

St Osmund's Catholic Primary School

Inspection report

Unique Reference Number	102919
Local Authority	Richmond Upon Thames
Inspection number	376784
Inspection dates	12–13 October 2011
Reporting inspector	Sue Rogers

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	J Coles
Headteacher	F Lambe
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors who observed 12 lessons or parts of lessons. They also made shorter visits to classes to look at displays and observe individual pupils and groups at work. Each class was visited several times. Inspectors scrutinised planning, talked to pupils and looked at their work. Meetings were held with groups of pupils, governors and school leaders. Inspectors also looked at school documentation such as safeguarding records, monitoring files and the school development plan. They met with some parents and carers at the school gate and analysed survey responses from pupils and staff, as well as 112 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether all groups of pupils make consistently good progress.
- Whether teaching is consistently good and how effectively teachers use assessment in order to give pupils the feedback they need to improve.
- The quality of school self-evaluation and how accurately leaders identify any weaknesses and how effectively leaders go about improvement.

Information about the school

St Osmund's Primary is a smaller than average school situated within a suburban community. The number of pupils who come from minority ethnic backgrounds is above average and is rising gradually year on year. Just over half the children are currently of white British origin. The proportion of pupils learning English as an additional language is in line with national averages. The percentages of pupils known to be eligible for free school meals, and those who have special educational needs and/or disabilities are well below national averages.

The senior leadership team is relatively new. The headteacher has been in post for five terms and the team, including a new deputy headteacher, has been established over that time.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Osmund's is a good school with a delightful community atmosphere. Pupils flourish, due to excellent relationships at all levels, coupled with good care and good teaching. Consequently, learners achieve high standards in their academic work and in their personal development. The vast majority of parents and carers were full of praise for the school, with characteristic comments stating, 'St Osmund's is an amazing school that nurtures its pupils and gives a great foundation not only for education but for life skills.' Pupils observed, typically and succinctly, 'This is a great school.'

Pupils' achievement is outstanding; they make good progress to attain well above average test results in English and mathematics at the end of Year 6. The school has worked hard and successfully to improve the proportion of pupils who attain the higher levels for their age at the end of Year 2 and Year 6. However, there is still potential to increase these figures. This is because there are still occasions when teachers' expectations are not articulated clearly enough. At these times, pupils are unsure exactly what they have to do to complete their task and to improve. Nevertheless, teaching is consistently good in all key stages and teachers put in a lot of effort to meet the needs of learners. Consequently, all groups of pupils, including those with special educational needs and/or disabilities achieve equally well.

Several aspects of the pupils' personal development are outstanding. Pupils know a great deal about taking care of themselves and are extremely confident that they are safe in school. They are exceptional in their ability to explain what being healthy means and in their efforts to eat healthily, being very conscientious in their choice of lunchbox food. The Catholic ethos of the school ensures numerous opportunities for pupils to develop their spirituality. This was very evident during the harvest mass, when the singing of the school choir was exceptionally moving. Pupils' social and moral development is also excellent. Pupils are exceptionally polite and many are capable of engaging in conversation that is extremely mature for their age. These skills and their high standards in basic skills show that they are very well prepared for the next stages in their education.

The increasingly effective leadership team has developed well since being formed and is very well respected by parents, carers and pupils alike. Questionnaire responses singled the headteacher out for commendation in terms of her approachability and this is one of the reasons why partnerships with parents and carers are so strong. Leaders work well together and are very ably supported by an

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exceptionally good governing body that challenges and supports extremely effectively. The school's recent successes in test results with the number of inspection judgements of outstanding show that the school has a good capacity to continue to improve. Leaders utilise self-evaluation regularly and understand the school's strengths and weaknesses. However, there is not sufficient detail in the analysis of the information they collect when monitoring teaching to be really specific about areas for development. As a result, leaders' actions are not focused enough to secure exceptional improvement.

What does the school need to do to improve further?

Ensure that attainment is consistently high for all groups of pupils by:

- improving school self-evaluation so that it is incisive enough to identify specific areas of teaching for improvement
- making sure that teachers explain exactly how pupils can improve through giving and modelling detailed criteria for success and referring to them during feedback.

Outcomes for individuals and groups of pupils

1

Children enter the school with skills and knowledge that are above average compared to typical four year olds. Pupils' ability to speak English is not quite as good, because of the increasing proportion of children who are new to the country and are learning English as an additional language. All groups of pupils make good progress in all key stages. Those pupils who need additional support with English make progress that is at least good, and sometimes excellent, due to well-planned interventions.

Lessons seen reflected pupils' excellent achievement. Pupils were exemplary in their attitudes to tasks set, demonstrating enthusiasm and perseverance, as well as an ability to work very well together. They responded keenly to teachers' questioning. A lively English lesson for older pupils on writing slogans linked to the Second World War was a good example of the way teachers plan lessons to engage the interest of learners and develop their skills. Teachers are usually successful in matching work to the ability of the learner. Those pupils with special educational needs and/or disabilities generally do well because of well-deployed support; indeed, some parents and carers singled out this aspect of the school's work for special praise. More able pupils often have challenging tasks. However, planning is not always thorough enough to ensure that the needs of every pupil are met all the time.

Most aspects of personal development are outstanding. Behaviour is excellent around the school and in a significant number of lessons. However, it is judged to be good overall as, on occasion, younger children became restless when teachers talked for too long or were not clear enough about what was expected. Pupils were adamant

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that there is no bullying at all. The school contributes to the community in many ways, including substantial work for charities. Pupils have a voice through the school council. Many pupils are articulate and astute in discussing the work of the school. They rightly believe that more opportunities for consultation with pupils on the quality of lessons and the curriculum would be fruitful.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils rate the teaching highly, making comments such as: 'Teachers put in really long hours to make sure our lessons are interesting – and they are.' Teachers certainly go to great lengths to make the curriculum appealing, with a variety of visits and visitors. This motivates pupils to spend more time researching at home, often making good use of information and communication technology to do so. Pupils also appreciate the variety of clubs that are offered. Strongly forged links with other schools in the locality have increased the opportunities for pupils to improve their skills through participating in a range of activities, including various sports and an oracy competition.

Lessons are usually well structured, teachers' subject knowledge is good and resources are often very well prepared and motivating. Teachers are making increasingly good use of assessment information to ensure they pitch the lesson at the right level. Learning was less good when teachers did not explain what the outcome should look like in enough detail for pupils to understand how they could improve or make progress in their learning.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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On occasion, pupils with special educational needs and/or disabilities do not have the necessary support or resources to complete their work, but teachers mostly use their time sensibly, and support staff are deployed effectively. For example, a group of younger pupils was observed thoroughly enjoying learning how to pose questions as a teaching assistant role-played a character from a book about bears. Excellent relationships underpin all that the school does. Parents and carers are confident that their children are very well looked after and that there is always an adult that they can turn to for advice if necessary.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is effective in sharing her vision and implementing improvement through her new management team. Senior leaders work well together and have developed useful assessment systems, so that they now know what progress each pupil is making and can plan interventions accordingly. They are not completely adept at analysing this information to find out exactly where areas of weakness lie. Enthusiastic middle managers are developing their skills as they lead teams of teachers. The teams each have their own appropriate brief and focus on aspects of teaching and improving the curriculum.

The governing body knows the school very well. Members have been especially influential in shaping development planning and in helping the school to raise considerable funds with which to buy additional resources, such as a bank of new computers. Through their work, leaders and governors have been successful in ensuring that there is no discrimination and all groups of pupils have an equal opportunity to succeed. Parents and carers are exceptionally positive and are very involved in the life of the school. They are effectively consulted through a system of class representatives who meet regularly. Good safeguarding procedures have led to strong parental confidence in the school's ability to care for pupils, and the school works well with other agencies to ensure that needs are met through outside sources when necessary. The community is a very cohesive one, although leaders know that there is a little more work to be done in ensuring that pupils have opportunities to study other cultures and faiths.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children get off to a good start in the Reception class. They settle in quickly and behave very well. Children were seen learning about harvest through thoughtful activities, both in and outdoors, which linked effectively with the school's celebration mass. For example, some children were arranging conkers to learn to write numbers. Many were very intent on what they were doing and were cooperating extremely well. Children's learning was good because of appropriately judged adult intervention and questioning and those who were participating in the focus activities were consequently making good progress. Those who were working in other areas, such as the sand and water trays, were less purposeful, as adults had not always been clear enough in explaining what the children might do. The relatively new leader has made a good start in identifying areas for development by making accurate assessments and analysing the resulting data. Her good management and teaching lead to children making good progress. The majority of children are working at above average expectations when they enter Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The vast majority of parents and carers who responded to the inspection survey were very positive about the school on all counts. They noted especially the approachability of staff and the welcoming atmosphere of the school. The very few negative comments were followed up, but inspectors found no evidence to support these remarks.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Osmund's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	78	25	22	0	0	0	0
The school keeps my child safe	89	79	23	21	0	0	0	0
The school informs me about my child's progress	76	68	32	29	4	4	0	0
My child is making enough progress at this school	69	62	37	33	2	2	1	1
The teaching is good at this school	79	71	33	29	0	0	0	0
The school helps me to support my child's learning	81	72	27	24	4	4	0	0
The school helps my child to have a healthy lifestyle	88	79	22	20	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	78	70	25	22	3	3	0	0
The school meets my child's particular needs	66	59	37	33	4	4	0	0
The school deals effectively with unacceptable behaviour	67	60	41	37	2	2	0	0
The school takes account of my suggestions and concerns	60	54	44	39	3	3	2	2
The school is led and managed effectively	88	79	22	20	2	2	0	0
Overall, I am happy with my child's experience at this school	86	77	22	20	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2011

Dear Pupils

Inspection of St Osmund's Catholic Primary School, London, SW13 9HQ

I am writing to thank you for making us so welcome when we visited your school to carry out our inspection. We are grateful to those of you who filled in questionnaires and special thanks to those of you who gave up time to talk to us. We agree with you that yours is a good school and you all make good progress in your lessons. Your headteacher and governors lead the school well. As a result, standards are high – you do really well in English and mathematics at the end of Year 6.

We thought that your personal development was excellent. You were really delightful to talk to and we were extremely impressed with your good manners and with your enthusiasm about school. You are well cared for and were happy to tell us that you always feel very safe and have someone to talk to if there is a problem. You all behave well, look after each other and get on together in an exceptional way. Your efforts to stay healthy are also excellent for your age. Your lunchboxes were very healthy indeed!

We were really pleased to hear that you think teachers are good at teaching and that they work hard to prepare exciting lessons for you. We agree and we think that your teachers and support staff do a good job. However, we are asking them to try to improve the standard of your work even further by:

- going into finer detail in school planning so that they know exactly where further improvement can be made.
- making sure that they tell you all exactly how you can improve, through giving you more detail about what they expect from you and referring to this detail during feedback.

You can all do your bit to improve your learning and help St Osmund's get even better by giving your honest views about the school to teachers (when they ask you) and making sure that you ask the teacher exactly what you have to do to improve if you are not sure.

Yours sincerely

Sue Rogers
Lead inspector

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