

Inspection of St Anthony's Catholic Primary School

St Anthony's Drive, Fulwood, Preston, Lancashire PR2 3SQ

Inspection dates: 21 and 22 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy at this welcoming school. They enjoy learning and socialising with their friends. Pupils respect and value diversity. They are quick to help and support each other.

The school has high aspirations for pupils' achievement. This includes for pupils with special educational needs and/or disabilities (SEND). Pupils are positive about school and their learning. Typically, they achieve well. Year 6 pupils are well prepared for their secondary education.

Pupils behave well during lessons and at playtimes. They are kind to one another. Pupils relish the praise and rewards that they receive for following the school's rules.

Pupils benefit from a rich set of experiences that go beyond the academic curriculum. For example, they spoke excitedly about gymnastics, cycling and orienteering, as well as city visits and residential trips. These experiences enable pupils to develop exciting new interests and find unexplored talents.

Pupils excel in their various roles. These responsibilities include acting as head pupils, prayer leaders and trade warriors. Pupils learn to care for animals, including the school's therapy dog. Older pupils organise clubs for their younger peers. Pupils make a tangible contribution to school life through these roles. This contributes strongly to pupils' personal development.

What does the school do well and what does it need to do better?

Following the previous inspection, the school has successfully revised the curriculum to ensure that it is well organised. This enables children in the early years and pupils in key stages 1 and 2 to build up their knowledge logically and securely.

Improvements to the curriculum have ensured that staff have greater clarity about the important learning that they should focus on within their classes. Typically, staff explain new concepts clearly and use a range of strategies to check pupils' understanding. However, in a small number of subjects, some pupils have gaps in their knowledge and subject-specific vocabulary, due to weaknesses in the previous curriculum. This sometimes makes it difficult for these pupils to make connections between their existing knowledge and new learning.

The school is in the early stages of implementing the revised curriculums. Even so, staff have embraced the expectations of the new curriculum. In the main, staff select activities that enable pupils to develop their knowledge in a logical and coherent way. Nevertheless, from time to time, the activities that some staff choose to deliver curriculum content do not support pupils to deepen their knowledge as well as they could. Occasionally, this hinders how well some pupils, including those with SEND, learn.

Reading is important in this school. Pupils read from a wide range of interesting books. Staff have received suitable training to deliver the phonics programme effectively. Pupils read from books that match their current phonics knowledge. Staff have the expertise that they need to identify when pupils find reading difficult. If this happens, pupils receive the help that they need to catch up quickly. As a result, most pupils learn to read with fluency and accuracy.

Pupils with SEND access the same ambitious curriculum as their peers. The school identifies pupils' additional needs swiftly. Staff are well trained to adapt their delivery of the curriculum. This means that pupils with SEND can learn well alongside their classmates.

There is an atmosphere of calm and order around school. Pupils work well together on tasks during lessons. Children in the early years enjoy learning new things and take an active part in their own learning. The school is reviewing its actions to promote higher rates of attendance at school. Although this work is in its infancy, in the main, most pupils attend school regularly.

The school places a great emphasis on pupils' personal development. Pupils enjoy learning about different cultures, religions and families that make up modern Britain. They know how to keep themselves safe while online and how to keep themselves physically and mentally healthy. Pupils are well prepared for their future lives.

Governors understand their statutory duties and fulfil their responsibilities well. They assure themselves about the quality of education that pupils receive by supporting and challenging the school well. The school is considerate of staff's workload and well-being. For example, it considers how best to implement new initiatives without overburdening staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some pupils have gaps in their knowledge and subject-specific vocabulary, due to weaknesses in the previous curriculum. This makes it difficult for them to make connections when they learn new content. The school should ensure that it identifies the remaining gaps in pupils' knowledge and understanding, so that they can successfully build on prior knowledge when learning new concepts.
- On occasion, the activities that staff select to deliver the curriculum do not help pupils to deepen their knowledge as effectively as they could. This hinders some pupils, including those with SEND, from learning all that they should. The school

should equip staff to design learning activities that support pupils to acquire knowledge well so that they know and remember more across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119698
Local authority	Lancashire
Inspection number	10321375
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The governing body
Chair of governing body	Paul Thompson
Headteacher	Jane Barnes
Website	www.st-anthonys.lancs.sch.uk
Dates of previous inspection	7 and 8 March 2023, under section 8 of the Education Act 2005

Information about this school

- This Roman Catholic school is in the Diocese of Lancaster. The school's most recent section 48 inspection, for schools of a religious character, took place in June 2018. The next section 48 inspection is due to take place from September 2024.
- Since the previous inspection, a new headteacher has been appointed. The headteacher took up post in April 2023.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and the senior leadership team. The lead inspector met with governors, including the chair of governors. The lead inspector also spoke with representatives of the local authority and of the diocese.
- The lead inspector met with the special educational needs coordinator to help to evaluate the provision for pupils with SEND.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, science and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors discussed the curriculum in some other subjects. They spoke to pupils about their learning in these subjects and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors had discussions with groups of pupils about their experience of school. Inspectors also spoke with pupils in meetings and around school at lunchtimes and breaktimes.
- Inspectors observed pupils' behaviour during lessons and at breaktimes.
- Inspectors reviewed a range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke with some parents during the inspection.
- Inspectors reviewed the responses to Ofsted's online survey for staff. There were no responses to consider from Ofsted's online survey for pupils.

Inspection team

Victoria Burnside, lead inspector	His Majesty's Inspector
Louise Finlay	Ofsted Inspector
Alison Dickinson	Ofsted Inspector

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