

# St Anthony's Catholic Primary School

## Inspection report

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<b>Unique reference number</b>	110040
<b>Local authority</b>	Slough
<b>Inspection number</b>	378040
<b>Inspection dates</b>	28–29 February 2012
<b>Lead inspector</b>	Graham Lee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	461
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Hayes
<b>Headteacher</b>	Margaret Stacey
<b>Date of previous school inspection</b>	25–26 February 2012
<b>School address</b>	Farnham Road Farnham Royal SL2 3AA
<b>Telephone number</b>	01753 645828
<b>Fax number</b>	01753 645011
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	28–29 February 2012
<b>Inspection number</b>	378040



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## Introduction

Inspection team

Elizabeth Cole

Additional inspector

Rob Isaac

Additional inspector

Graham Lee

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 25 lessons, or parts of lessons, over more than 12 hours. Meetings were held with groups of pupils, governors and a number of senior leaders. There were no responses to the on-line questionnaire (Parent View) for inspectors to take account of in planning the inspection. Inspectors observed the school's work, and looked at school documentation including the self-evaluation/school development plan, information about pupils' progress and records related to the safeguarding of children. They also considered the responses to questionnaires made by members of staff, pupils and 135 parents and carers.

## Information about the school

This is a much larger than average primary school which has grown significantly since its previous inspection because it opened a Nursery class in September 2009. Pupils come from a very wide range of ethnic backgrounds and approximately half are of Polish heritage. The other largest minority groups are White British and Black African. Most pupils speak English as an additional language, with the majority of Polish children arriving in the Early Years Foundation Stage speaking little or no English. The proportion of disabled pupils and those who have special educational needs is broadly average but more have statements of special educational needs than is the case in most schools. Most of their needs are related to speech and communication, specific learning difficulties and/or behavioural and emotional problems. More pupils than in most schools join or leave the school at other than the usual times. The school meets the current government floor standard for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- St Anthony's is a good school which has improved markedly since its previous inspection, when it was judged to be satisfactory. The improvements have been driven by the effective leadership of the headteacher, ably supported by governors and leaders at all levels. In particular, the effective management of teaching and monitoring of staff performance has led to better teaching which in turn is resulting in accelerated progress for pupils, especially in Key Stage 2. Pupils are now achieving well, often from very low starting points.
- Children make a good start in the warm and welcoming atmosphere of the Early Years Foundation Stage because of much improved provision since the previous inspection. Thereafter, pupils make good progress and sometimes exceptional progress in Key Stage 2. As a result, by the end of Year 6 their attainment in English and mathematics is broadly average.
- All groups of pupils make good progress including disabled pupils, those with special educational needs and those who are learning English. The large Polish group, in particular, make rapid progress because of the very effective and systematic strategies that are in place to develop their language and communication skills.
- The behaviour and safety of pupils are good. This is underpinned by a caring and inclusive ethos, which contributes to the very strong promotion of pupils' social, moral, spiritual and cultural development. Consequently, most feel safe and well looked after. Pupils' good behaviour in lessons contributes well to the very positive climate for learning in the school.
- The school is not yet outstanding because of a few remaining inconsistencies in teaching in Key Stage 1, where expectations of the most able pupils, in particular, are not always high enough. In addition, while leaders track the progress of individual pupils well they do not routinely track the progress of different groups to identify trends in achievement.

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## What does the school need to do to improve further?

- Improve the levels of attainment for the most able pupils at the end of Key Stages 1 and 2 so that they are at least in line with national averages by:
  - ensuring that expectations of these pupils are consistently high in Key Stage 1 and that activities are suitably challenging
  - setting challenging targets throughout the school for these pupils.
- Sharpen the use of data by tracking the progress of different groups of pupils closely to ensure that all are making equally good progress, regardless of ability or background.

## Main report

### Achievement of pupils

Almost all parents and carers believe that their children are making good progress and that their needs are met by the school. This is fully supported by the inspection evidence. In the Early Years Foundation Stage the vast majority of children arrive with skills and understanding that are below those typical for their age, notably in communication and language skills, many of them speaking little or no English. There is a strong and successful focus on teaching phonics (sounds and letters) to develop children's early communication skills. In both the Nursery and Reception classes good provision enables children to make good progress, particularly in their personal development and language and communication skills. The impact of the new Nursery is clearly apparent in a better achievement profile for children moving into the Reception classes.

