

St Anthony's School for Girls

Ivy House, North End Road, London NW11 7SX

Date of inspection by Westminster Diocese: 3 October 2018



Summary of key findings for parents and pupils

A. Classroom religious education is good

- The Religious Education Curriculum Directory forms the basis for all teaching of religious education.
- The school has developed a rich range of resources to enhance the delivery of religious education.
- Pupils make good progress over time from their starting points.
- Pupils know and understand the areas they need to improve and how to develop their religious thinking.
- Teaching is consistently good across all classes.
- The marking and teacher feedback are consistently applied across the year groups.
- The leader for religious education has a clear vision and passion for moving the school forward.
- She has introduced clear systems and structures, which are being embedded to support teachers, especially those new to Catholic schools.

Classroom religious education is not yet outstanding because

- There has not yet been enough time to embed structures and systems for monitoring teaching and empowering staff.
- Pupils would benefit from more tailored programmes reflecting their different ability levels.
- The pace and challenge was not as effective in some lessons observed.

B. The Catholic life of the school is good

- The school fully meets the 10% of curriculum time for religious education, as required by the Bishops' Conference.
- The governing group (Alpha Plus Group) have generously invested in a range of high quality accommodation and resources across the school.
- Pupils are being offered daily opportunities for prayer and worship, some of which are pupil led.
- Weekly gospel reflections are led by the interim headteacher and accompanied by hymns, which are sung with enjoyment and passion.
- Pupils understand the importance of their purpose in service for others, reflecting their patron St. Anthony of Padua's motto that, 'actions speak louder than words'.
- The interim headteacher, expresses the mission and ethos of the school on a regular basis to staff, pupils and parents.
- Relationships are very strong between pupils and between pupils and adults and between adults, where mutual care and respect is evident.

The Catholic life of the school is not yet outstanding because

- The school is increasing the opportunities for Mass and Eucharistic celebrations.
- The evaluation of worship and prayer are becoming established within the monitoring schedules but are not yet embedded.
- Pupils are not yet empowered to lead class worship across all the age groups, at their age appropriate levels.
- Partnerships with parents and the parish are developing, as the school grows from its foundation.

A. Classroom Religious Education

What has improved since the last inspection?

This is the first inspection for this independent girls' school. It is a new school in the borough of Barnet, which opened in September 2016, starting with Reception and Year 3. In September 2018 the school has classes up to Year 5.

The content of classroom religious education is good

The school scheme is matched to the requirements of the age related expectations of the Religious Education Curriculum Directory (RECD). The scheme is adapted to ensure opportunities for pupils to learn through engaging and creative opportunities in religious education. There are cross-curricular themes including art, music, drama and role-play. The school has planned opportunities for pupils to use Scripture at age appropriate levels to make effective links to their everyday experiences. The teachers plan for effective progression across the key phases. Through the scheme, teachers ensure that key themes and topics provide cohesion and opportunities for assessment, so that they are able to track the progress of pupils as they move through the school. Lesson planning includes identifying key artefacts, icons, video and musical resources and texts. Pupils are empowered to make effective links and also to develop their knowledge and understanding of other religions. This is promoted through the prescribed study of Judaism and Islam, which also reflects the wider faith experiences of pupils. Educational visits to the Hindu Temple, the Synagogue and other religious sites of worship are built into the termly planning.

Pupil achievement in religious education is good

The attainment of the pupils in religious education is good, and is on a par with that for core subjects. There is evidence that pupils are rapidly increasing their knowledge and understanding of religious vocabulary and the theology under-pinning the themes and topics explored. They enjoy their learning in religious education especially when interacting with each other. Parents have indicated how much their children enjoy sharing their learning at home with them. The school tracks the progress of pupils through their on-line data tracking system. They have created sub levels to indicate the rate and pace of progress from their starting points. From the scrutiny of the moderated work, there is evidence that pupils are making progress through the levels of attainment in religious education. The leader analyses the rate and pace of progress in religious education, through a combination of formal and informal assessments. The school has met with diocesan and deanery colleagues to moderate for accuracy in their assessments. The use of scriptural texts is being developed to empower pupils to develop their religious literacy and critical thinking. This was also evident in some lessons observed during the inspection. The use of 'next step' challenges in the marking includes time dedicated to pupils responding to the teacher's advice and guidance, which is effectively moving their learning on.

