



St Antony's Catholic Primary School

URN: 102844

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

30 April–01 May 2025

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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has responded fully to the areas for improvement from the last inspection.

What the school does well

- The school environment is a calm, happy and safe place where everyone can thrive and flourish, and which fully reflects its Catholic identity.
- The charism and mission of St Antony's school is deeply embedded and witnessed daily in all interactions.
- Pupils respond with reverence and respect whenever they gather for Mass, assemblies and prayer and liturgy in class.
- Pupils' work in religious education is of a consistently good standard resulting in secure progress being made.
- Teachers and leaders demonstrate a deep commitment to the importance of religious education, which sits at the heart of this school.

What the school needs to improve

- Continue to develop leadership at all levels, especially for those new to the school and those new to their roles.
- Expose all staff to the continued development of the use and application of the new *Prayer and Liturgy Directory*.
- Develop pedagogical approaches in the teaching of religious education so that children and staff benefit from enhanced religious literacy.

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

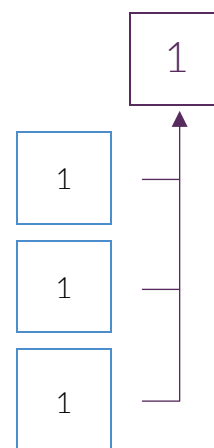
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at St Antony's embrace the charism of this school. They are appreciative of all the school has to offer. Pupils know they are loved and valued. In discussion with pupils they told inspectors: 'I don't have to worry, I feel protected and welcomed.' Pupils embrace all learning opportunities and have positive relationships with staff and each other. Pupils strive to live the Gospel values. They know and live the school 'Be- Attitudes. Pupils understand the importance of helping others; evidenced in their support for various charities including Cafod and Debra, where they wore their clothes inside out to empathise with this uncomfortable skin condition. They also raised £500 at Easter for cancer in Uganda as well as joining in the Big Lenten Walk. Pupils are reverent and show respect. Parents value the moral and spiritual development their children receive. One parent said: "My children have flourished at St Antony's and they have a good sense of moral and spiritual purpose to life." The parish priest is a regular visitor to the school. He supports leaders and pupils with his chaplaincy provision. Year groups attend the 10am Mass weekly and play an active part. This allows them to become familiar and comfortable within the church environment and learn that it is part of their wider community. They know it is a place where they are always invited and welcomed. Pupils embrace all opportunities to live out the school's vibrant mission. They flourish.

Staff at St Antony's are full of joy. A pupil said: 'All the teachers are happy and have smiles and I don't have to worry'. They are fully immersed in the life of the school and clearly demonstrate that Christ is at the heart of this community. The strength of relationships observed by inspectors is a clear indicator of why St Antony's is such a joyful and supportive environment; a parent attested that 'Teachers are extremely kind and caring towards my child and go above and beyond because of their additional needs.' All visitors experience a warm welcome. This embedded

culture is key to all stake holders feeling a deep-rooted sense of belonging to this faith-rich community. A parent commented that 'staff go above and beyond to welcome everyone and this is exemplified by teachers who know all the children so well.' The school environment is wonderfully cared for and explicitly displays its Catholic character. The Jubilee Year has been embraced with thoughtful and creative planning. The committed and inspiring Young Franciscans were instrumental in the planning and executing of this project. The head teacher is passionate in ensuring that the Catholic character of the school is the highest priority and is supported by the parish priest. Their vision is a commitment to develop, holistically, every member of the school. The provision for RSHE is carefully planned and any parents with concerns are carefully taken through the programme so they can understand its purpose and content.

Leaders and governors collaborate to ensure that the school's mission is given the highest consideration and is at the forefront of all they do. They have developed a beautiful culture where Christ is at the heart of St Antony's and this is used as inspiration for the whole community. Leaders fully understand the responsibilities they have and are passionate about promoting the charism and the unique identity of St Antony's. They work in partnership with the diocese and their local parish of St Thomas of Canterbury to put in place strategies to engage and support parents and carers for the ultimate benefit of the pupils. They ensure that everyone feels welcome. Leaders and governors are also key figures within the parish as stewards, eucharistic ministers and catechists. They are true witnesses to the Gospel and to sharing Catholic social teaching so that all in their care can develop and grow in holiness. Leaders ensure that staff receive high quality support for their wellbeing and mental health. This is appreciated by staff and they told inspectors: 'it makes them feel valued and appreciated.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

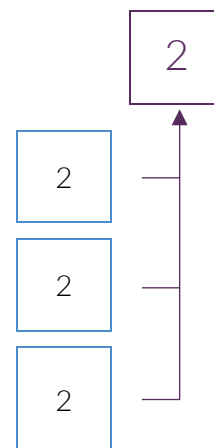
How well pupils achieve and enjoy their learning in religious education

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



Pupils receive carefully planned lessons which allow them to learn and progress effectively. Behaviour for learning is good, along with behaviour around the school. Pupils' attitudes to learning, including individual, group and whole-class work, is consistently positive, and therefore impact on pupil outcomes is good. Pupils make good progress year on year including disadvantaged pupils and pupils with SEND. The youngest children receive a secure start to their school life in a happy, nurturing, and well set out environment that supports their religious understanding. Pupils value their learning in religious education and enjoy the variety of tasks they are given. A pupil said that "teachers are nice, they make lessons enjoyable and help you to picture the learning." Teachers have consistently high expectations of pupils. In lessons, pupils engage positively and enjoy paired discussions to help clarify understanding. They produce work of a consistently good standard in a variety of ways which supports their growing independence. The displays and modelling of work are used as examples to encourage all. Pupils actively engage in their learning, and can share confidently what they are learning and talk about its importance. They appreciate being listened to, and say that staff make them all feel comfortable on their learning journey. They value the time that the parish priest gives to them, and his openness in being available to their questions.