In Key Stage 1, most pupils make good progress from their starting points. They are enthusiastic learners and usually respond well to their teachers. The focus on phonics continues in lessons and children learn to segment words and blend sounds effectively in small groups; they have opportunities to practise their skills and to use them in their emerging writing. Nevertheless, in spite of their good progress, pupils' attainment in reading, writing and mathematics remains below average at the end of Year 2. Pupils' progress is less marked in some lessons in Key Stage 1 when they are not challenged sufficiently in their writing and mathematics. This is particularly the case for the most able pupils and very few reach the higher levels by the end of Year 2.

Pupils' progress accelerates rapidly in Key Stage 2 with many making exceptional progress. Pupils are extremely responsive to their teachers' high expectations and the challenges they are set. Their skills in writing, in particular, have improved since the previous inspection. In lessons, the creative curriculum is providing many opportunities for pupils to write for a variety of purposes as well as enabling them to use their mathematical and information and communication technology (ICT) skills effectively in a range of contexts. At the end of Year 6, pupils' attainment, including

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in reading, is broadly average. The most able pupils make very good progress but the levels they reach are inhibited by their lower starting points at the beginning of Key Stage 2.

Disabled pupils and those who have special educational needs, including communication and moderate learning difficulties, are identified at an early stage and provided with effective support which enables them to make good progress. There is no significant underachievement by any group. Polish pupils, with the aid of bilingual staff, make particularly rapid progress from their starting points. There are also some striking examples of late arrivals making exceptional progress in a very short space of time.

### **Quality of teaching**

The quality of teaching has improved since the previous inspection and is enabling pupils to make good progress over time. This supports the view of the vast majority of parents and carers that their children are well taught. Mostly teachers have high expectations of their pupils and plan effectively with teaching assistants to meet their wide-ranging needs, including those who are at the early stages of learning English and those with a variety of disabilities and/or special educational needs. A particularly strong feature of the provision is the wide range of tailor-made learning programmes to enable gaps to be narrowed for any pupils in danger of underachieving.

Teaching in the Early Years Foundation Stage is much improved from the previous inspection and is providing a stronger base for future learning. Adults provide a wide range of opportunities, both inside and outside, to develop children's independence and acquisition of basic skills in literacy and numeracy. In Key Stages 1 and 2 the teaching is mainly good over time with examples of outstanding practice in Key Stage 2. Teachers foster good relationships with their pupils and manage their classes well. Pupils say how much they enjoy their learning and how teachers 'make learning fun'. This was evident in many lessons where teachers made good use of ICT and other strategies to engage and motivate pupils. It is clear that the curriculum is very effective in developing a range of skills which enable pupils of all abilities to make good progress. Occasionally, in Key Stage 1, teaching is less effective when pupils are not actively engaged in the learning and tasks and targets are unchallenging, particularly for the more able.

Teaching was particularly effective in mathematics in Key Stage 2 because good emphasis is given to regular practice of basic number skills and through the practical application of abstract ideas. For example, in a Year 5 lesson on probability, this approach enabled pupils of all abilities to conceptualise their ideas around probability and chance. Teaching is similarly effective in English and pupils' writing is much improved because they are writing in real contexts and for real purposes. This was evident in Year 6, for example, where pupils were writing impassioned persuasive texts about the importance of 'Fairtrade', while in Year 5 pupils were writing to their Member of Parliament about the issue of recycling in Slough. These examples are

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also illustrative of the way that teaching promotes pupils' social, moral, spiritual and cultural development extremely well and how the well-planned curriculum enhances pupils' learning and progress. Marking and the use of targets are much improved from the previous inspection. Pupils are very clear about their targets and how they help them to improve and, in the very best lessons, teachers frequently referred to pupils' targets and challenged pupils to exceed them. Just occasionally these targets are not as challenging as they could be for the most able.

