

St Anthony's CofE Primary School

Inspection report

Unique Reference Number	108494
Local Authority	Newcastle Upon Tyne
Inspection number	337092
Inspection dates	15–16 June 2010
Reporting inspector	Margaret Armstrong

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Mrs Claire Leith
Headteacher	Mrs Julie Kadleck
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by two additional inspectors. The inspectors saw six teachers, observed seven lessons and undertook a detailed scrutiny of work. They held meetings with governors, staff, groups of pupils and parents and carers. Inspectors looked in detail at the following: the school's development plans and safeguarding policies; the school's data on pupils' progress and systems for monitoring the quality of teaching. There were 33 questionnaires returned by parents and carers and scrutinised by the inspection team. Staff and pupil questionnaires were also analysed during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of indoor and outdoor provision in the Early Years Foundation Stage especially for boys and higher attaining pupils
- the consistency of the quality of teaching and its impact on pupils' progress in writing and mathematics
- how effectively all leaders and managers monitor, review and evaluate the impact of their actions to improve outcomes for all pupils.

Information about the school

The school is situated to the east of the city of Newcastle. The number of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities is high. The proportion of pupils from minority ethnic backgrounds and for whom English is an additional language, is much higher than average. A very small number of pupils are looked after children. The school holds a number of awards including the Healthy School Status and the International Schools Award. The school runs its own breakfast club and offers study support and a number of learning opportunities for families.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Very positive relationships and good pastoral care result in pupils' good behaviour and enthusiasm for learning. Pupils say they enjoy school and comment on the 'joyful lessons' which motivate them to learn. Their good awareness of how to stay safe, good understanding of healthy lifestyles and their good social skills mean they are well prepared for the next stage in their education. The school's engagement with parents and carers is good. The overwhelming majority of parents are very appreciative of the work of the school and speak highly of the 'fair and caring environment' which is based upon a 'strong Christian foundation'.

Attainment is broadly average by the end of Year 6 and achievement is good. Good provision in both the Nursery and Reception classes means children rapidly become active learners and they achieve well. Pupils make good progress as they move through the school towards increasingly challenging targets. This is a result of high expectations and good teaching. Mostly, teachers' assessments are accurate and support learning well. However, teachers occasionally do not make effective use of information from assessments to plan sufficient challenge for higher attainers, particularly in mathematics. The skilled work of support staff enables pupils with special educational needs and/or disabilities, those at an early stage of learning English and other pupils whose circumstances have made them vulnerable to progress as well as others. There are good opportunities for pupils to make valuable and positive contributions to the school community, such as being part of the active school council and acting as 'Yard Angels'. The school community is cohesive and harmonious and pupils have a good understanding about the issues facing their local area and the wider world. However, the pupils' appreciation and celebration of the diverse cultures that characterise contemporary Britain are more limited.

Senior leaders have complementary skills and use these to good effect; they work well together as a team. Leaders at all levels are involved in monitoring the performance of the school and in taking steps to improve it. Generally, self-evaluation is accurate and this has meant the school has successfully addressed the weaknesses identified at the previous inspection. This comprehensive self-evaluation alongside the school's track record of tackling areas of weakness confirms there is a good capacity for further improvement. Governors support the school well and are committed to continuous improvement. Resources are managed well to secure good outcomes for pupils.

What does the school need to do to improve further?

- Raise attainment and accelerate progress in mathematics by ensuring that teachers

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make better use of assessment data to plan effectively for higher attaining pupils.

- Develop pupils' understanding of the multicultural nature of modern British society.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school and have good attitudes to learning. They arrive punctually, respond well in lessons and work hard to complete their tasks. Strong relationships ensure that pupils behave well and are motivated to learn. As a result, achievement is good. Pupils make consistently good progress and attain average standards in English. Attainment in mathematics is not as high, particularly for the higher attaining pupils. Pupils with special educational needs and/or disabilities make good progress due to the carefully tailored support they receive. Pupils at an early stage of learning English, who join the school, make good progress in developing their confidence in speaking, reading and writing because their needs are identified swiftly and provided for effectively. Although there is some variation in the attainment of boys and girls, there is no measurable pattern.

