explain their ideas and produce high-quality work at a good pace. Teachers' questioning is well focused on individual pupils to check their learning.
- In Key Stage 1, pupils are sometimes allowed to work too slowly or are all set work at the same level of difficulty. This means that the work is too easy for some and too hard for others so that their progress is not as good as it is elsewhere in the school.

- All teachers mark work carefully, often taking considerable time in doing so. The best teachers also give pupils excellent verbal feedback about how to improve their work. Where pupils have read, understood and acted on a teacher's advice it is possible to see that marking is making a difference, but when pupils are not given enough time or encouragement to put things right they too often go on making the same mistakes repeatedly and this slows their progress.
- The teaching of reading is very well structured. Support targeted specifically at pupils who have found reading difficult means that they enjoy their learning. This has resulted in outstanding improvements in reading in a very short time.
- The care and concern shown by all adults in the school contribute positively to pupils' attitudes to learning whether they are in class or out. Additional adults in classes are very effective when given specific roles. In the less successful lessons, support staff spend too much time listening to the teacher and not enough working with pupils.

The behaviour and safety of pupils are good

- Pupils are friendly, thoughtful and respectful. They love school life and are curious about the world. The school fosters good relationships extremely well.
- While most pupils are keen to please and behave well, a few are too easily angered, which is why behaviour is not outstanding. These pupils are taught practical ways to deal with their emotional outbursts and are beginning to show more self-knowledge and restraint. Some pupils have endured considerable hardship and emotional trauma outside school and these pupils are managed extremely sensitively and effectively so that they can return swiftly to learning.
- Parents and carers agree that the behaviour of the vast majority of pupils is good and understand that the school has to work hard at managing the challenging behaviour of a few.
- In lessons, pupils cooperate and share ideas well. They are enthusiastic about learning and quickly settle to tasks, even when teaching is not very interesting.
- Pupils enjoy the many play activities provided in the playground at break times. They talk pleasantly to one another in the dining hall and walk sensibly in the school's very narrow corridors.
- Pupils know about how to keep themselves safe in their daily lives and understand the dangers of using the internet. They say that there is very little bullying, including name calling, and that it is dealt with very quickly and effectively by adults. Pupils feel secure in school and discrimination of any kind is not tolerated.
- Pupils relish the opportunities they have to discover new facts, to experience new activities and to help others. Every pupil learns to play a musical instrument. Many want to be mentors to others and all support charity events. The school has a very caring, supportive and inclusive outlook which is enthusiastically adopted by the pupils.

The leadership and management are good

- The headteacher's determined drive for improvement in pupils' achievement has been very effective. He has worked successfully, with the support of the deputy headteacher, to develop a strong team approach to making change. Staff are highly supportive of the focus on giving all pupils a rewarding education leading to high attainment.
- The good progress that pupils now make in school has been helped by well-thought-out development plans, good monitoring systems and appropriate strategies for improvement. Leaders and class teachers now use information and data about pupils' progress well to judge the effectiveness of their work.
- There is a strong link between staff performance and the training of teachers and other adults

which has had a positive impact on the effectiveness of their work. There is also a good link between salary progression and teachers' performance. Capability processes have been used appropriately where a teacher's performance was not good enough. However, the best quality practice at the top end of the school is not routinely shared with other teachers.

- Policies for safeguarding meet legal requirements and careful records are maintained of all adults coming into contact with children.
- All pupils have a very wide range of exciting experiences in school and beyond. Many outside experts, such as the chess masters, work with pupils. Places of interest in London and further afield are regularly visited and these trips are made available to all. A group of pupils visits Oxford University to see first hand the life of a student and to raise their ambitions.
- The creative curriculum offers pupils rich and highly imaginative learning in history, art and other subjects. Teachers and pupils appreciate the experiences this curriculum provides and the way it reinforces skills and improves individual progress.
- Partnerships with parents and carers are good, beginning with a very effective induction programme in the Nursery. Partnerships with other schools and institutions also add to the richness of the provision. The local authority has effectively supported the school's plans for improvement.
- **The governance of the school:**
 - The governing body is ambitious for the pupils in the school wanting them to have the very best opportunities possible. It is determined that all pupils, including the pupils eligible for the pupil premium, are rigorously supported to achieve their best. Through a good understanding of the data, governors have an accurate view of the strengths and weaknesses of the school. Governors are quick to determine the benefit to the pupils of any new initiative or change. They know how the management of staff performance is used to reward good teaching and eliminate poor practice. Training for governors is good. Governors are keen to exercise their strategic role and have plans for a thorough self-audit of their own effectiveness. Safeguarding is taken very seriously and governors ensure all statutory responsibilities are met.

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	131926
Local authority	Newham
Inspection number	402518

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Miss Mary Grisdale
Headteacher	Mr Brian Lucey
Date of previous school inspection	22–23 September 2009
Telephone number	020 8552 3670
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