The quality of teaching is good

Pupils are interested and engaged and are eager to do well in a positive learning environment and climate, demonstrating their high levels of concentration and confidence to work independently, in groups and as partners. Their full engagement in most classes and enjoyment in their learning is evident. Questioning is sometimes used to stretch pupils' knowledge and understanding, especially in an upper Key Stage 2 class, where pupils were exploring the Beatitudes and their relevance in the pupils' everyday lives. In Early Years, pupils benefit from a bright and colourful environment with many examples of their work displayed. They have stained glass windows and paintings created by pupils, in their response to the Creation story. Pupils were actively engaged in exploring, through a range of activities, on the theme of 'God's love for us as a parent.' In the Key Stage 1 observation

the challenge for pupils exploring St Paul's letter to the Colossians was to form links to the Good Samaritan, and to think about what makes a good follower of Jesus. These observations indicate how pupils have the opportunity to reflect on gospel stories, scriptural text and the influence it can have on their lives. There is evidence of prior knowledge and understanding of the Church through history, by the pupils' reflections on different beginnings in the Church, for example Pentecost and the Sacraments of Initiation.

The effectiveness of leadership and management in promoting religious education is good

The subject co-ordinator, in partnership with the interim headteacher, lead and manage the delivery of religious education, with clarity and purpose. They ensure that new teachers and those new to Catholic schools are supported and mentored, to provide effective learning and progress in religious education for the pupils. Regular systems are now in place to monitor and track the progress over time, of the pupils across the phases. The leader carries out observations, scrutinies of work, analysis of data and measures progress over time. The findings of this monitoring informs future priority areas, through her detailed action plans for religious education which includes modelling good practice and guiding and supporting new colleagues. The leader plans for effective continuing professional development, through her networks within the deanery and across the diocese. She has a clear and determined vision to continuous improvement and development, including her structures and systems, which are being embedded. She values and appreciates support and guidance from the diocesan advisor and has a firm commitment to improving teaching and learning and developing teachers of religious education.

What should the school do to develop further in classroom religious education?

- Monitoring to include coaching sessions and modelling excellent practice for new teachers and those new to Catholic education.
- Clarify the differentiation for more able and those requiring more scaffolded tasks, to make more rapid progress from their individual starting points.
- Create a comprehensive overview map, which succinctly links to all aspects of the Religious Education Curriculum Directory

B. The Catholic life of the school

What has improved since the last inspection?

This is the first diocesan inspection of this independent girls' school.

The place of religious education as the core of the curriculum

is outstanding

The school fully meets the requirement of the Bishops' Conference that religious education receives 10% curriculum time. of England and Wales. The governing body ensures that the same status applies to the funding for religious education and the Catholic life of the school as that for core subjects. The school mission statement has been reviewed to encapsulate the motto of their patron, St. Anthony of Padua, 'Actions speak louder than words.' New staff are guided and supported by the leader for religious education, through well planned continuing professional development and modelling of good practice. The parents who met with the inspectors acknowledge the place of religious education, as the core of the curriculum. All members of the school community are actively encouraged to participate fully in the Catholic and sacramental life of the school. The website and regular newsletters are constantly promoting the Catholic life and ethos of the school and the importance of it for the pupils in their daily lives and relationships.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is good

The traditions and rituals of the Church, through worship and prayer, permeate all aspects of the school and its daily experiences. This includes the church liturgical calendar and the holy seasons of Advent, Lent, Easter and more recently the Adoremus Eucharistic Congress. Pupils are actively encouraged as 'Ambassadors of the Gospel,' in their commitment to supporting those less well off than themselves and in their participation in the artistic creation of their 'Mosaic'. This is designed to reflect their Patron, St. Anthony of Padua. Acts of prayer are integral to the daily routines. Pupils demonstrate respect, wonder and awe, including in their opportunities for spontaneous prayer. Regular acts of worship and weekly assemblies include opportunities for pupils and staff to relate the recent gospel messages and how to live them out in their daily interactions and relationships. The school is currently engaged in developing a prayer garden, to be an oasis of tranquillity, for prayer. The parish priest is a regular and supportive member of the school community.

