

# St Anthony's Catholic Primary School, Beeston Profile

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## St Anthony's Catholic Primary School, Beeston

Barkly Road

Leeds, West Yorkshire, LS11 7JS

Telephone: 0113 2141700

<http://www.stanthonysbeeston.ik.org>

Children's Service Authority:	Leeds
Age range:	4-11
Number of pupils:	208
Head teacher:	Mrs M E Laverty
Chair of governors:	Mrs Collette Bradbury

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## What have been our successes this year?

This has been another very successful year for the school. We have continued to build on our existing good reputation and achieved new quality kitemarks.

Children and parents have worked together and have raised substantial funds for charities. Parents and members of the Parish Community attended weekly events. Concerts were very well attended and attracted much praise and positive comments.

The Breakfast Club is open to all and is thriving. After School Clubs are many and varied. We encourage children to cycle to school each day, and every Wednesday we take part in the "Walk on Wednesdays" campaign. In partnership with extended services we have provided a wide range of holiday provision.

The high quality pupil involvement has enabled us to achieve Investors in Pupils, Advanced Healthy Schools status and we also retained the Activemark Award for our participation in PE and games. We were also reassessed successfully to retain the "Investors in People" kitemark. We achieved the Inclusion Chartermark and the Full International Schools Award for our curriculum provision. The school also achieved the Financial Management Standard kitemark.

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## What are we trying to improve?

The school had three main areas for development this year.

1) We are working hard to improve the quality of writing, especially in Key Stage 2 by continuing our good work. We continued to raise the standards in writing and build on our previous successes.

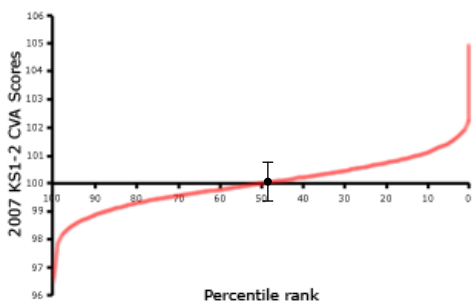
2) We have restructured our curriculum to ensure that we have a cross curricular approach ensuring that creative work is fully integrated into each topic in line with a document called:- "Excellence and Enjoyment" and the revised curriculum framework.

Year 6 worked alongside the West Yorks Playhouse to develop their understanding of racism by watching and performing a moving drama. The younger children worked with a local drama group once more to improve communication and social skills.

3) We are continuing to develop and improve our existing good provision and developed an outdoor wildlife area to assist the children in their environmental work and understanding. We made improvements to the school grounds and all children planted many vegetables in the weekly gardening lessons. We have our own counsellor two days each week to help children and families

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## How much progress do pupils make between age 7 and 11?



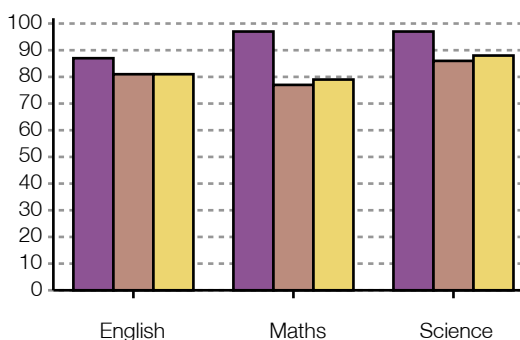
- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

This chart shows the Key Stage 2 results for 2009. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4). These results for 2009 are very good as 93% achieved Level 4 in Maths and also 93% English . There has been a 6% increase in English from 87% to 93%, Science has increased from 93% to 100%.

We have done exceedingly well in Science once more this year. The results for English and Maths show that we have also done better than the local and national averages! We certainly met our target for English, and exceeded the maths target! Well done! There is a new measure this year - 87% of our children attained a level 4 and above in BOTH English and also in Maths. This is very good and better than the local and national average!

### How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school   ■ Local schools (Local Authority)   ■ All schools

At the end of Key Stage 2 our pupils scored above local and national average results. . This means that the children have made very good progress in school as they started below the national average.

Our Maths results also show that we have 20% more children achieving Level 4 than local and national average. The English results show that we have more children achieving level 4 and level 5 than the local and national averages. They have excellent Science results with 100% achieving level 4, and 50% achieving level 5, both well above local and national average.

## **How have our results changed over time?**

The annual tests have shown that our learners continue to do well and they achieve high standards for their abilities in all areas. The high standards of achievement are due to the successful teaching and the learners' hard work. Over the last few years we have had many pupils who are new to English, but these pupils have also made very good progress due to the support provided.

Over time we have made great improvements in children's writing, with all groups of children making good progress. Our English, Science and Maths results show that we have made such good improvements that at the end of Key Stage 2 our pupils score well above national and local expectations at all levels. Reading results at the end of both key stages remain very good.

