



Catholic Schools Inspectorate inspection report for **St Anthony's Catholic Primary School**

URN: 144549

Carried out on behalf of the Archbishop John Wilson, Archbishop of Southwark on:

Date: 29 & 30 June 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

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.....

1

Religious education (p.5)

The quality of curriculum religious education.....

2

Collective worship (p.7)

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

2

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

Fully

Summary of key findings

What the school does well

- Effective pastoral care ensures all pupils in this diverse school community are respected and thrive in a happy, caring environment.
- The Catholic identity of the school is thoughtfully displayed throughout the school, including classrooms.
- Strong and effective leadership.
- Pupils want to do well. They happily engage with learning in every lesson.

What the school needs to improve:

- Develop the pupils' prayer group to include pupils across the school to enhance the quality of prayer and liturgy.

- Develop teaching and assessment that will help all pupils make at least their expected levels of progress, with an increased number exceeding.

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:.....

1

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

Leadership

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

1

The pupils are excellent ambassadors for Catholic education. They actively embrace the school's mission by willingly responding to God's call to serve others. Pupils affirm the high level of inclusion. They know each person is a child of God and worthy of love and support. Exemplary behaviour throughout the school demonstrates mutual respect at all levels. Pupils benefit greatly from outstanding pastoral care. They acknowledge that teachers genuinely look after them. They thrive in a safe, happy and nurturing environment. There is a strong focus by school leaders on developing pupils' leadership qualities. Older pupils, such as playground buddies, show very mature and sensitive leadership by caring for others. One pupil said, 'I sit on the buddy bench when I have nobody to play with. Someone will come and talk to me'. The school council confirmed that teachers listen to them and respect them for their ideas to make life easier for all. Pupils happily participate in fund-raising activities for those in need. Generous contributions, for example to the local foodbank, show pupils' understanding of Catholic Social Teaching. They recognize that everyone has a part to play in making the world a better place. The school council and prayer leaders articulate a deep understanding of what it means to be in a Catholic school.

The Mission Statement is a clear expression of the school's educational mission. Pupils know the mission statement, 'Working, learning and caring together in God's Love'. It is a lived experience for pupils as evidenced in the way they look after each other. All staff, including support staff, embrace it with a genuine affection for pupils and an evident commitment to the most vulnerable. The school environment reflects the Catholic mission and identity through tangible and effective signs of the school's character. The Catholic faith is celebrated in all classrooms with displays highlighting its mission to love and serve others. There are strong links with the parish which provide further

opportunities for pupils to experience and live their faith in prayer. Catholic Social Teaching principles are prominently displayed throughout the school starting at the welcoming entrance. Pupils recognize the importance of the prayer garden which is centrally placed. Pupils confirm it is a lovely quiet space that is used respectfully. Relationships, sex, and health education is in place and follows diocesan guidelines.

Leaders and governors willingly accept their responsibilities as Catholic leaders. They are highly effective in ensuring that Christ is always at the centre of the school's daily routine. The calm, prayerful environment reflects the centrality of the Gospel within the school. Governors know the school, its strengths and areas for development. There is an understanding of the needs of the community and a deep commitment to serving pupils, staff and families. Governors keep informed through visits to the school and head teacher reports. The annual governors' day gives them an opportunity to monitor and evaluate all aspects of the Catholic school. They have a vision for and determination to serve this very diverse community. The welfare of pupils and their families is at the heart of what they are striving to achieve. Staff training is used throughout the year to ensure all members of staff have appropriate guidance on the mission statement and Catholic life of the school. Teachers appreciate the care and support they receive. The overwhelming majority of parents and carers are grateful to the school for the support they and their children receive.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2

Pupils respond positively to religious education lessons. They have good relationships with teachers built on mutual confidence and trust. Consequently, there is a high level of engagement in lessons. Pupils enjoy lessons and want to learn. Pupils settle to work quickly and create a positive environment. Behaviour in class is a strength of the school. Written work further reflects the pride pupils have in their learning. The emphasis on religious literacy is evident across the school. Key scriptural and theological language is used and understood by most pupils, as evidenced in the classroom and in written work. The use of key words in a lesson on the Sabbath, for example, typifies the developing understanding pupils have of key concepts. School data, based on marking and termly assessments show that from their starting points, most pupils, including pupils with SEND, achieve and make progress that is at least good, with evidence of some pupils making above age-related expectations. School data show that pupils' progress and attainment are good overall.

