

St Anselm's Catholic Primary School

Church Avenue, Southall, London, UB2 4BH

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- There is too much variation in the quality of teaching, especially in Key Stage 2. Many of the inconsistencies arise from planning that does not take accurate account of what pupils need to learn next and tasks that are not hard enough for the most-able pupils.
- Pupils do not always know their targets well enough and are unsure about how to make good progress. Spelling and grammatical errors frequently go unchecked.
- There are too few opportunities for pupils to write at length in English and other subjects and this negatively affects their progress.
- Systems for setting targets for teachers to improve the quality of their teaching are not sufficiently focused on the progress pupils make.
- Teachers are not made responsible for the impact of their teaching on learning.
- The governing body is unsure where teaching is strongest and where it requires improvement. It does not monitor the link between how well staff perform and the salaries they receive.
- Although pupils' attendance has improved recently, it remains below the national average.

The school has the following strengths:

- The headteacher's strategic recruitment of new staff and leaders since the previous inspection has ensured significant improvement in the quality of teaching.
- Many opportunities for spiritual, moral and social development are provided, especially through assemblies, which are supplemented by musical activities and other lessons which encourage pupils to explore different faiths and cultures.
- Behaviour is good. Pupils are courteous and polite both to adults and to each other. They say they are safe and well cared for.
- The school provides appropriate support for disabled pupils, those with special educational needs and those for whom English is an additional language.
- Achievement has risen in the Early Years Foundation Stage in linking letters with the sounds they make and in mathematics.

Information about this inspection

- Inspectors observed 16 lessons, four of which were jointly observed with the headteacher and the deputy headteacher. Inspectors undertook a series of short visits to other lessons across the school, observed an assembly and listened to children read.
- Meetings were held with staff and pupils. The lead inspector met with the Chair of the Governing Body and another governor. She spoke to a representative from the local authority by phone.
- There were very few responses to the online Parent View survey but inspectors took account of the views of the parents and carers they met, the 137 responses to the school's own questionnaire for parents and carers and a phone call from a parent or carer. Inspectors also considered the 23 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation, improvement plans, pupil performance data, attendance data, safeguarding policies, governing body minutes, and records and documents relating to staff performance.

Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Avtar Sherri

Additional Inspector

Full report

Information about this school

- This is an average sized primary school.
- A higher than normal proportion of pupils join and leave the school part-way through their primary education.
- The proportion of children who are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is above average.
- The proportion of pupils from minority ethnic groups is high.
- The proportion of pupils speaking English as an additional language is well above the national average; some 8% of the pupils are at an early stage of learning English.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is in line with national averages. The proportion of pupils with special educational needs supported through school action is well below the national average.
- There has been a high turnover of staff since June 2012.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching, particularly at Key Stage 2, so that all pupils make rapid progress by:
 - using the school's assessment information to plan lessons which match the pupils' abilities, especially for the more-able pupils, more precisely
 - ensuring that teachers check pupils' understanding and progress during lessons and make adjustments if the rate of learning slows or if pupils are ready for more demanding work
 - providing more opportunities for writing at length not only in English but also in other subjects
 - making sure that all pupils know their targets and what they have to do next to improve their work, including corrections to grammar and spelling errors, and by checking that they respond.
- Ensure that the school works effectively with parents and carers to improve attendance.
- Strengthen leaders' roles, including members of the governing body, in checking the school's performance so that they make a greater difference to improving pupils' achievement and progress by:
 - making sure that leaders judge the quality of pupils' learning and progress when determining the quality of teaching
 - developing the skills of leaders who are in charge of subjects so they can regularly check teaching and learning to identify what needs to improve and to hold teachers to account for the progress pupils make
 - ensuring that the governing body has a better understanding of how well pupils are getting on and how good teaching is, so that it can ask challenging questions and is more effective in helping the school to improve.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress is uneven within different year groups across the school, especially at Key Stage 2. As a result by the time they leave Year 6, pupils' attainment, particularly in reading and writing, has remained broadly average over time.
- Evidence from this inspection and analysis of pupils' assessment data over the last two years show that some higher-ability pupils are not doing as well as they might in English and mathematics.
- Most children in the Early Years Foundation Stage enter Nursery with skills and knowledge at significantly lower than expected levels for their age. Children learn extremely well as a result of consistently good teaching and, by the end of Reception, a high number achieve a good level of development. This is a remarkable achievement. In Key Stage 1 many pupils continue to make good progress in English and mathematics, securing attainment which is in line with that seen nationally. Given pupils' low starting points on entry to the school, this is good achievement.
- The phonics checks (linking letters and sounds) for six-year olds in 2012 and 2013 demonstrate strong phonics skills and this is having a strong impact on pupils' reading which is secure in Key Stage 1. Evidence from this inspection shows that pupils' reading is starting to improve further up the school. Pupils are encouraged to read every day and they benefit from regular access to a well-equipped and stimulating library.
- Standards in mathematics are steadily rising because the subject is well led and there is an increased emphasis on number work and practical mathematical problem solving and investigations.
- Pupils eligible for support from the pupil premium funding are making more progress in English and mathematics than all pupils nationally and are a term ahead of those pupils who are not eligible for the pupil premium. This is because the funding has been well spent on meeting the needs of identified pupils through well-targeted one-to-one support and small-group teaching within lessons.
- Termly checks on pupils' progress mean that anyone who needs extra help is quickly identified and provided with specific support. Consequently, disabled pupils and those who have special educational needs, pupils who speak English as an additional language and those who come from minority ethnic groups mostly make good progress from their lower starting points because they benefit from extra help to achieve well.

The quality of teaching

requires improvement

- Teaching requires improvement as its quality is too inconsistent, particularly in Key Stage 2 and, as a result, rates of progress are not fast enough for some pupils.
- Teachers do not always plan sufficiently demanding tasks for the more able. They do not always check whether pupils find the work too easy or too difficult in order to set harder work for pupils when they are ready.
- There are insufficient opportunities, in English as well as other subjects, for pupils to write at length and thereby improve their confidence. This restricts the progress pupils make in writing in a range of styles.
- Marking is regular, but in some classes pupils are not always clear about their targets or which next steps to take. There is insufficient attention paid to correcting grammatical errors and spelling mistakes.
- Additional adults who support pupils in need of extra help, including pupils who have special educational needs or who are in the early stages of learning to speak English as an additional language, are effective in meeting their pupils' specific learning needs. This is often through in-class support or one-to-one tuition.

- Where teaching is more effective, teachers set work that pupils find neither too easy nor too difficult and help pupils' understanding to progress at a brisk pace. In these lessons, teachers and other adults ask challenging questions. In one well-taught Year 6 writing lesson, where pupils were discussing whether or not children should possess a mobile internet phone, one pupil cogently argued how children can be 'lured' into dangerous situations through the internet. Others presented counter arguments about how mobile phones can provide interactive maps to prevent children from getting lost. The teacher's skilful questioning in this example led to a thought-provoking discussion among the pupils, which ultimately secured better quality discursive writing from them all.
- The teaching of mathematics has improved since the previous inspection, partly because of the school's investment in better resources to support children's learning. For example, in one particularly effective mathematics lesson, Year 1 pupils successfully used 'numicon' (mathematical apparatus) to add 10s and units together, thereby deepening their understanding of number relationships.
- Senior leaders have transformed the provision in the Early Years Foundation Stage since the previous inspection, ensuring that children get off to a flying start. For example, in a highly successful 'shapes and measures' numeracy activity, children in Reception were able to recall all of the names of different three-dimensional shapes, counting all of the different faces, sides and corners accurately. They were even confident about using mathematical terminology such as 'vertices'. As a result of strong teaching, many pupils in the Early Years Foundation Stage make good progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The vast majority behave well in lessons even where work is too easy or too hard. Most work diligently to complete tasks and try to do their best. Lessons are rarely interrupted and attitudes to learning are good.
- The atmosphere of the school is extremely positive and behaviour is good out of lessons and in the playground. Pupils are generally courteous and polite to adults and to each other. They work together constructively.
- Pupils value the many opportunities to take on important roles and responsibilities, for example as members of the school council and as prefects as well as sports leaders. They feel that they are 'listened to' and that they have a voice.
- The school's work to keep pupils safe and secure is good. Pupils are fully aware of different forms of bullying and learn about internet safety. They say that they get on with each other and that incidents of bullying are rare. They are confident that the school deals with bullying swiftly and effectively on the rare occasions when it happens. They know how to keep themselves safe and have been taught about road safety. During this inspection pupils stayed inside for 'wet play' and they acted responsibly, managing their own risk well. Pupils who spoke with inspectors confirmed that they feel safe and well cared for.
- Pupils' attendance has not been good enough in recent years with above average numbers of pupils persistently absent from school. Since September, the situation has improved because the school's systems to rectify the situation are starting to take effect.
- Assemblies are used effectively by the school to encourage reflection on moral and spiritual issues. The impact of this is shown in the pupils' respect for diversity and how well they treat one another.

The leadership and management require improvement

- The school's leaders have not yet secured good achievement in every year group or ensured consistently high standards of achievement for the most-able pupils because the quality of teaching remains inconsistent. This means that, although there is no discrimination in the school, not all pupils have equal opportunities to succeed.

- The pace and quality of change are not rapid enough in some areas requiring improvement because of a recent high turnover of staff and the time it takes for new staff to settle in, especially those who are new to teaching.
- Many of the school's middle leaders are new to their roles and, while they take an active role in monitoring the quality of teaching in their subject areas, they are not yet sufficiently experienced at ensuring that class teachers are accountable for the learning and progress their pupils make in their subject areas.
- Systems for setting targets for teachers are not yet fully established. Senior leaders have not ensured that evaluations of teaching focus sufficiently on the learning outcomes for all pupils and the progress they make. As a consequence, some performance and appraisal targets set for teachers and support staff lack challenge.
- The curriculum meets the needs of most pupils and is successfully broadened by a wide range of enrichment activities including music and sports lessons, residential trips and other exciting clubs and visits. However, there are too few opportunities for pupils to write at length in English and other subjects and the needs of the most able are not consistently met.
- The values and beliefs underpin the strong spiritual and moral atmosphere of the school. Many opportunities for spiritual, moral and social development are provided, especially through well-led assemblies. This aspect is supplemented by strong musical activities and lessons which encourage pupils to explore different faiths and cultures.
- The school works well with parents and carers to ensure they are fully aware of the school's work by providing training for them to support their children's learning at home. The school's workshops for parents and carers to help with their children's reading at home have been particularly well attended and effective.
- The headteacher and the deputy headteacher strive relentlessly to improve teaching and to raise pupils' achievement. They share a strong ambition for improving the quality of teaching and have recruited many high-quality staff to support this endeavour since the previous inspection. As a result of effective training for staff and regular pupil progress meetings to raise standards in pupils' achievement, they have been particularly effective at improving provision and pupils' achievement in the Early Years Foundation Stage and at Key Stage 1. Phonics is now well taught and many pupils' attainment in mathematics is rising.
- The school makes good use of the additional funding it receives for sport by employing a sports coach who has broadened the range of sports available and is training staff to ensure this provision remains ongoing. The school has recruited pupil sports leaders to help with sporting activities, and senior leaders, including the governors, are monitoring participation rates in sports activities after school, to ensure that as many children as possible are involved.
- The school works in a positive way with the local authority and has always welcomed the useful training and support it receives, when requested.
- **The governance of the school:**
 - Since the previous inspection, there have been a number of changes to personnel within the governing body. The new Chair of the Governing Body has been in post for the past year. A new clerk to the governing body has been appointed very recently. Governors receive relevant training about their roles.
 - Governors know how the school performs against national standards but are less secure about the achievement of different year groups currently in the school.
 - Governors understand how the pupil premium funding is being used to improve the progress of those pupils eligible for it and check it is having a positive impact.
 - Governors encourage parents and carers to engage with the school. They make sure that safeguarding arrangements meet statutory requirements and that discrimination of any kind is not tolerated.
 - The governing body is less sure where teaching is strongest and where it requires improvement and has yet to monitor the link between how well staff perform and the salaries they receive.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101922
Local authority	Ealing
Inspection number	430817

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Maire Griffin
Headteacher	Ruth Lewis
Date of previous school inspection	14–15 June 2012
Telephone number	020 8574 3906
Fax number	020 8571 6308
Email address	office@st-anselms.ealing.sch.uk

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