The dedication of the school in providing an environment in which pupils can improve their self-esteem has been effective. Pupils talk enthusiastically about the interesting experiences the school offers them. They thoroughly enjoy the wide range of physical activities provided and recognise this helps to keep them healthy and positively engaged. Their eagerness to learn is reflected in their improving attendance. Pupils make good progress in their spiritual, social, moral and cultural development. They are proud of the contributions they make to their school. Pupils act responsibly as school councillors and playground leaders and actively support church and community events. They have a sense of reverence as seen in time for reflection and prayer in assembly and they have a clear understanding of the difference between right and wrong. Pupils have a good awareness of global issues and happily support fund-raising activities such as 'Water Aid'. Their understanding of modern-day life in contemporary Britain is less well developed. The good grounding pupils receive in their social and basic skills prepares them well for the next stages of learning.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers set clear expectations for all pupils. They explain to pupils how they will know when objectives are achieved. Consequently, pupils know what they have to do to be successful. Pupils are eager to learn because teachers use a range of exciting activities and resources. For example, they use information and communication technology expertly to reinforce key teaching points. As a result, lessons have good pace and pupils engage well. Teachers are skilled at intervening when pupils need individual support. They are quick to pick up any misconceptions in their learning and provide clear guidance to enable pupils to achieve well. Teaching assistants are well trained and provide good support for individuals and groups. Generally, teachers make good use of their knowledge of pupils' previous learning to ensure tasks are smartly tailored to pupils' needs. Occasionally, teachers do not use this information effectively enough to ensure the needs of higher attaining pupils are fully met.

The curriculum has been developed well to enhance pupils' motivation to learn. It is adapted carefully to meet the needs of pupils with special educational needs and/or disabilities and also for pupils who are at an early stage of learning English. There is a consistent approach to teaching literacy, numeracy and other key skills across the curriculum. This contributes well to pupils' enjoyment of learning. An extensive range of activities is available to all pupils during the school day. These include opportunities to participate in exciting projects for dance, art and sport. Pupils benefit from a good range of experiences outside school. They talked excitedly about visits to Beamish Museum and Newcastle Cathedral and their involvement in sports festivals. The partnership with other schools in the area is supporting the school well in developing its curriculum. As a

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result, pupils benefit from specialist support in areas such as gymnastics, photography and golf.

The well-targeted care and support for pupils enable them to flourish in a safe and secure environment. The clear guidance which is given for behaviour, for example, is appreciated by all pupils. All adults have a good understanding of the needs of individuals and provide an inclusive environment where all pupils confidently learn. This supportive approach is valued by all parents and pupils. Parents are kept informed of their children's well-being and they receive good quality information about academic progress and their child's targets for improvement. The work of the experienced parent support adviser has been instrumental in extending links between home and school. Close working with external agencies means that support for vulnerable pupils, and those at risk, is rapid and effective involving a breadth of specialist expertise. Transition at all stages is a positive experience as teachers work closely with families to ensure pupils settle quickly into new surroundings.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's success in sharing her vision for the school is demonstrated by the good team spirit which pervades the school. The school's positive reputation in the community and the good outcomes for pupils are due to the effective support of staff and governors who share the headteacher's values and ambitions. As a result, the school is effective in promoting equal opportunities and tackling discrimination. Leaders make good use of a range of monitoring activities to improve the quality of teaching and other aspects of provision. They have been successful, for example, in making effective use of data to track the progress of those pupils at risk of poor attendance and to target support where it is most needed. As a result, attendance is now average. Although observations of teaching take place regularly, monitoring has not been rigorous enough in ensuring teachers fully meet the needs of higher attaining pupils, especially in mathematics.