The pupils in the Foundation Stage make a good start to school.

Learners with special needs are well supported and achieve well for their abilities.

The school is making good progress with its efforts to raise standards and improve progress in all areas of the curriculum. This is shown by the progress that pupils make from entering in Reception and leaving in Y6. All school predictions were met or even exceeded!.

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## **How are we making sure that every child gets teaching to meet their individual needs?**

The school works hard to ensure that the individual needs of all learners are well met. We treat all our children as individuals. Teaching is well matched to the individual needs of all our learners. Praise, encouragement and rewards are used to ensure that our children continue to learn well.

All pupils have individual targets for English, Maths and Science as well as a personal target. These are regularly shared with parents. All achievements are shared and celebrated at the weekly Good Work assembly.

Children who have a specific need have their own plan which is devised with their parents and teacher. Each stage in school prepares the children for the next stage of their education and we work hard to ensure that they do well when they leave us. Children who are in the early stages of learning English receive specialist support daily.

Members of the schools support staff are used in classrooms and at other times to support pupils learning, especially where learners have particular and special needs. Some children have their own programme of work.

A rich, broad and balanced curriculum is used to help children develop their knowledge, skills and understanding to enable them to develop as learners.

## **How are we working with parents and the community?**

The school is outward looking and seeks to build strong links with all our partners to enrich the learning opportunities for our children. We work with the local extended services cluster to develop good links.

We have an active PTA which provides a good range of family activities. It works hard and raises additional funds for the school.

We use our Community Room for meetings and activities are held there during school time. Family Literacy & Family Numeracy classes are popular with Y1 & Y4 parents. Both of these groups were well attended weekly. Over 96% of parents attend meetings to discuss their child's progress, and many parents help in school. The class newsletters are published online six times each year. We also have a local business partnership.

Sports teams regularly participate in local inter-school competitions. We have developed "Silver Friends" where older members of the parish come to school every two weeks and join children from Year 4 for Intergenerational Circle Time.

Members of the Parish are regularly invited to attend school celebrations. We have an annual party for the Senior Citizens of the parish. The whole school attends religious services at St Anthony's Church.

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## **What have pupils told us about the school, and what have we done as a result?**

We have some very effective strategies for seeking learners' views about school.

Learners in year six and year two are asked what they like most about school and what they would like to change. As a result we are reviewing some topic areas.

They were all very positive about what we offer them and they all agreed that they enjoy school and find work interesting. Some children said that they would like the lunch staff to be more involved in leading games. We are working on that.

The School Council is working well and it is making a useful contribution to the effective running of the school. They have set up an eco committee which has achieved bronze and silver awards for their environmental work.

Teachers also spend time talking to children informally.

Circle Time takes place weekly and it gives all learners a good opportunity to be heard. The Learning Mentor organises the older children and has taught them to lead the younger children in games.

We have also set up the "Rainbow Room" where children can attend regular sessions with a Learning Mentor so they can sort out any problems they may have. Our Place2Be counsellor works with parents and children.

## How do we make sure our pupils are healthy, safe and well-supported?

The school is committed to the good health and welfare of everyone. We have healthy eating options for all school meals and snacks. Water dispensers are available. Key Stage 1 have free fruit and milk is available. Key Stage 2 pupils buy milk and fruit every day. We have been rewarded by the award of the Leeds Advanced Healthy Schools Award.

Learners treat others well and with respect. Pupils are good at this and they get on well. Anti-social behaviour is not tolerated.

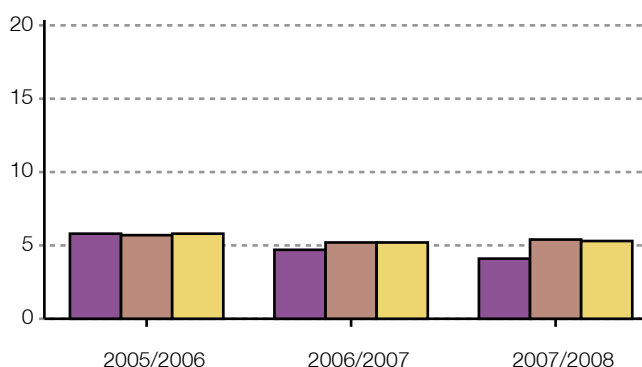
All children are taught to swim in KS2. All children take part in road safety lessons. Cycling proficiency is taught in Years 5 and 6. All children do 2 hours PE each week and often benefit from professional sports coaches.

Child Protection work meets all the Statutory requirements to keep our children safe and we have three fully trained staff. The Headteacher and Deputy Head have successfully completed training to make sure that new staff are suitable to work with children and young people. All school staff have up to date Criminal Vetting Certificates.

Health education includes drug education and sex education is taught before the children leave for High School. We have two trained Learning Mentors who have developed counselling in our Rainbow Room.

