

St Anthony's Catholic Primary School, Preston

URN: 119698

Catholic Schools Inspectorate report on behalf of the Bishop of Lancaster

27–28 November 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

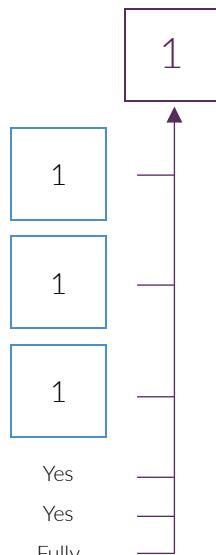
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with any additional requirements laid down by the Bishop of Lancaster.
- The school has responded fully to the areas for improvement from the previous Catholic school inspection.

What the school does well

- Strong inspirational headteacher with a dedicated and hardworking senior leadership team who are all committed to helping and supporting all pupils to be the best they can be.
- A strong subject leader who is extremely knowledgeable and passionate about Catholic education and is driving standards forward to embed the well-developed new curriculum.
- Inclusive welcoming school where everyone is nurtured and loved, within a safe and happy environment.
- Catholic ethos permeates across all areas of the school with beautiful displays and areas of prayer which are visible and accessible to all.
- A strong governing body who are supportive and driven to ensure that St Anthony's provides the highest standard of religious education and Catholic experiences possible.

What the school needs to improve

- to develop further the links between school, parishioners and parents to strengthen the existing good relationships.
- to enrich the religious education curriculum further in order to embed the secure understanding of religious education and consolidate pupils' knowledge and understanding.
- to share the good practice in upper Key Stage 2 with lower year groups to ensure progression of skills in prayer and liturgy across the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

The pupils spoke about the distinctive nature of St Anthony's and what makes it different, sharing how they are taught to '*follow in Jesus' footsteps which will guide them to heaven.*' They shared confidently how they can get this knowledge of the way Jesus expects us to act from the Bible and from their lessons. Pupils feel safe and cared about, stating that they can speak to any staff member with a concern, knowing they will be listened to and helped. Pupils spoke passionately about their responsibilities to help those in need, stating that '*we are all equal in the eyes of God with everyone deserving fairness and equality.*' The Mini Vinnies group gave examples of what they had done in and out of school, sharing how their actions are linked to their faith. Pupils at St Anthony's are extremely respectful to each other, explaining they are guided by the teachings of the Bible and the responsibilities of their faith and beliefs. One pupil discussed how St Anthony's had helped him with a difficult situation outside of school, turning to God in prayer for His help. Pupils were able to speak of how the parish priest helps them with their faith and how they enjoy going to church.

The mission statement is proudly displayed around school and is lived out by all. Its central role was explained succinctly by staff and pupils. Staff are fully committed to the school and their dedication is very clear to see, going above and beyond to fulfil their vocation. The school has a welcoming environment and provides a safe haven for all. Staff work hard to help every pupil understand the importance of faith in their lives. Staff are excellent role models and the respect and support they have for each other is evident. The pastoral leader is a valuable resource across school. This is testament to how the leaders and governors consider the pastoral support to the families and pupils a priority. The environment is well cared for and depicts the distinct nature of a Catholic school, with artistic gifts being used to enhance the

school displays. The parish priest provides spiritual support to the pupils and staff and is a regular visitor into school. He is always willing to support the school leaders and governors. Staff and pupils speak highly about how much they value him. The human relationships and sex education is in place in school and complies with diocesan and statutory requirements.

Governors are committed and passionate about St Anthony's. They are regular visitors and are extremely proactive in contributing and promoting the Catholic life and mission of the school. Governors engage with the diocese and promote their headteacher as a serving Catholic school inspector. They have attended diocesan governor training and development days. Governors work effectively with the head teacher and senior leadership team and are keen to develop further links with families and the parish. Leaders and governors are committed to Catholic social teaching and there are many examples of how the school has worked together as a team to help the most vulnerable in society. The staff feel looked after by the leaders and governors and the head teacher is highly valued by all. The governors are kept well informed by the school about the Catholic curriculum and the school improvement plan has a clear Catholic life and mission focus. This is regularly reviewed and evaluated. The governors have good knowledge of the self-evaluation process and have had an input into it, with plans going forward to use the Catholic Schools Evaluation Document as formative evaluation. Staff have received appropriate career professional development. Induction processes are secure and effective and new staff feel supported and valued.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

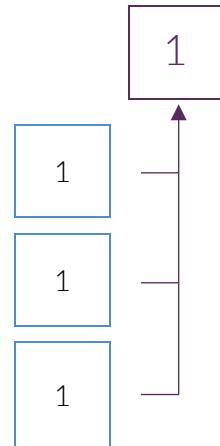
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils demonstrated excellent knowledge, understanding and skills across all aspects of religious education. The curriculum has been designed considering the *Religious Education Directory* and has been sequenced as a two-year rolling programme. It shows clearly the progression from early years to Year 6. Pupils make excellent progress due to the high expectations that staff consistently put in place for them. There are clear monitoring procedures established, and data is collected around the different branches of the directives and from half termly assessments. Pupils are able to speak confidently in class discussions using a wide range of religious vocabulary. Pupils showed their love and excitement for religious education. In lessons across the whole school, the children show engagement and enthusiasm for the themes that they are learning about and were able to articulate their understanding and knowledge confidently. The pupils are very proud of the work that they complete and ensure that their work is presented well and in a variety of different ways. In Key Stage 1 the pupils used art to show God's light. Books are of a consistently high standard and feedback is given to pupils to show how to improve and gain a deeper understanding. The pupils recognise this, showing ownership and pride in their learning. Pupils' attention and behaviour are exemplary due to the high levels of enjoyment that they have for the subject.

