

Inspection of a good school: St Anselm's Catholic Primary School

Church Avenue, Southall, Middlesex UB2 4BH

Inspection dates:

13–14 November 2019

Outcome

St Anselm's Catholic Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy at their school. They want to attend every day because they enjoy learning. They know they are well cared for and that staff want the best for them.

Pupils and staff are proud of the school's place within its community. They relished the part they played in the recent Remembrance Day event at the local war memorial. They are serious about their responsibilities, such as school council members, head girl and boy, and religious education leaders. They are strong ambassadors for the school.

The school's values of 'be honest, always try your best, be kind and respect everyone' are a key part of pupils' daily lives. Pupils behave well and listen to each other's views. They said that poor behaviour or incidents of bullying do not happen often, and if they do occur, adults sort things out quickly. They enjoy socialising at lunchtimes and breaktimes.

Pupils feel safe in school. Staff pay careful attention to pupils' well-being. Pupils can share their worries through the 'worry box' in class, or face to face with the school counsellor or teachers.

Pupils benefit from a wide range of extra-curricular clubs, including sports, computing, choir and reading. Trips and visitors to school provide pupils with extra opportunities.

What does the school do well and what does it need to do better?

Leaders provide an interesting and exciting curriculum. They carefully adapt it well to make sure that pupils build on what they already know. Pupils achieve well in this school.

The teaching of reading is a key focus. Phonics are taught daily from the beginning of Nursery and Reception. Staff are clear about what they expect pupils to know and be able to do each term. Well-trained staff provide extra help to pupils who need to catch up quickly. Staff make sure that the books pupils read match the letters and sounds they know. By the end of Year 2 almost all pupils are confident readers. Throughout the

school, pupils have access to well stocked, welcoming reading areas. Pupils deepen their reading skills as they move through the year groups by studying a wide range of high-quality books. Staff encourage pupils to develop a love of reading.

Teachers set high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Well-trained staff make sure that pupils receive effective support. If they fall behind, staff provide extra resources so they can catch up. This means that pupils with SEND achieve well from their starting points.

Children in the early years have access to high-quality resources and activities, in the classroom and outdoors. Staff encourage their independence and follow the school rules. They enjoy learning from the start. A good focus on early reading, mathematics, language and communication means they are well prepared for Year 1.

In history, sequences of lessons are well planned. Leaders have mapped out the skills and knowledge that they want pupils to learn, in a logical order. Pupils show they are building their historical knowledge very well over time. For example, Year 6 pupils can recount their prior learning about dictators from their Roman topic and show how this links with understanding their study of the Second World War.

The teaching of mathematics is strong. This begins in the early years and continues throughout the school. Teachers, nursery nurses and teaching assistants have sound subject knowledge. They build on pupils' previous learning and present new concepts clearly. Pupils are confident mathematicians and are given challenging work.

Pupils' learning is not as strong in art and design. Teachers' and leaders' knowledge is not as confident as it is in other subjects. Teachers need subject-specific training to ensure that art and design improves.

Leaders and staff promote pupils' wider development well. Pupils speak with confidence about the importance of showing tolerance and respect. They have a good awareness of a range of faiths and cultures. This promotes a strong understanding of British values and how these link to the school values and Christian ethos. Pupils are well prepared for life in modern Britain.

Staff are proud to be members of the school community. They hold leaders in high regard and appreciate their support over workload and well-being. Parents are overwhelmingly positive about the school, its staff and leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors understand the community they serve, and the risks faced by their pupils. All staff are well trained and are alert in looking out for signs that pupils may be worried. Leaders deal with any concerns promptly and challenge decisions if they are not satisfied with the response. Leaders make sure that they support vulnerable families effectively. This ensures that they get the help they need.

Pupils have had information from staff and visitors about how to keep themselves safe, including online. They understand these messages well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have ensured that the curriculum is well sequenced. This allows pupils to build their knowledge and skills in subjects such as reading, history and mathematics over time. Leaders should ensure that this is also the case in art and design. They should also ensure that staff receive specialist training in art and design so that teaching is more effective.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 4–5 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101922
Local authority	Ealing
Inspection number	10121583
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair of governing body	Gill Wickham
Headteacher	Ruth Sykes
Website	www.stanselm catholic primary school.co.uk
Date of previous inspection	4–5 May 2016

Information about this school

- There have been no significant changes at this school since the last inspection.

Information about this inspection

- I met with the headteacher, deputy headteacher, a range of subject leaders and staff.
- I looked at these subjects in depth: reading, history and art. This involved speaking with subject leaders, teachers and pupils, examining planning documents and pupils' books and carrying out lesson visits.
- I observed pupils' behaviour in lessons and around the school. I asked pupils for their views on learning, behaviour, safety and bullying.
- I inspected safeguarding by speaking with leaders and reviewing documents, policies and the school's records of concerns. I reviewed the single central record of checks on the suitability of staff to work in school.
- I met with the chair of the governing body and four other governors. I had a telephone conversation with an improvement adviser from the local authority.
- I met with pupils who have extra responsibilities to gain their views about personal development, safety and behaviour.

- I took account of three responses to Parent View, Ofsted's online questionnaire, and 116 paper copies. I considered 12 responses to the staff survey; there were no responses to the pupil survey.

Inspection team

Andrew Hook, lead inspector

Her Majesty's Inspector

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