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## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

We have worked hard to improve attendance at school. The school secretary sends a text message to the family of an absent pupil each morning. This year her interventions have been very successful. The Education Welfare Officer works with those families who find it difficult to get their children to school each day. This school year the attendance figure was 94.3% , slightly lower than usual due to the swine flu virus.

Our absence rates are still below local and national average! The children must enjoy coming to school to have made this improvement! They are well supported at home.

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## **What activities and options are available to pupils?**

We are delighted to offer our learners an excellent range of activities during the school day and after school. Year 6 pupils all have the opportunity to experience outdoor pursuits during their residential visit to Cumbria. As well as offering two hours of PE weekly we are also able to offer lots of after school activities.

Our own outdoor garden area allows pupils to study habitats and do pond dipping without leaving the school grounds!

These include:

" Games, sport, dance, gym, athletics, French, cookery, gardening, revision

" Clubs, after school, lunch-times.

" Music, art, dance, drama, film club

" Parties, discos

" Outings, visits, residential, holidays.

" Drama groups

" Visiting musicians

" Weekly music tuition from a specialist

" Inter-school events

" Participation in competitions

We encourage learners to join in the full life of the school and we welcome parents to enjoy these activities alongside their children.

## What do our pupils do after leaving this school?

When pupils leave us at the end of year 6, the majority attend Mount St Marys Catholic High School. A small number opt to go to the local community school.

The children visit their destination schools a number of times when in Year 6. Mount St Mary's have a transition mentor who spends time in Y5 & Y6 well before application time.

Very good relationships exist between the schools and this allows us to ensure good quality transition takes place with extra visits available for those pupils who need them.

We have good liaison links with these schools and we work hard with them to ensure that our pupils' transfer is a smooth and happy process.

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## Ofsted's view of our school

This is a good school in which pupils make good progress both academically and socially. Children in Reception make good progress from their below average starting points. The high emphasis given to developing effective learning habits through independent and teacher-led activities results in most children reaching the standards expected by the time they start Year 1. Throughout Years 1 to 6, good teaching continues. However, the outstanding features seen in some lessons, particularly the use of assessment to aid pupils' learning, are not fully replicated across the school. Nevertheless, overall good teaching and a stimulating curriculum excite pupils, who consequently work hard. They generally take care to present their work well, although their writing is not as well developed as it could be. By the end of Year 6, standards are in line with national averages although standards in English, and particularly in writing, are not as high as those in mathematics. Standards in science are above average. Overall, pupils make good progress as they go through school. This is due to several interdependent factors. For example, all people associated with the school value highly its faith aspirations. These underpin its quality as a community in which all adults and pupils care for each other, so that pupils feel very secure and happy, and are eager to come to school. Pupils enjoy good relationships with the staff and say they like their teachers and the way they help them to learn. Pupils consequently have positive attitudes to learning and their attendance is above average. Pupils' personal development, including their spiritual, moral, social and cultural development, is good and is another key factor in their good academic and social achievement. This is because it leads to their good behaviour and increasing maturity as they go through the school. Pupils work together well in pairs and teams and develop good social skills, enthusiastically carrying out a range of responsibilities well. Their collections for a range of charities reflect their care and concern for others. Pupils have a good understanding of the need to eat healthily and take frequent exercise. The careful attention given to providing pupils with the basic skills of literacy and numeracy, while developing their personal attributes, prepares them well for the next stage in their education. Leadership and management are good. The headteacher is a good role model and has successfully created a very effective team approach within the staff. They share a strong commitment to raising standards by providing pupils with a rich diet of experiences to ensure that they enjoy learning. Monitoring and evaluation procedures are thorough and well organised, and consequently the school has an accurate view of areas needing development. Very good links with other partners, agencies and schools greatly enhance the learning opportunities for pupils. Governors are involved and provide good support and challenge. Finances are well managed and the school provides good value for money. This, along with the effective steps taken to promote improvement since the previous inspection, demonstrates that it has a good capacity to improve in the future.

Date of last inspection: 15-Mar-2007

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for St Anthony's Catholic Primary School, Beeston](#)

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## What have we done in response to Ofsted?

Our last Ofsted inspection was in March 2007, when the inspectors said we are a good school, with all the teaching being good or better. Our main issue was to raise the standards of English, especially writing, in Key Stage 2.

As part of our School Development Plan we were already trying to improve our English, especially the writing. We have made substantial progress through targetted teaching and additional support. All staff, teachers and support, are working together. We make sure that the children all have targets so that they know how to get better!

We have also changed the curriculum we teach in Key Stage 2 so that we can redesign our lessons.

We are continuing all the good practice which we already have to help us improve even further.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 0113 2141700

Our website <http://www.stanthonysbeeston.ik.org>

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