### **Behaviour and safety of pupils**

Pupils' are unfailingly polite and courteous. During the inspection, their behaviour around the school and in lessons was good. In many lessons, particularly in Key Stage 2, attitudes to learning were exemplary. Occasionally in Key Stage 1, when tasks did not fully engage them or when they were asked to sit for too long without active involvement, pupils became restless and lost focus. While almost all parents and carers indicated in their questionnaires that the standard of behaviour is good, a small minority of parents, carers and pupils suggested that learning was sometimes disrupted by bad behaviour. Inspectors talked to different groups of pupils who confirmed that there are very occasional interruptions to lessons but that these are dealt with well by staff. Pupils are very clear about the school's systems of rewards and sanctions and generally respond well to them. The school welcomes a number of pupils with emotional and behavioural problems and there are clear examples of how these pupils have made significant improvements during their time at St Anthony's. There have been no exclusions for many years and pupils confirm that behaviour is typically good.

All parents and carers say that their children feel safe in school. This is largely confirmed by pupils although a few have some concerns about bullying, citing instances of persistent name calling in particular. Nevertheless, they say that the school takes all forms of bullying seriously and deals effectively with any incidents that occur. They say that racist incidents are uncommon and this is confirmed in school records. Pupils have a good understanding of all forms of bullying and take an active role in addressing them. The 'Peace and Justice' group, for example, see themselves as 'guardian angels' around the school 'supporting others to get along'.

### **Leadership and management**

Since the previous inspection, the headteacher has developed considerably the capacity of leaders at all levels to drive improvement. Leaders communicate high expectations and galvanise the enthusiasm of staff. Teaching has improved because of a rigorous programme of monitoring linked to performance management, allied to a culture of teachers sharing and modelling ideas and practice. There is a strong commitment to professional development, illustrated by the school's status as a training school, and this has continued to refresh and enhance the skills of teachers and to bring about improvement. As a result, pupils' achievement has improved and gaps for potentially vulnerable groups have narrowed. Some inconsistencies remain, however, in Key Stage 1 where progress is not as rapid as it is in Key Stage 2. The

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governing body plays an important strategic role in school development and offers a good balance of support and challenge to leaders. The improvements made since the previous inspection indicate that the school has strong capacity to continue to improve.

The school leaders and the governing body give a high priority to the safeguarding of pupils; arrangements fully meet statutory requirements. The school is a harmonious community and leaders, staff and governors have a strong commitment to promoting equality and tackling any form of discrimination. School leaders evaluate the impact of provision rigorously and link this effectively to school improvement planning. Leaders use data increasingly well to inform this process. The progress of individual pupils and the impact of interventions are tracked closely and used to identify any potential underachievement at an early stage. The school is not, however, routinely tracking the progress of the many different groups within the school to identify trends and any potential underachievement.

The curriculum meets pupils' needs and is particularly effective in enabling the majority of children arriving at school speaking little or no English to rapidly acquire communication skills. It also provides some memorable experiences for pupils. For example the specialist music teaching inspires a love of music, illustrated by Year 5 pupils writing and performing their own opera every year. These opportunities together with the school's warm and welcoming ethos promote pupils' social, moral, spiritual and cultural development extremely effectively.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

1 March 2012

Dear Pupils



**Inspection of St Anthony's Catholic Primary School, Farnham Royal, SL2  
3AA**

I am writing to thank you all for being so friendly and welcoming when I visited your school this week with two other inspectors. A particular thank you to those of you who spent time meeting with us. I am sure you would like to know what we found out.

We found St Anthony's to be a good school which has improved a lot since its previous inspection three years ago. Good teaching helps you to make good progress as you move through the school. By the time you leave you reach levels in English and mathematics that are similar to most schools and you are well prepared for your secondary education. Those of you who start school without speaking much English do very well in your time at the school as do those of you who find learning a bit more difficult.

We found the school to be a very warm and welcoming place where almost all of you feel safe and well looked after. You behave well in lessons and mostly enjoy your learning. A few of you said that you had some concerns about bullying but we found that the school takes all incidents very seriously and deals with them effectively.

Your headteacher has led the school very effectively for many years. She gets a great deal of help from the staff and governors. They are determined to make the school even better. We have asked them to do two things that will help.

- We have asked your teachers to make sure that the work in Key Stage 1 is always hard enough, especially for those of you who find your learning a bit easier and that targets set for pupils who find work easier, are always challenging across the school.
- We want the school leaders to make even better use of the information it has about your progress to make sure that you are all doing equally well, whatever your background or needs.

You can all help by continuing to do your best at all times. I wish you all the best for the future.

Yours sincerely  
Graham Lee  
Lead inspector

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