

# DIOCESE OF LEEDS



## DIOCESAN BOARD FOR INSPECTIONS

### CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

#### THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

#### ST ANTHONY'S CATHOLIC PRIMARY SCHOOL Barkly Road, Beeston, Leeds LS11 7JS

School URN

108021

Date of S48 inspection and  
OE grade

25<sup>th</sup> – 26<sup>th</sup> May 2022  
Outstanding

E-mail address

head@stanthonysleeds.org.uk

Chair of Governors

Mr Adam Easton

Headteacher

Miss Lisa Leonard

RE Subject Leader

Mr Ian Whittle and Miss Hannah  
Taylor

Date and grade of last S48  
Inspection

18th -19th November 2015  
Outstanding

Section 48 Inspector/s

Mrs Diane Todd

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective is the school in providing Catholic Education.

1

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

**COLLECTIVE WORSHIP**

1

### Summary of key findings:

This is an Outstanding Catholic School

- St Anthony's is an exceptional community. It is extremely supportive and a very joyful place to be. The environment, buildings, staff and displays reflect the Catholic character of the school expertly.
- The leadership and management, including governors, are deeply committed and highly proactive in implementing the Church's mission in education.
- The headteacher and senior leaders are passionate about the responsibility they have, to promote the Catholic Life of the school.
- Commitment to the pupils' well-being and faith life of the school is a priority. Staff at all levels work extremely well together for the good of the whole community.
- Governors are regular visitors to school. They monitor and promote the provision of Catholic Life on a regular basis.
- The Parish Priest provides support for spiritual and faith-based activities as well as enhancing the Religious Education (RE) curriculum where appropriate.
- Pupils are polite and helpful towards visitors; they are rightly proud of their school. Warm loving relationships are evident throughout. Pupils are cherished by staff and are truly kind to one another.
- St Anthony's has made substantial progress against the areas for improvement identified in the previous inspection. There is now a clear policy for pupil led Collective Worship and induction of new staff is given a high priority.
- Prayer is central to the life of the school. It is a part of the daily experience for all pupils and staff. Staff are excellent role models and pupils are very reverent and respectful.
- Behaviour for learning and attitudes towards learning in RE are exemplary. Pupils across the school remain on task. Teachers instil a love of the subject due to their enthusiasm.

- Parents and pupils value the ‘family feel’ of the school. The school mission statement, ‘*Growing Together on a journey with Jesus*’, is central to everything at St Anthony’s.
- The school’s RE curriculum meets Bishops’ Conference requirements. All canonical and statutory requirements and statutory duties are fulfilled.

### **What the school needs to do to improve further.**

Improve the quality of teaching and assessment in RE lessons by:

- Further embedding the use of assessment statements; giving more opportunities for peer and self-assessment during RE lessons to allow pupils to have a better understanding of how well they are achieving against learning objectives and detailed assessment criteria.
- Ensuring that marking and feedback are against the assessment statements and next steps refer to these closely.

Improve the quality of Collective Worship by:

- Increasing the expertise of all staff, ensuring a deeper understanding of what high quality Collective Worship involves. For example, ensuring worship has more opportunities for prayerful silences.

### **Information about this inspection**

The Inspection of St Anthony’s was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school’s own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017). While following the inspection schedule as published, the inspector acknowledged the significant impact of the Coronavirus pandemic on schools over a sustained period and took this into consideration when reaching judgements.

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Section 48 Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

The inspection was carried out by one inspector over one and a half days: The inspector examined the school website prior to the inspection. The inspector observed six acts of Collective Worship, one involving the whole school, two key stage and three classroom-based. The inspector observed four classes during RE lessons. The inspector observed the school choir, and a nurture session. Discussions were held with the headteacher, RE subject leader, parish priest, chair of governors, parents, representatives from the school council and Mini-Vinnies. A comprehensive sample of evidence covering RE, and the Catholic Life of the school was made available. The school's tracking to show pupil progress and attainment data was analysed. Samples of pupils' work, examples of marking, minutes from governors' meetings and newsletters were scrutinised. Collective Worship planning and RE action plans and evidence forms from previous monitoring were scrutinised. Displays in classrooms and around the school and photographic evidence of current activities and those from previous years were noted. The inspection was shadowed by a trainee inspector.

