

St Anthony's Catholic Primary School

URN: 137403

Catholic Schools Inspectorate report on behalf of the Bishop of Portsmouth

25–26 January 2024

Summary of key findings

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

Yes

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

Yes

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

Fully

What the school does well

- Christ is at the heart of St Anthony's, with leaders, staff, pupils and governors actively participating and contributing to the school's mission and reaching out to the wider school family.
- Pastoral support is strong within this welcoming and inclusive community. This culture comes from the top and the thread of servant leadership, modelled from the headteacher, permeates the whole school.
- Collective worship has scripture at its heart, reflects the liturgical year and is celebrated and valued by all, from the youngest to the oldest pupils.
- Children enjoy their religious education lessons, being keen to share their learning and how they can apply it to everyday life.

- Great pride is taken in ensuring the school environment, both inside and outside, bears witness to the school's Catholic character.

What the school needs to improve

- Extend teachers' subject knowledge and so improve their confidence in teaching religious education in readiness for the implementation of the new national *Religious Education Directory*.
- Improve pupil progress by ensuring task design in religious education enables all children to demonstrate their theological understanding.
- Plan for and develop personal reflection, meditation and response within collective worship.

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

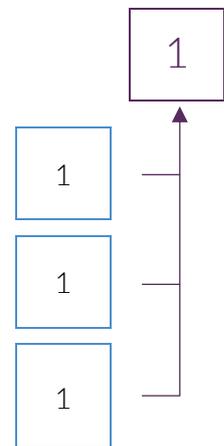
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils and staff confidently discuss, greatly value and embrace the school's mission, 'Children in our heart. Christ at the centre. We love, we learn and we live'. Pupils are very proud of being part of the St Anthony's school family and all that this means; knowing that Gospel values sit at the heart of the school. These values are celebrated throughout school life, such as through the weekly 'Super Star' certificates that articulate how an individual has lived the school's mission. The children are keen to be stewards within their school and to serve their school community, taking their responsibilities seriously for caring for our common home, including the Forest and Farm Schools. Year 6 embrace the many leadership positions held, including the various roles within chaplaincy, including the Growing In Faith Together (GIFT) team and school council. Catholic social teaching principles are referenced regularly and linked to everyday actions, with opportunities presented to pupils to go forth and enact them. The principle of 'see, choose, act' is evident throughout the school with pupils demonstrating their ability to be 'kind leaders of the future', who lead by example and want to make a difference to society. Behaviour of pupils throughout the school is exemplary and respect is shown to all. The sense of welcome is strong with pupils buddying new pupils, along with helping other pupils in their leadership roles. It is an inclusive and happy school, as recognised by many parents, one stating, 'St. Anthony's is an amazing school community who always put children first, living out the school mission statement ... hugely welcoming and inclusive'.

The school's mission, with its Catholic tradition and practice greatly influences life at St Anthony's. It is evident staff understand and hold dear the mission in their day to day work, one member of staff shared, 'We serve our families and the children as everyone is created in God's image and is good.' School staff provide strong pastoral support, with, for example, the home school link worker and emotional literacy support assistant working together to ensure parents are supported in various ways, from regular phone calls to food bank parcels, along with recognising the additional support some pupils may need. Staff support the school through participation in

charity fund-raising and after-school events. The curriculum is designed to reflect the Catholic character, for example, the school has planned its own personal development learning scheme of work that is rooted in the teachings of the Catholic Church and has the focus of developing each child's potential for being a 'kind leader of the future'; a disciple of Christ. One parent's comment summarised many, 'St Anthony's is a wonderful school where the importance and fostering of our children's Catholic faith is at the centre of the curriculum'.

