

St Osmund's Catholic Primary School

Inspection report

Unique Reference Number	102919
Local Authority	Richmond Upon Thames
Inspection number	286529
Inspection date	7 June 2007
Reporting inspector	Barry Jones

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	4–11
Gender of pupils	Mixed
Number on roll	189
School	
Appropriate authority	The governing body
Chair	Mr A Cole
Headteacher	Mrs M Walbyoff
Date of previous school inspection	29 April 2002
School address	Church Road Barnes London SW13 9HQ
Telephone number	020 8748 3582
Fax number	020 8846 9589

Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

St Osmunds is smaller than average and serves a more advantaged community than most. The proportion of pupils with learning difficulties and disabilities is less than in most schools. Pupils are predominately white but the proportion from minority ethnic backgrounds is higher than found normally. The school is oversubscribed in Reception and Key Stage 1. There are often spare places in the upper years due to professional families relocating or because of some transfers to the private sector.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Osmund's is a good school with outstanding features. Pupils' achievement is good and they mature into responsible young adults. This is principally because of the consistently excellent leadership of the headteacher, ably supported by her staff. The excellent relationships and caring community reflect well the Catholic ethos. Consequently, the parents are very appreciative and speak highly of the school. They are made to feel welcome from their first contact with the school. One parent summed this up, 'A wonderful, caring, nurturing and supportive school - we love it.'

Children get off to a very good start in the Reception class as a result of the very good teaching and management. They make good progress and enter Year 1 with skills that are better than normally found. Standards at the end of Key Stage 1 are average or a little above average. Most pupils reach the expected level for this age but not enough reach the higher level 3 in mathematics. At the end of Key Stage 2, pupils consistently attain standards which are well above average and occasionally are exceptionally high. This is because, although teaching is never less than satisfactory, there is more good and outstanding teaching in Key Stage 2 and older pupils make very good progress. The curriculum for older pupils is also well matched to pupils' needs. This means that all pupils, including more able ones and those with learning difficulties and disabilities, make at least good progress.

Care and support are outstanding and this excellent provision leads to the outstanding personal development and well-being of the pupils. The very good role models set by staff underpin the caring community. Pupils greatly enjoy school, show exemplary behaviour and high degrees of concern for those less fortunate than themselves. This in turn means that they are very willing to contribute not only to school life but also more widely. The school is an integral part of the local community, including the church, and the pupils make their own very valuable contribution to this very positive partnership. Academic guidance is very good for individual pupils. Teachers make very good use of assessment data to plan lessons and successful intervention programmes help individual pupils to progress well. However, the school is at an early stage in analysing its own data to plot trends for particular groups or classes. For instance, the school is evaluating half termly the effectiveness of new setting arrangements for the teaching of mathematics but is not using the most efficient method for analysing the data.

There have been significant improvements since the previous inspection including strengthening the curriculum and improving the learning environment in the Reception class. The impact of this has been most evident in the improving standards at Key Stage 2 and the very well developed personal qualities of pupils throughout the school. In the last year, the management of the Foundation Stage and Key Stage 1 have been considerably strengthened. As a result, leadership and management and capacity to improve are now excellent.

What the school should do to improve further

- Improve the progress of the more able pupils in Key Stage 1 in mathematics.
- Extend the analyses of the school's own data to track the progress of particular groups to inform decision making by senior managers.

Achievement and standards

Grade: 2

Children enter the Reception class with skills which are a little above average for their age. They make good progress and by the end of the year their skills are better than normally found. More able pupils are not consistently extended in Key Stage 1 and their progress slows although it is still satisfactory. Consequently, fewer pupils than expected, particularly girls, attain the highest level in national assessments at the end of Key Stage 1. The school is addressing this through the use of a consultant, collaboration with other schools and specific training. The governors have also allocated more resources to the teaching of younger pupils and this is beginning to bear fruit. As a result, more pupils are on track to attain the highest level in mathematics in 2007.