### **Information about this school**

- St Anthony's Catholic School is a one form entry primary school. There are 211 pupils on roll. St Anthony's is extremely popular and subsequently oversubscribed.
- The school is in the parish of St Maximillian Kolbe, with 85% of pupils on roll who are baptised Catholics. 33% of children have English as an additional language (EAL), 12% are eligible for the Pupil Premium and 22% have additional needs and are on the SEND register.
- St Anthony's is a National Support school, led by a National Leader of Education. Five teachers are Specialist Leaders in Education. The school is a strategic partner in the Leeds Teaching School hub. It leads the DFE's St Anthony's Learning Partnership providing continuing professional leadership development (CPLD) for its alliance of 14 schools. This Catholic Teaching Alliance and the Leeds Diocese Catholic Compass group provide a range of joint training days, and teaching and learning activities for the pupils. Integral to this is the School Direct Initial teacher training for early years and primary ages.
- There are 11.6 full time equivalent teachers, 10 full time and 3 part time, and 11 classroom assistants. 10 teachers are Catholic and 4 hold the Catholic Certificate of Religious Studies (CCRS). 1 teacher is currently studying for the CCRS.
- The headteacher and deputy headteacher have been in post for many years and were in post during the last inspection. An additional senior teacher joined the senior leadership team four years ago and shares joint responsibility for RE and Collective Worship with the deputy headteacher. At the time of inspection three experienced teachers had recently started maternity leave.
- The governing body has a mix of backgrounds and experience. The chair of governors and vice chair of governors are relatively new in post.

## **Full report - inspection judgements**

### **CATHOLIC LIFE**

#### **The Catholic Life of the school is Outstanding**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- Pupils' contribution to the Catholic Life of the school is excellent. The pupils are rightly proud of their school and know that they benefit from their attendance there. 'At St Anthony's nobody gets left out.' 'Staff are very supportive, they understand you can have worries and give you time with the Catholic Care worker to discuss things,' were typical comments.
- There are many roles and responsibilities that pupils take on. The school council has pupil councillors from Reception upwards. The pupils take their roles seriously and strive to represent the views of the whole class. There is a general suggestion box that allows all pupils to contribute ideas to school improvement.
- Pupils are proud to be Mini-Vinnies. They put faith into action by helping people in the community, collecting food at harvest time, praying for the people of Ukraine and developing the school prayer garden.
- The behaviour of pupils is exemplary. Older pupils are excellent role models for the youngest children. Through the use of the 'Rainbow Room', the very youngest pupils are taught how to interact with peers and staff in a very structured, nurturing manner. This reflects closely the interactions of a loving family and the firm commitment that no child at St Anthony's will be left behind.
- Pupils understand the school's behaviour policy: 'When things go wrong, the Headteacher and Deputy Headteacher try to understand why. They talk to pupils to help improve things'.
- St Anthony's is an inclusive school. Respect is shown for all faiths and cultures. One pupil was proud to share her faith with a younger year group when they were studying Sikhism. Year 6 were also pleased to learn first-hand from a classmate who is Muslim about Islam.
- Displays around school are of the highest quality and clearly promote the Catholic Life of the school. The mission statement is displayed effectively above the early years classroom, reminding all that the journey of '*Growing together on a journey with Jesus*' starts here.
- Each classroom has a religious focus area displaying the correct liturgical colour and artefacts to engage the pupils spiritually. Objects used in whole school worship are chosen with care. In one worship the objects on the focal point were revealed one by one leading to the pupils' enthusiastic engagement in the worship that followed.
- The Relationship and Sex Education (RSE) curriculum is well planned and taught. The school follows the diocesan policy guidelines, 'Created for Love', and uses the 'Life to the Full' scheme throughout the school. This ensures that pupils get a good understanding of relationships in the context of a Christian faith.
- Parish links are strong. Staff, parents and pupils talk with fondness of the parish priest's visits to school and the school visiting the church. Pupils talk about going to Mass in church and how this is something they really look forward to.
- The parish has embraced the bishop's vision for family catechesis. The school has supported the transition regarding sacramental preparation and continues to promote first sacraments and parish events through newsletters.
- St Anthony's utilises the Leeds Diocesan Singing Programme for Year 2 and the school choir. They also use the peripatetic music teacher from the diocese to teach individual