The headteacher and governors are passionate about the Church's mission to educate the whole child, with Christ being held at the centre of the school. The culture of 'kind leadership', a phrase and concept driven by the headteacher, permeates through the school with many staff commenting on the support they are given from her, along with appreciating the induction and professional development received in supporting their understanding of the school's mission. School leaders have prioritised the resourcing of many aspects of the Catholic life and mission such as high quality teaching resources and prayer artefacts; while the school grounds and farm provide rich and unique enrichment opportunities. The school recognises the importance of its links with the local parish – inviting parishioners to school Masses, using the church for its annual carol service and joining with the parish St Vincent de Paul Society to provide a children's lunch club. The parish priest shared how the parish values its links with the school and highlighted the sense of welcome given to all. In recognising parents as the prime educator, the school newsletter includes a reflection on the Sunday Gospel to support them. The school is now working on how to support parents in leading prayer with children at home.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

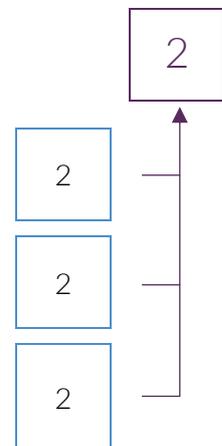
How well pupils achieve and enjoy their learning in religious education

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



As they progress through the school, pupils are developing a secure knowledge and understanding of religious education. Pupils are keen to share their learning, clearly enjoying their religious education and learning how to apply it to their everyday living. This was reflected when a pupil shared, 'RE makes me think and I enjoy that', while a parent wrote, 'I love it and the way it teaches faith and religion. I'm so proud of my son and who he is turning out to be'. Behaviour in all lessons observed was exemplary. During the inspection children were observed speaking confidently in their lessons, being encouraged to be independent learners, and questioning by staff challenged children's responses to enhance deeper thinking. In books, pupils complete a range of tasks designed to further their learning, ranging from creative artwork stemming from scripture, mind mapping and diagrams, whilst sustained writing becomes more of a feature as the pupils move up through the school. Teachers need to ensure that pupils' work is consistently of a high quality; demonstrates strong progress, and with a good standard of presentation. The school needs to ensure consistency of approach with task design matching learning objectives, allowing all children the opportunity to demonstrate their theological understanding.

With the support from the headteacher, who is also the religious education leader, teachers have developed good subject knowledge and pedagogy. Staff survey responses were very positive and staff value the support leaders have provided which has helped them develop their own subject knowledge: 'I have had regular training to help further my understanding and I always feel that I can approach members of the senior leadership team with any questions. All of this has enabled me to effectively support the children in my class to explore their own faith, learn about prayer and ultimately grow closer to God'. Teachers now need to develop a higher level of confidence based on subject knowledge as the school adopts the new national *Religious Education Directory*.

Teachers regularly use questioning to identify pupils' understanding and encourage regular retrieval of prior learning. In some classes, teachers take this further, using follow-up questions to scaffold deeper, more meaningful, responses from pupils. In the strongest practice, with the school prioritising instant verbal feedback, next steps are identified in learning which challenges the pupils to progress. However, this is not yet consistent across the school meaning pupils are not always clear on how to improve their work. A range of approaches are used to celebrate effort and attainment, such as 'going deeper stickers', house points and the coveted headteacher award.

Leaders ensure that the school's curriculum for religious education meets the requirements of the *Religious Education Curriculum Directory* and that all classes cover the topics required. Religious education has parity with other core subjects. The subject leader is passionate in her leadership across the school. She attends all diocesan training and supports the staff, especially new teachers, with subject knowledge, lesson planning, and moderation. Following induction, new staff attend diocesan training sessions to further help them with their subject knowledge. Resourcing of the subject has been a priority and learning resources are of a high quality. The school has enrichment activities provided by visits, for example to the church and a Sikh Gurdwara and through visitors, such as a virtual visit from religious sisters in Amsterdam. Teachers new to the school are particularly well supported by the school leadership and value their induction, as highlighted by the comment, 'It has been really useful having our inset days learning and reflecting on our Catholic life and mission especially as some staff are not Catholic but this enabled us to come together and help our development and knowledge.' Whilst the governors' vision for the school is highly ambitious, the school leadership needs to further develop its school self-evaluation to ensure greater accuracy, using moderation and benchmarking opportunities, so that improvements can be planned effectively and strategically. Thought also needs to be given to considering the strategic benefits of distributing the leadership of religious education.

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

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

1

2

Prayer and liturgy are central to life at St Anthony's, with pupils responding well to the variety of worship offered. The whole school family values prayer. The pupils can explain various aspects of the Church's year and they value Catholic traditions such as praying the Rosary, reconciliation in Advent and Lent, palm burning in preparation for Ash Wednesday and the annual passion play, as well as the annual pet blessing. In prayer and liturgy, pupils are reverent, engaged and prayerful, while the celebrations themselves centre on scripture and link to the Church's liturgical year. In the whole school Gospel assembly, the atmosphere created was prayerful, reverent and reflective, and the children clearly enjoyed singing and signing their hymn. Pupils work well with staff and one another and are keen to undertake liturgical ministries. They also value being given the opportunity to take ownership and plan, deliver and evaluate their worship. They show reverence and respect in the delivery of leading prayer. School leaders need to further develop their strategy to build up pupils' involvement as they progress through the school, and so develop consistently highly skilled practice of worship leadership across the school. While maintaining the depth, breadth and richness of Catholic tradition, those planning and leading prayer and liturgy need to incorporate greater opportunities for personal reflection, meditation and response.

Prayer and liturgy are carefully planned and is part of the daily routine of the school, reflecting the rhythm of the prayer life of the Church. Scripture passages are thoughtfully chosen when staff prepare prayer with the result that pupils are able to understand each worship's message and relate it to their own lives. Staff are committed to the prayer life of the school and model good practice to each other and to pupils. Staff appreciate the prayer space in the staff room and how this can initiate prayer. The headteacher is skilled in supporting pupils to plan and lead worship. Much time and care has been given to making creative use of the space available on

the school site, both internally and externally, and the quality and breadth of these displays and areas is particularly noteworthy. They provide beautiful and inspiring sanctuaries for individual prayer and opportunities for larger group worship. Many pupils were keen to share their outdoor prayer garden while the dedicated prayer space in the library is appreciated by many. Pupils shared, 'Lots of us like coming in to use the prayer space in our library each day, especially if we have a worry'.

Staff are provided with clear guidance through a collective worship policy, receive annual training and good role modelling from leadership. This helps to ensure consistently good standards of provision as well as formation, one member of staff shared, 'I have strengthened my own spiritual development through the Catholic faith and am supported by every member of staff'. Leaders have carefully planned the school calendar around the liturgical year and because of this the various religious seasons are well-known and understood by pupils. Regular opportunities exist for pupils to attend Mass, liturgies and celebrations linked to other significant days for the school. Leaders and governors recognise the importance of prayer and liturgy and dedicate appropriate time, resources, and funding to ensure high standards. Leaders, including governors, review the impact of prayer and liturgy and consider pupils' views through surveys, and monitor the quality of the provision through ethos walks and observations of worship. This work has led to sustained improvement and the focus now needs to consider the progress of skills required for wider pupil leadership of prayer and liturgy throughout the school. Many parents recognise the impact of the spiritual leadership within life at St Anthony's, 'It is clear that the spiritual life of St. Anthony's is hugely important to the school... it is refreshing to be a part of a community which is so unashamedly proud of its faith, whilst remaining inclusive and welcoming of people of other faiths and none.'

Information about the school

Full name of school	St Anthony's Catholic Primary School
School unique reference number (URN)	137403
School DfE Number (LAESTAB)	8503662
Full postal address of the school	St Anthony's Catholic Primary School, Primate Road, Titchfield Common, Fareham, PO14 4RP
School phone number	01489579100
Headteacher	Katrina Straker
Chair of Local Governing Body	Marc Miell
School Website	www.saint-anthonysfareham.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Catholic Academy Trust In South Hampshire
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	April 2017
Previous denominational inspection grade	Good

The inspection team

Louise Buxton
Catherine Whatley

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