The contribution to the Common Good – service and social justice –

is outstanding

The school utilises its scheme and cross-curricular activities to promote the importance for pupils to know and understand their place in the Church, both locally, nationally and globally. The pupils' corporal and spiritual support for those victims of the Grenfell disaster, their commitment to raising funds for the Cafod projects, including providing a community latrine and their collections for the 'Mary's Meals' charity, encapsulate their commitment to the social justice and the Common Good. Locally their collections for harvest, for St Mary's, East Finchley, the NSPCC and the Catholic Children's Society, reflect their growing understanding of their place in the community of the Church. The pupils in the Mini Vinnies group outlined with pride, how their actions for others are about, 'spending time doing it and not just about the money raised.' They understand the importance of the purpose in service for others. They spoke about 'following in the light of God and in the footsteps of Jesus.' They referred to their patron St. Anthony of Padua's motto that, 'their actions do speak louder than words' and turning their concern into action is, 'what they are meant to do, as

followers of Jesus'. They explore through their growing understanding of scripture, the theology underpinning their actions and how they are growing in human flourishing.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is good

The partnerships with parents, school, parish and diocese are good. The school fully recognises the parish as the focal point and main experience of Church. This is greatly supported by their chaplain, who has 'drop-in' visits, including supporting collective worship and the celebration of the Eucharist, for key liturgical events. The school has developed its membership of the Barnet deanery and its growing active participation in the diocesan advisory service events. The support received by the governing body, the Pastoral Board and the leader for religious education and the Catholic life of the school, since its foundation, is benefiting their partnership with the diocese. This has supported the leader in her role and in particular with sharing pupil progress at moderation meetings. The Pastoral Board oversees the Catholic life of the school. Their representative makes regular visits to the school, including carrying out learning walks and discussions with staff. She reports to the Alpha Plus Group governing board, on the progress of the school, as a Catholic school. The school ensures that its explicit marketing and communication actively promotes all aspects of the Catholic ethos of the school. Teachers comprehensively report on religious education, as shared by the parents, who met the inspectors. They greatly value the contribution of the school to their children's faith and development. One parent described how, 'non-Catholic parents are attracted to this school; this school brings people to the message'.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is good

The leadership and management of the school is good. The school has a non-traditional form of governance, made up of two separate bodies, which operate in tandem. The Director of Education of the Alpha Plus Group governs the content and attainment in classroom religious education, whilst the Chair of the Pastoral Board monitors the ethos and Catholic life of the school. The school has undergone changes this year, with the founding headteacher currently on maternity leave and an interim headteacher in post, in addition to other staffing changes. The leader for religious education is creating links across the Catholic networks and the parishes of St Edward the Confessor and St Mary's in Hampstead. In the absence of the founding headteacher, he has provided stability and consistency in the provision for religious education and the Catholic life of the school.

What should the school do to develop further the Catholic life of the school?

- Continue to ensure that new members of staff and those new to Catholic education have effective induction for working in a Catholic school.
- Continue to strengthen its links with the local parish for celebration of Mass and the liturgies, including more opportunities for celebrating the Eucharist.
- Continue to develop the new model of governance, in monitoring its core purpose of religious education and Catholic life for all in the community

Information about this school

- The school is a one form entry Catholic independent girls' school in the locality of Hampstead/Golders Green.
- The school serves the parishes of St. Edward the Confessor, Golders Green and St. Mary's, Hampstead.
- The proportion of pupils who are baptised Catholic is 42%.
- The proportion of pupils who are from other Christian denominations is 23% and from other faiths is 23%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 67 %.
- The number of teachers with a Catholic qualification is 3.
- There are 0% of pupils in the school with special educational needs or disabilities
- The proportion of pupils from minority ethnic groups is below average.
- The number of pupils speaking English as an Additional Language is below average.

Department for Education Number	3012/6008
Unique Reference Number	143037
Local Authority	Barnet

Type of school	Primary
School category	Independent
Age range of pupils	4 -11
Gender of pupils	Female
Number of pupils on roll	42
The appropriate authority	The Alpha Plus Group
Chair	Sir John Ritblat
Substantive Headteacher	Mrs Laura Martin
Interim Headteacher	Mr Donal Brennan
Telephone number	020 3869 3070
Website	www.stanthonygirls.co.uk
Email address	info@stanthonysgirls.co.uk
Date of previous inspection	Not previously inspected – new school

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 6 lessons or part lessons were observed.
- The inspectors attended one assembly and an act of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Tina Cleugh

Lead Inspector

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