Teachers' subject knowledge is at least good with the majority demonstrating outstanding practice. All staff have a strong commitment to ensuring that religious education is taught well. Staff are encouraging pupils to see that what they are learning in religious education can be shown in their everyday lives and they talked about how they are called to follow in Jesus' footsteps.

Effective questioning is used throughout lessons to ensure that prior learning is built upon, and pupils are given time to be reflective with deeper questions. In Key Stage 2, the pupils referred

back to a piece of artwork to explain what they had learnt and how this was going to move forward into developing their understanding of prophecy. In Key Stage 1 pupils could recall what they had learnt about baptism to support the work that they were completing on light and darkness. It is clear that they are knowing and remembering more. Further enrichment activities should enhance their knowledge and understanding as they move forward with current directives. Staff use a range of good quality resources to enhance the pupils' learning and present this in a thoughtful way to motivate them.

Leaders and governors recognise how the directory has been put into place and are able to talk about how data is analysed alongside that of other subjects. They have ensured that staff have been given appropriate training opportunities that link to the school improvement plan and the religious education priority. The new religious education subject leader shows a clear vision and is passionate about making sure that children achieve high standards. She is well supported by other leaders. The subject leader has ensured that the curriculum is being followed and that staff within the age phases are supporting each other. Staff recognise the different needs and abilities of the pupils and adapt work through planning and in different tasks completed in books. The school's inclusive nature ensures that all children can achieve. The school curriculum is very creative with artwork and drama links being made. It is also clear that they are extending this outside as Forest Schools clearly plan with a focus on God's gift of creation and the responsibility that we have to care for it. Leaders and governors recognise clearly where school is on its journey and have clear self-evaluation. They are exemplary in their dedication and commitment to St Anthony's.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

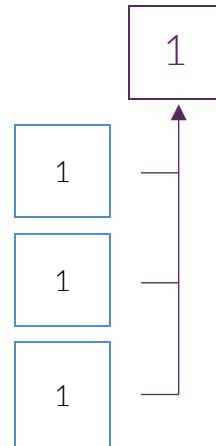
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils respond respectfully and reverently to prayer and liturgy experiences. The Year 5 and 6 pupils are confident to take part and lead, but this now needs to be developed further so that other pupils are more confident and progression in skills across school is well established. This would give more pupils the responsibility to plan, lead and evaluate independently, with teachers facilitating this. Pupils shared their knowledge about the Church's seasons and were able to talk about the colours of each liturgical season as well as its purpose and meaning. Pupils enjoy praying and could share how prayer has helped them outside of school by turning to God at home in difficult situations and leading them to action. One pupil spoke eloquently about how '*prayer is part of our lives as God lives in us*'. Discussions with pupils demonstrated profound and deep knowledge about the importance of having faith and prayer in their lives. One pupil described how he has learned to love God more than anything else in the world. Pupils are keen to take part and described how they have liturgical ministries in Mass, both in school and in church. They are also involved in whole school prayer and liturgy, assisting with liturgical responsibilities.

Prayer is central to life at St Anthony's and there is a daily pattern of prayer that staff and pupils can describe. Prayer and liturgy sessions observed demonstrated a wide variety of ways of praying, including scripture readings, singing, traditional prayer, spontaneous prayer and deep reflections. Staff model exemplary prayer and liturgy sessions and inspectors witnessed calm and purposeful experiences, which were conducive to deep and meaningful prayer. Younger pupils were encouraged to select objects as a focus for their prayer sessions. Older pupils are encouraged to lead, which they did with reverence and respect. All the classrooms have dedicated prayer spaces with seasonally appropriate content and themes. The school has created a communal prayer room which is appropriate to prayer and reflection. The outdoor

prayer garden has been designed and renovated by the Laudato Si group with scripture references celebrated on painted rocks. These areas can be accessed by staff and pupils who are seeking private prayer. School have taken steps to involve families at the weekly faith assembly and this now needs to be built upon to involve families and parishioners further in the prayer and liturgy of the school.

The school has an up-to-date prayer and liturgy policy, and staff are aware of how this is used across school. A whole school calendar is in place for opportunities for Mass, holy days of obligation and important saint days. Classes attend Mass weekly and are given the opportunity to lead through reading and serving. Leaders offer regular opportunities for professional development and the subject leader attends diocesan training when required. The subject leader has a secure knowledge about Catholic traditions, and this is being passed on to staff to help develop Catholic knowledge. Leaders have identified staff who have a strong subject knowledge and work in phase teams to lead, plan and support each other. Prayer and liturgy has been monitored by the headteacher and constructive feedback given to teachers, enabling all staff to develop their knowledge and skills further. External support has been bought in to develop the skills of staff during worship and the impact of this training is evident in all classes. The subject leader has been given time to monitor and evaluate provision, linked to the prayer and liturgy action plan. Information about the quality of prayer and liturgy is shared with governors at meetings and there is evidence of challenge and scrutiny.

Information about the school

Full name of school	St Anthony's Catholic Primary School
School unique reference number (URN)	119698
School DfE Number (LAESTAB)	8883949
Full postal address of the school	St Anthony's Catholic Primary School, St Anthony's Drive, Fulwood, Preston, PR2 3SQ
School phone number	01772726621
Headteacher	Mrs Jane Barnes
Chair of Governors/Trustees	Paul Thompson
School Website	www.st-anthonys.lancs.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2018
Previous denominational inspection grade	1 - Outstanding

The inspection team

Michelle Holden

Lead

Liz Kendall

Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement