



# St Anselm's Roman Catholic Primary School

## Inspection Report

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**Unique Reference Number** 102230  
**Local Authority** Harrow  
**Inspection number** 286315  
**Inspection dates** 22–23 November 2006  
**Reporting inspector** Christopher Schenk HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Roxborough Park
<b>School category</b>	Voluntary aided		Harrow
<b>Age range of pupils</b>	4–11		HA1 3BE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8422 1600
<b>Number on roll (school)</b>	412	<b>Fax number</b>	020 8422 3564
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Loretta Moseley
		<b>Headteacher</b>	Mr Andrew Rafferty
<b>Date of previous school inspection</b>	17 June 2002		

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors of Schools and one Additional Inspector.

## Description of the school

St Anselm's is a Voluntary Aided Roman Catholic Primary School that is nearly twice the average size. About half its pupils come from minority ethnic groups and about a sixth speak English as an additional language, though very few are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is low, at about a fifth of the national figure. The proportion of pupils identified as having learning difficulties or disabilities is around the national figure. During this inspection two other inspections took place. There was an inspection of the religious character of the school under Section 48 of the Education Act, 2005. There was also an inspection under Part XA of the Children Act, 1989, of the out-of-school care that is run by a management committee. The Child Care Inspector judged the quality of the care to be good. Her full report can be found on the Ofsted web-site.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school in which standards are high, pupils achieve well and their personal development is good. The quality and standards in the Foundation Stage are good, as a result of effective teaching and a well-planned range of suitable activities. Standards over the last few years have generally been above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. These high results have not made the school complacent. The senior leaders of the school rightly identified that the results at Key Stage 1 have fluctuated too much and set in place a number of strategies that were effective in improving the results last year. Since then, there has been a considerable turnover of staff in Key Stage 1. The new teachers, although relatively inexperienced, have made a secure start but are in need of continued support to ensure that the recent improvements are sustained.

Similarly, in Key Stage 2 the school identified a relative weakness in English results, compared with mathematics and science and, following a careful analysis of the areas of weakness, put in place effective strategies that improved the results last year. The improvements that have taken place clearly demonstrate that the school has a good capacity to improve even further.

The headteacher, working closely with the deputy head, has a clear and accurate view of the strengths and weaknesses of the school and his vision of the way forward is now shared by the whole staff. The pupils' personal development has many strengths, and pupils already take some measure of responsibility for each other and for their own behaviour and learning. Nevertheless, the school has correctly identified the need to increase further their independence and responsibility.

The teaching is generally good, though with some variation between the key stages, but in many classes the work is not matched closely enough to the different levels of ability of the pupils. In particular, gifted and talented pupils are not given enough opportunities for creative work that will give them greater challenge.

The planning of the curriculum has recently improved and is now good. There is an appropriate emphasis on numeracy and literacy, without neglecting other subjects. The pupils' progress in their literacy and numeracy skills is carefully tracked; the progression of skills in other subjects is not as clearly identified. Care, guidance and support are good, but there is too much variation in the way that targets are set and recorded and that academic guidance is given through marking and tracking of targets. The great strength of the leadership and management of the school is that all these points for improvement are known about and are being acted upon. As a result, the school is well placed to improve further.

### What the school should do to improve further

- Continue to support teachers in Key Stage 1 to ensure that the recent improvements in standards are sustained.
- Further increase the pupils' independence and responsibility.

- Match the tasks given to pupils better to their different levels of attainment and, in particular, make sure that higher attaining pupils are given enough challenge.

## **Achievement and standards**

### **Grade: 2**

Pupils come to the school at around the age of four with the skills and knowledge generally expected of children of their age. They make good progress in the Foundation Stage, even though the younger ones only attend part-time for the first term. Nearly all of them attain the expected standards by the end of their year in Reception. In Key Stage 1 pupils make steady progress and last year reached standards by the end of Year 2 that were above average in reading, writing and mathematics. They make good progress during Key Stage 2, and particularly good progress in Years 5 and 6, and last year reached standards by the end of Key Stage 2 that were well above average in English, mathematics and science. These high standards are well established in mathematics and science. In English, the standards in 2005 were relatively weaker. A careful analysis of the results showed that many higher attaining pupils were not achieving as well as they should in writing. By improving the diet of good literature that they were given, and by emphasising the importance of speaking and listening activities in preparation for writing, the results improved in 2006, bringing English up to a comparable level with mathematics and science. There are good standards in other subjects as well, for example, in French where, despite having only one lesson a week in Years 5 and 6, pupils rapidly acquire the confidence to speak accurately and with a good accent.

There have been recent improvements in the identification of pupils with learning difficulties and to the support these pupils are given. As a result, they are now making good progress in their learning.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils are happy and view their school as a place for learning and enjoyment. One pupil said: 'Coming to school is so much fun'. Their good attendance is a testament to their positive attitudes. Pupils feel safe and have confidence in the adults who work with them.