The school promotes community cohesion well. Leaders succeed well in ensuring pupils thrive in a cohesive school community. Good partnerships with specialist agencies and the parish church ensure pupils are well supported. However, opportunities to raise pupils' awareness of different cultures in the United Kingdom are at an early stage of development. The governing body has extended its role in holding the school to account

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and is influential in determining the strategic direction of the school. There is a clear understanding of key responsibilities, especially of those which require robust assurance checks. As a result, safeguarding arrangements are good, ensuring the safety and well-being of staff and pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start and achieve well. From a low level of entry to Nursery, children make good progress and achieve well due to effective induction arrangements and good quality provision. Teaching and learning in the Nursery and Reception classes are good. This is because they are focused specifically on the children's personal and social skills and in their communication and language development and it is in these key aspects that they make the most progress. Parents and carers are very pleased with the start their children make. Nevertheless, by the time they leave the Reception Year, their skills are still generally below average. The good level of care given to children helps them settle quickly so they learn to work and play happily together in a safe and supportive learning environment. Children with special educational needs and/or disabilities and those who are at an early stage of learning English are well integrated and benefit from good quality support. Adults make regular observations and assessments to plan the next steps of learning for each individual. As a result, there is a good balance between adult-led activities and those from which children can choose. Children are generally confident, independent and work together happily on joint tasks. They are willing to make choices and decisions and eagerly demonstrate how much they enjoy school. Activities, both indoors and outside, are interesting and excite children

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helping them to enjoy their learning. Leadership and management are good and there are detailed plans in place to develop provision further. Arrangements to meet the health, safety and welfare of the children meet requirements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers have overwhelmingly positive views of the school. This was matched by staff responses to their questionnaires. Parents and carers feel their children are safe and well cared for throughout the school. They comment that their children enjoy school, are well prepared to live a healthy lifestyle and that staff work hard to help all children achieve as well as they should. A few individual concerns were investigated but not shared by the vast majority of parents and carers or by the inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anthony's CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 33 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	64	11	33	1	3	0	0
The school keeps my child safe	18	55	12	36	2	6	0	0
The school informs me about my child's progress	20	61	12	36	1	3	0	0
My child is making enough progress at this school	21	64	11	33	1	3	0	0
The teaching is good at this school	21	64	12	36	0	0	0	0
The school helps me to support my child's learning	20	61	10	30	2	6	0	0
The school helps my child to have a healthy lifestyle	20	61	12	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	55	13	39	0	0	0	0
The school meets my child's particular needs	18	55	14	42	1	3	0	0
The school deals effectively with unacceptable behaviour	16	48	13	39	0	0	3	9
The school takes account of my suggestions and concerns	17	52	13	39	1	3	0	0
The school is led and managed effectively	17	52	14	42	1	3	0	0
Overall, I am happy with my child's experience at this school	19	58	13	39	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2010

Dear Pupils

Inspection of St Anthony's CofE Primary School, Newcastle-upon-Tyne, NE6 3SU

Thank you for the friendly welcome you gave me when I visited your school recently. I enjoyed talking to you and especially liked the way in which you care for each other and your school. You should be very proud because you are polite, respectful and your behaviour is good. I was impressed with the valuable contribution you make to the school and local community. I was particularly interested in the way you take responsibility as members of the school council and 'Yard Angels'. Yours is a good school. Your teachers know you well and find lots of interesting ways to help you learn and develop. As a result, you make good progress and achieve well. You clearly enjoy your learning and your attendance is improving. Well done!

You have a good understanding of how to live healthy lifestyles. The adults who care for you make sure you are well looked after and I know you feel safe in school. Your parents and carers told me they are very happy with the work of the school. The headteacher, staff and governors have your best interests at heart and they are dedicated to making sure you do well. It is clear you have many lovely experiences at school but I have asked your headteacher and governors to help you even more. I have asked them to make sure that staff plan more challenging work for those of you who are working at a higher level, particularly in mathematics. I have also asked them to provide more opportunities for you to learn about different ways of life in the United Kingdom.

You can continue to help by coming to school as regularly as you do, working as hard as you can and by helping each other in and around school. Thank you for welcoming me to your school. I wish you every success in the future.

Yours sincerely

Mrs Margaret Armstrong

Lead inspector

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