pupils the piano. This aspirational provision allows pupils to learn traditional church music, sung responses for Mass and musical vocabulary. It was a pleasure for the inspector to listen to the high-quality singing of the school choir during the inspection.

- The parish priest leads half-termly meetings with the Senior Leadership teams from both parish primary schools. The academic year is planned with the Catholic Life of the school at its core.
- The liturgical year is followed to the full, with special services in Lent and Advent, Easter, and Nativity productions. Due to this the children have a deep understanding of God's love for every one of them.
- The school mission statement is clear and inspiring: It is central to St Anthony's school. Staff are fully committed to its implementation across the whole curriculum.
- Staff pray regularly together and there is a strong community feel. During whole school, key stage and classroom worship, adults are excellent role models. They join in with prayers, hymns, and actions joyfully.
- The headteacher has served the school for many years. She leads by example and is highly regarded by governors, staff, parents, and pupils. She worships in the parish and is deeply committed to the Church's mission in education.
- The highly committed governors are frequent visitors to school. The school has recently hosted a Governor Showcase Day. This allowed governors the ability to speak with pupils and staff and monitor what is occurring in school. They offer continuing support to the school leadership team and all members of staff. Everyone talks about a the 'family feeling' at St Anthony's, where they feel welcome and accepted.
- Parents interviewed spoke extremely highly of the school in terms of leadership, staff at all levels and pupils: 'They treat everyone as family.' 'They take time to find out if something is not right,' 'There is a sense of calm and belonging.' were typical of the sentiments expressed.

## RELIGIOUS EDUCATION

### Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- Pupils talk about RE with enthusiasm: 'I like the stories in RE lessons, I enjoy deep thinking and how we share experiences.' 'I like connecting with God in RE lessons and the chance to show emotions.'
- Most pupils make very good progress from varying starting points and take pride in their work.
- Attitudes to learning and engagement in RE were of an extremely high standard in lessons observed. Pupils concentrated well and many produce outstanding work, particularly in Key Stage 1.
- Pupils are delighted to share their work. In a highly effective Upper Key Stage 2 lesson, pupils wrote about a special person in their life who has responded to God's call and then related scripture readings to the actions of this person. Pupils shared very

personal stories and ideas about people who are important to them, correctly identifying bible quotes that represented the actions of these people.

- St Anthony's uses 'The Way, The Truth and The Life' (WTL) scheme of work recommended by the Leeds Diocese, adapting medium-term planning and lesson objectives. There is an emphasis on the acquisition of knowledge and the opportunity to recap prior learning and link topics and ideas together. Children were enthusiastic to show what they have remembered and often related current learning to prior learning.
- The school's policies are adhered to, with all teachers starting units of work with a 'cover page' and a focus on the key vocabulary required for the unit of work. 'I Can' grids are in all pupils' books and staff highlight or date these at the end of the units of work. However, this system is not fully embedded.
- 'I Can' statements are stuck in pupils' books at the start of each unit of work. 'I Can' statements are not yet used to maximum effect with pupils to improve self and peer assessment. Some teachers are not using them explicitly enough to develop next steps for pupils.
- Language and methods used in RE lessons are consistent, using recap and review, repeating challenging vocabulary and an emphasis on understanding what words mean.
- Good quality resources, including other adults, are used effectively to optimise learning for most pupils. In an excellent Key Stage 1 (KS1) lesson the Pentecost was vividly brought to life where, after moments of reflection, pupils were mesmerised to open their eyes and find a flame sitting upon their heads and a LED candle in their hands, helping them to understand the feelings of the disciples
- In another KS1 lesson strategies such as 'think, pair, share' gave all pupils the opportunity to think deeply about the questions asked, leading to high quality answers.
- During a Lower Key Stage 2 lesson the inspector witnessed pupils applying knowledge extremely well, for example one child related the martyrdom of St Stephen to the current learning about St Paul.
- There is a warm nurturing atmosphere in classrooms where pupils with special needs are supported in small groups or one to one. Teachers and support staff praise the pupils well. They celebrate achievement and effort, and pupils are extremely motivated.
- Monitoring of RE takes place through a variety of methods, including data analysis on a half-term basis, lesson observations, book scrutiny and pupil interviews/questionnaires.
- The RE Curriculum meets the requirements of the Bishops Conference, with 10% or more of the timetable dedicated to the subject across all year groups.

## COLLECTIVE WORSHIP

### Collective Worship is Outstanding

How well pupils respond to and participate in the school's Collective Worship	<b>1</b>
The quality of provision for Collective Worship	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>1</b>

- Pupil engagement in Collective Worship is excellent. Pupils act with reverence and join in community prayer appropriately and with confidence. All pupils showed real depth of

participation in all worships observed, whether it was whole school, key stage or class based.

- The children know many of the traditional prayers and the responses of the Mass by heart and join in well. They sing both modern and traditional hymns with enthusiasm. In the whole school worship, the inspector witnessed an inspiring liturgical dance to a hymn which was extremely moving.
- There is a clear policy for pupil led Collective Worship but this needs to be fully embedded. All Upper Key Stage 2 children are not yet planning worship regularly enough. Strategies need to be put in place to ensure that the ambitious Collective Worship Policy is applied throughout the school.
- The inspector witnessed an excellent pupil led Collective Worship for Key Stage 2 pupils. The leaders spoke with confidence and delivered an effective PowerPoint that allowed peers to join in traditional prayers as well as the school prayer. The pupils had sourced an effective video which helped everyone to focus on the virtue of kindness.
- In an excellent Reception class-based worship the inspector did witness the children following the school policy. Pupils were able to choose appropriate artefacts for the worship table and say why they were relevant.
- Leaders are excellent role models for the pupils, for example in a Key Stage 1 worship led by the deputy headteacher, pupils were able to reflect in silence while watching a group perform a liturgical dance. In addition, he encouraged wonder while setting up the focal point and focus for the worship, helping pupils understand terms such as our 'Heavenly Mother'. He elicited prayerful responses from individual pupils by modelling the words 'I believe'.
- In the whole school worship, the high-quality artefacts chosen by the Headteacher exemplified the priority that is given to Collective Worship in the school. All adults fully participated in all worships, exemplifying the school mission statement.
- On rare occasions worship can sometimes become a 'mini-lesson' or a circle time as not enough time is given to prayerful silences.
- Informative high-quality displays and age-appropriate resources are available throughout school. At the time of inspection each class was presented with a set of holding crosses that will be blessed at the school feast day Mass in June.
- The school provides high quality experiences for pupils, for example, the Leeds Diocesan singing programme. Year 2 has whole class tuition, and a group of Key Stage 2 pupils are selected to be part of the school choir. This strong tradition significantly benefits the quality of singing during worship. St Anthony's school has been selected to sing at Leeds Cathedral. A recent theme week by 'More than Dance' gave all pupils the opportunity to experience worship through liturgical dance. The pupils and parents spoke about this event very positively.
- Leaders and governors place high importance on the self-evaluation of high-quality worship. Governors are often in school for liturgical events and comment on the quality. The parish priest meets with the senior leadership team alongside the senior leadership team of the parish's partner school to ensure Collective Worship is prioritised and organised well in advance.