The School Council is a valued means for the pupils to contribute to the improvement of the school and now includes representatives from every year group including Reception. The behaviour is good overall and very good in some lessons and assemblies. The school is a harmonious community in which racial and bullying incidents are rare. Pupils show tolerance and respect for others and recognise and appreciate differences in cultures. Pupils' spiritual, moral, social and cultural development is good and is enhanced by the strong ethos of the school. Pupils reflect thoughtfully and consider the consequences of their actions.

Through the curriculum, and the range of sports clubs offered, the pupils understand the importance of regular exercise and healthy eating. Pupils, especially those in Year 6, take on some measure of responsibility and make a contribution to the school community. However, in lessons and around the school, there are further opportunities to give the pupils more independence and greater responsibility. Pupils also make a contribution to the wider community through activities such as fund-raising for charity and participation in local and national events. They are well equipped with the skills needed for the next stage of their education and for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The teaching is never less than satisfactory, usually good and occasionally outstanding. The teaching is good in the Foundation Stage and in Key Stage 2, and satisfactory in Key Stage 1. Throughout the school, the teaching is careful and thorough and teachers have a clear idea of what they want their pupils to learn, but the tasks which pupils are given are often not sufficiently well matched to the different levels of ability within the class. In particular, higher attaining pupils are not always given enough challenge.

In the most effective lessons, the teaching captures the attention and interest of all the pupils who sustain their concentration. In other lessons, while most pupils remain on task, there is occasional inattention, sometimes because those parts of lessons that involve the whole class continue for too long. All books are regularly marked but the quality of the marking varies too widely. In some classes, the marking gives pupils clear indications of how they can improve as well as encouragement, but this good practice is not sufficiently widespread.

The pupils are enthusiastic and their positive attitudes make a significant contribution to the good quality of their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum has many good features. A range of well-planned activities and visits contribute much to pupils' learning and personal development. They include a residential trip for Year 5 pupils which is used very effectively as a way of developing links between different subjects. There are a good number and range of extra-curricular clubs and activities. Sporting clubs, and the programme of work in physical education, are not unduly limited by the school's lack of space for outdoor activities, because an arrangement has been made to use the much more extensive facilities of a nearby school. There are many opportunities for pupils to learn a musical instrument and to join a number of musical groups. There is good specialist teaching in French in Years 5 and 6.

The school has rightly identified the planning of the curriculum as an important area for development and a number of actions have recently been taken to bring about improvement. Teachers now work much more closely together to plan a common curriculum in the two classes within each year group. They now need to consider how skills that are specific to particular subjects can be more systematically developed across the school.

## **Care, guidance and support**

### **Grade: 2**

The school provides pupils with good care, support and guidance. As one Year 6 pupil commented: 'I think the school is good because the teachers always help you and are really nice'. Child protection procedures are secure and members of staff have received appropriate training. Health and safety procedures are good and regular checks help to ensure pupils are safe.

The school is now placing emphasis on the early identification of pupils with learning difficulties and disabilities and these pupils are well supported. The small number of pupils who are at an early stage of learning English receive satisfactory support, but the needs of bilingual learners at all stages are not identified carefully enough.

The progress of all pupils in their literacy and numeracy is closely tracked. Some teachers involve pupils in assessing their learning and in some classes pupils are set challenging targets to aim for. However this good practice is not consistent throughout the school. Good links with the secondary schools support the pupils as they move on to the next stage in their education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school's headteacher has achieved a lot in his first year in post and is very committed to the school's further development. With the support of his colleagues, he has already made a series of changes to procedures and practice. There is clear evidence that these changes have had a positive impact on pupils' learning. The school's leaders now have a very thorough understanding of the actions that are needed to support further improvement, which are concisely set out in the school's development plan. This is an effective working document although there is a need identify clear, measurable outcomes so that staff and governors are able to monitor their success in achieving the plan's aims.

The headteacher listens to staff and involves them in planning and decision-making. As a result, members of staff are very positive about recent developments and feel a strong shared responsibility for further improvement. Governors have a good understanding of the school's strengths and weaknesses and provide support and challenge to the school's leaders.

The actions that are being taken are well-considered and sensible, but are not yet securely and consistently rooted in practice across the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your welcome when we visited your school. We are particularly grateful to the members of the School Council and to the group of Year 6 pupils who met us a lunch-time. We think you go to a good school that helps you to get on well with your learning, to grow in maturity and care for each other, and to enjoy yourselves at work and at play. We think you behave well and are keen to do your best.

Your headteacher is always on the look out for ways of making the school even better and the other adults in the school help him to do so. We are pleased that the school has got much better at finding out who needs extra help and giving it to you. We are also pleased that your teachers are spending more time planning together, because we think that is good for them and good for you.

We talked to your headteacher, the deputy head and two of the governors before we left. We encouraged them to continue with the improvements they are making. We specially asked them to do three things. We want them to make sure that the teachers in Key Stage 1 are given all the help and support that they need so that those of you in Key Stage 1 can continue to do well. We think that throughout the school you will benefit from being given a bit more independence and some more responsibilities. We would like all your teachers to plan the work that you do so that you can all be given tasks at the right level, with some extra help if you need it and some extra challenges in the things that you are really good at.

With best wishes

Christopher Schenk

Her Majesty's Inspector