

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Miss Fiona Lambe
Headteacher
St Osmund's Catholic Primary School
Church Road
Barnes
London
SW13 9HQ

Dear Miss Lambe

Short inspection of St Osmund's Catholic Primary School

Following my visit to the school on 12 January 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Pupils achieve well. They make particularly strong progress in mathematics. Leaders and staff have worked effectively over recent years to accelerate progress in writing. You have made sure that pupils write very regularly and in a wide range of subjects. This helps pupils to build up their writing skills securely. Pupils learn fluent handwriting from the start of Year 2 and typically pupils' work is presented extremely neatly. You have successfully increased the proportion of pupils achieving above average standards in writing at the end of Year 6.

You are rightly focusing your attention now on raising pupils' achievement in reading, particularly in the Reception Year and Key Stage 1. Leaders have introduced changes to the way phonics (the link between sounds and letters) is taught, including additional sessions for selected pupils. Recent workshops and guidance for parents help them to support their children's early reading at home. Assessment information shows this is already raising pupils' achievement in reading. Older pupils are motivated to read regularly. They told me about their favourite authors and how much they enjoy the books they can choose to read in the school library.

At the previous inspection, inspectors found there was more work to do to make sure pupils understand how to improve their work. Since then you have made sure

that pupils know what they need to do to improve, and encourage them to check for themselves how securely they have learned new skills. Pupils use personal targets to help them build up their knowledge quickly. The previous inspection also found that the school's self-evaluations were not always sufficiently sharp. As a consequence, senior leaders and governors have made sure that the quality of the school's overall effectiveness is monitored more carefully. You identify the most significant priorities and take action to drive improvements. However, senior leaders and governors do not always set ambitious enough targets for the success of improvement initiatives in order to raise pupils' outcomes more swiftly.

You have made sure that St Osmund's Catholic Primary School remains a happy place where pupils enjoy their learning. Pupils continue to behave very well. They are friendly, well-mannered and respectful of others. All parents who responded to the online survey, Parent View, confirmed that their children are happy at school. Attendance rates are above average. Pupils are keen to live up to the school's 'golden values' of respect, honesty, pride, responsibility, kindness and listening. Relationships are warm and caring. Pupils are keen to take on roles of responsibility, for example, as school councillors and house captains.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and that records are detailed and of high quality. Staff know what to do should any safeguarding concerns arise because they have attended recent training. This includes training for staff and members of the governing body to recognise possible warning signs that a pupil may be at risk of radicalisation or female genital mutilation.

Leaders have made sure that pupils understand what actions they can take to keep themselves safe from harm. For example, junior road safety officers lead discussions in assemblies that make clear to pupils how to keep safe when crossing the road. Workshops with safeguarding specialists help to make sure that pupils know how to avoid risks when using computers and information technology. Recently, leaders have organised workshops for parents in order to support them in keeping their children safe online.

Inspection findings

- Senior leaders and members of the governing body have made sure the school has continued to improve since the previous inspection. You and the school's leaders demonstrate capacity to improve further. You have sustained pupils' strong performance in mathematics, successfully raised pupils' achievement in writing and taken steps to improve outcomes in reading. Targets for measuring the success of key initiatives are not always as demanding as they could be in order to improve pupils' outcomes more rapidly.
- Teaching continues to be good. Pupils enjoy their learning because teachers plan interesting tasks for them. Pupils are enthusiastic to take part in activities and share their thoughts and suggestions in class. During the

inspection, pupils studying poetry in Year 6 thought very hard about the emotions inspired by photographs and shared their own experiences confidently.

- You have maintained close partnerships with other local schools in order to support staff training and development. Additional sessions at local schools, for example in science and Latin, help the most-able pupils to deepen their knowledge and interests. Sporting competitions with local schools encourage pupils' keen participation in sporting activities and their positive attitudes to keeping fit and healthy.
- Children continue to achieve well in the early years provision and by the end of the Reception Year they are well prepared overall for the start of Year 1. Children's personal and social skills are very well developed so that children work and play sensibly together. They follow instructions from the adults very readily. This year, you have introduced changes to the first term in the Reception Year: children start to attend full time earlier than previously in order to benefit from valuable additional learning time in school. Early indications suggest that this is already helping to boost children's early reading and phonics skills.
- Pupils' spiritual, moral, social and cultural development is actively fostered. Staff are positive role models and pupils are keen to be noticed and rewarded for modelling the school's 'golden values'. Charity fund raising encourages pupils' generosity of spirit. Pupils understand the importance of respect and tolerance for the beliefs and cultures of others because you make sure that fundamental British values are explained and promoted. Pupils recognise the importance of the rule of law. Elections to appoint school councillors and house captains encourage pupils to engage in and value democratic processes.
- Pupils appreciate educational visits that leaders organise to extend their learning. Pupils in Years 5 and 6 are particularly enthusiastic about residential visits to Dorset and Normandy. The wide variety of extra-curricular clubs, including chess, multi-sports and running, are popular.
- Through discussions during anti-bullying week and in assemblies, pupils understand what constitutes bullying and what does not. They confirm that bullying remains extremely rare, as the school's records show. They are confident that the adults will help them should any problems occur.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they always set demanding targets for key initiatives in order to drive swifter improvements to pupils' outcomes.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Archdiocese of Southwark, the Regional Schools Commissioner and the Director of Children's Services for the London Borough of Richmond upon Thames. This letter will be published on the Ofsted website.

Yours sincerely

A handwritten signature in black ink that reads "M Gerard".

Madeleine Gerard

Her Majesty's Inspector

Information about the inspection

During the inspection I held meetings with you, the senior leadership team and three governors, including the Chair of the Governing Body. I met with a group of subject leaders. I visited classes from Reception to Year 6 to observe teaching and look at pupils' work. I spoke to pupils in lessons and around the school and also met a group of Key Stage 2 pupils. I evaluated recent information about pupils' progress. Records about keeping pupils safe and about attendance were evaluated. I spoke informally to parents at the start of the school day and considered the views of 26 parents who had submitted responses to Parent View.