Teachers are committed to delivering lessons that meet the needs of all pupils. There is consistency across the school demonstrating teachers' shared understanding of how to structure lessons. They have good subject knowledge and plan carefully, in line with the adopted curriculum. Lessons build on the pupils prior learning. Teachers remind pupils to 'start making connections' so they can make links in their learning to what went before. Pupils in the best lessons gave fluent, religiously literate recaps of previous learning, including scripture. Teaching developed vocabulary and purposeful questioning challenged pupils to apply their

understanding. The positive relationships between pupils and teachers allows pupils to feel comfortable when not quite understanding, and teachers quickly reinforce and explain. The use of positive, specific praise, and clarification of learning allows pupils to feel comfortable and supported. Hence, they make good progress year on year. Teachers assess appropriately and monitoring is carried out and shared with governors. The school employs a range of resources, including other adults, most of whom are deployed very effectively to ensure pupils make progress.

The leadership team at St Antony's has a strong commitment to promoting high-quality religious education despite some turnover of staff in recent years. Leaders have worked hard to maintain the quality of teaching and learning in religious education. Leaders and governors' high regard for religious education, and their clear understanding of responsibility within this area, results in its high status and profile. Professional development opportunities are seen as key in developing new staff to the school, and those new to posts. Governors are active in attending appropriate diocesan training. Leaders have a clear vision for teaching and learning and are working closely with new leaders. Governors and the parish priest are committed to the school and know it well. They support the strategies currently in place to ensure high standards in religious education. The senior leaders currently supporting religious education have a comprehensive understanding of the strengths and areas for development, and are eager to develop and embed their initiatives. As a result, the academic and spiritual life of the school is being further developed on its existing strong foundations.

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

2

2

Pupils show reverence and respect during prayer and liturgy opportunities. Inspectors observed pupils using signing, singing, and learning some dance, along with sharing pre-written prayers. St Antony's follows a set pattern for prayer each day. Pupils are aware that there are a range of ways to pray. They would benefit from more opportunities to put these into practice, and see the various formats modelled more frequently. This would allow them to develop a deeper prayer life. Pupils understand the cycle of the liturgical year. They can share relevant times, prayers and events. They are looking forward to the May Procession, and the opening of the May Jubilee Holy Door. Pupils are becoming increasingly religiously literate, and could share with inspectors their views about prayer, and the work of the Holy Spirit. Pupils enjoy being part of prayer and liturgy programmes, and events. The Young Franciscans are very active within the school. Assembly leaders willingly assist in the preparations and delivery of prayer and liturgy. Pupils enjoy participating, and singing is a strength, seen during the Marian rehearsal assembly. Pupils understand that prayer and liturgy is important to them, and to the pattern of school life. Both parents and pupils shared the positive impact of this on their everyday lives. A parent stated that 'we say the school prayers at home as a family now.'

Staff at St Antony's provide appropriately planned prayer and liturgy opportunities where the school family comes together and scripture is routinely used. Pupils are familiar with, and recognise the importance of the Bible. Music and other art forms are also used to enrich these experiences. Staff are being encouraged to further develop pupils' independence in preparing and delivering prayer and liturgy. Further staff professional development in this area will strengthen their skills, and confidence to embed this. Classrooms are well maintained and organised which allows the showcasing of the prayer tables, and their importance. The prayer

areas in the classrooms all uniformly display key religious vocabulary, children's work and the class prayer books, along with well-chosen religious artefacts. The school is a rich, vibrant celebration of Catholicity. This is seen in its corridors and on the walls. Leaders ensure that there are positive and purposeful links with the parish so that all stakeholders can work in unison for the benefit of all.

Leaders are working hard to ensure that the school's prayer and liturgy policy is further developed and embedded. Leaders and governors understand the vision required, and the need for a clear strategy in this area. They recognise that a strategic approach, which builds systematically through the key stages is required for pupils to progress. It is important that this policy is regularly monitored and evaluated by leaders to ensure effectiveness and impact. Leaders plan for the liturgical year and ensure that key events such as St Antony's feast day, May procession, Advent, Lent, Easter, and the Jubilee Year are recognised, and celebrated in the Catholic tradition. Pupils are given the opportunity for reconciliation during Advent and Lent. Pupils celebrating their First Holy Communion are acknowledged by the whole school community. The school is very well resourced to enhance provision and meet the needs of the religious curriculum. Leaders understand its importance and allocate funding appropriately with a child's lectionary being a recent purchase. Governors take their roles and responsibilities seriously, and are active and regular visitors to the school. They support prayer and liturgical events. They are also part of the school's self-evaluation process and planning. The parish priest is instrumental in his support both within the school, and with parents, and the parish. He is very highly regarded by all. Consequently, St Antony's is a delightful, warm, happy and vibrant school where children flourish.

Information about the school

Full name of school	St Antony's Catholic Primary School
School unique reference number (URN)	102844
School DfE Number (LAESTAB)	3173505
Full postal address of the school	St Antony's Catholic Primary School, Mornington Road, Woodford Green, IG8 0TX
School phone number	02085044706
Headteacher	Chantal Pampellonne
Chair of governors	Damian Atkinson
School Website	http://www.stantonyscatholicps.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2018
Previous denominational inspection grade	Outstanding

The inspection team

Sheila Birtles	Lead
Angela Moore	Team
Felicity Henson	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