Teachers of religious education are hard working and committed to supporting pupils' learning. They have good subject knowledge and pupils progress well and are challenged and supported appropriate to their ability. They create a safe, peaceful environment where relationships between pupils and teachers are very strong. Teachers inspire pupils with their enthusiasm and they way they make sure everybody is included. Pupils with SEND are particularly well supported. In most lessons, learning is relevant to pupils' experience. Consistency of marking is developing across the school. It generally prompts feedback from pupils. Good quality resources, including other adults, are used effectively to guide pupils in their work. There are assessments in religious education at the end of each unit according to the Way the Truth and the Life scheme. Formative assessment is used well to highlight pupils who need further intervention. Assessment informs medium term plans and objectives and tasks in future lessons.

The school meets the requirements of the Bishops' Conference. They are compliant with the Religious Education Curriculum Directory through the Way, the Truth and the Life scheme. Leaders and governors understand pupils' needs and are ambitious for improving outcomes in religious education. They welcome and value advice and support, for example, that provided by the diocesan religious education advisor. They ensure each pupil receives good quality teaching to help them to at least meet their expected levels and should now focus on supporting pupils to exceed their expectations. Governors are fully informed of the standards and understand the development needs of the school. The school development plan reflects a good understanding of aspirations and is based on good monitoring and evaluation. The head teacher is the subject lead for religious education. Governors have plans in place to enhance strong and effective leadership to ensure the school has the capacity to improve further.

Collective worship

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

Collective worship key judgement grade:.....

2

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

Pupils respond respectfully and with reverence when at prayer and are attentive and engaged. They create a quiet, prayerful environment. It reflects the value the school places on prayer as part of the school life. Prayer is a way of life and inclusive of all pupils. Pupils confirmed they are given many opportunities to participate in prayer and liturgy. Private intentions are welcome. Irrespective of faith background, pupils know they are welcome to participate which they do willingly. They enjoy preparing and leading prayer, for example, in assemblies. The prayer leaders from Key Stage 2 play a significant role in leading the school in the weekly Wednesday Word assembly. They are an impressive and confident group. They work constructively with teachers to produce resources that guide pupils in prayer and in developing the spiritual life of the school. They are keen to help younger pupils in their classes as they prepare their own liturgy and prayer experiences. This is an area the school should now develop. The parish priest is a central and supportive part of the school community. He spoke glowingly of the way pupils approach attendance in the church. Prayer and liturgy is enhanced by beautiful and enthusiastic singing.

The quality of prayer and liturgy is a priority for the school. It is effectively monitored and evaluated to ensure the spiritual needs of all pupils are met. It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer. The school is a deeply prayerful and spiritual place. Prayer and liturgy are at the heart of school life with many opportunities for pupils to participate in high quality, well-planned prayer and liturgy. It takes into account the needs of all the students. The daily opportunity for all members of the community to engage in prayer together reflects the value the school places on the spiritual growth of each person. Consequently, pupils learn about the liturgical year and the significance of major feasts. The whole school Mass for the feast of Saint Peter and Saint Paul in the parish church was a good example of the impact of prayer on pupils. They were respectful, particularly when some pupils went

to communion. Whole school Mass held in church is celebrated on Holy days of Obligation and on other special occasions.

Leaders and governors know their responsibilities and accept them in good faith. They bring their own level of spirituality to their role. The provision of prayer and liturgy is appropriate and covers key moments in the Church's liturgical year. The head teacher and staff, including non-teaching staff, are good role models of praying and living the Christian life. They ensure planning and resources are provided to all members of the community. The spiritual ethos of the school inspires Key Stage 2 pupils' leadership of prayer and liturgy which is a good foundation for developing leadership throughout the school. Teachers appreciate the training and support they receive that gives them confidence to guide pupils in prayer and liturgy. Leaders and governors have an excellent understanding of the provision and quality of prayer and liturgy and its impact on the spiritual development of the students.

Information about the school

Full name of school	St Anthony's Catholic Primary School
School unique reference number (URN)	144549
Full postal address of the school	Genoa Road London SE20 8ES
School phone number	020 877 87681
Name of head teacher or principal	Lorna White
Chair of governing board	Frank Kunna
School Website	www.st-anthonys.bromley.sch.uk
Multi-academy trust or company (if applicable)	SELCAT
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	SELCAT
Gender of pupils	Mixed
Date of last denominational inspection	8 November 2016
Previous denominational inspection grade	Outstanding

The inspection team

Damian Fox	Lead inspector
Vera Jajechnyk	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/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