There has been consistently more good and outstanding teaching for older pupils and this has resulted in a marked acceleration in the progress made by pupils in Key Stage 2. A strong feature has been the wide range of strategies used. Intervention programmes are very good and are delivered by well-qualified and very effective teaching assistants. In 2006, results in mathematics and science were exceptionally high and a little below this standard in English. There are no underachieving groups. Pupils who join the school late achieve well.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. From an early age pupils are encouraged to take on increasing degrees of responsibility ranging from class monitors to participating in the school council or representing the school in the pupil parliament which is organised by the local authority. Older pupils help younger ones to read and to take part in school life by acting as friendship buddies. Pupils have very positive attitudes as shown by their good attendance. Attendance has improved significantly since the previous inspection because of closer working with parents, effective partnership with the education welfare officer and the active support of governors. Pupils have an excellent understanding of healthy-living issues although there is a low take up for school meals. They participate fully in physical education activities. The feeling of community extends to helping those less fortunate than themselves by very good support for charitable causes. The pupils' contribution to the community, including the church, is outstanding. For instance, they support the elderly at harvest festival time and by singing carols at Christmas; they have raised money to pay for a well in an African village. Their all-round preparation for later life, academically and socially, is excellent.

Quality of provision

Teaching and learning

Grade: 2

In recent years, pupils have progressed at different rates in the separate key stages ranging from satisfactory to outstanding. This has reflected the differences in the quality of teaching. The school has carefully analysed the reasons for this and found that the work was not sufficiently challenging in mathematics for the more able pupils in Key Stage 1. This has been addressed and the quality of teaching is now good throughout the school. There is some outstanding teaching, particularly in Years 5 and 6 and in the Reception class. Teachers manage their classes well and have cultivated positive atmospheres so that pupils come ready to learn.

They say that the teachers make lessons interesting and are always prepared to help them if they do not understand. Effective use of interactive whiteboards has contributed to their positive attitudes. Marking is thorough and helps pupils to improve further.

Curriculum and other activities

Grade: 2

The curriculum is good. In the Reception class there is a good balance of teacher-led activities and opportunities for children to learn through well-planned play. This provision has been enhanced by the improvements in the resources since the previous inspection. Throughout the school there is excellent provision for personal, social and health education. The school has a topic-based approach which is helping pupils to make meaningful links between different subjects and to develop their literacy and numeracy skills. There is good planning to integrate the use of computers in other subjects to enhance pupils' learning. The school is adapting the curriculum throughout the school to help a higher proportion of more able pupils to achieve excellent standards. There is a very good range of extra-curricular activities and clubs which are well attended. There are ample opportunities for pupils to participate in arts, drama, musical and sporting activities and these contribute significantly to the pupils' enjoyment.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The staff are conscientious, enthusiastic and very concerned for the pupils' welfare. It is a small school and consequently the staff know the pupils very well and have forged close links with families. There are effective procedures for combating bullying. Pupils say the very rare incidents are dealt with effectively. Consequently, they feel very safe. There are good links with other agencies to provide effective support for pupils with learning difficulties and disabilities and for pupils who are deemed to be at risk. This is a very caring community in which the values of a church school are paramount and treasured. One parent captured the views of many when she wrote, 'All the staff show huge commitment to the school. We feel privileged to be part of St Osmund's School.' The pupils are guided very well. They receive constructive feedback on how well they are doing and know what they need to do in order to improve further.

Leadership and management

Grade: 1

Senior leaders have been successful in maintaining good standards of care and promoting good achievement over several years. The new deputy head has considerably strengthened the management of the Foundation Stage and Key Stage 1. Although this is not yet fully reflected in national assessments, it means that the school is well placed to improve even further. The school takes very robust action where it identifies any weaknesses, for instance, in improving attendance since the previous inspection. It actively involves parents in decision making and consequently they are overwhelmingly supportive of the school. Communications with parents are very good and start with the excellent handbook that the school produces for new parents. Very thorough monitoring of teaching, linked to effective support, has improved the teaching in Key Stage 1 so that it is now good. The school makes very effective use of analyses resulting from national tests. It is at an early stage in using the data from its own tracking of pupils' progress to identify trends or the impact of initiatives.

The structures for managing the curriculum are very sensible given the small staff and work very well. There are curriculum teams which are well led and have staff from both key stages as well as a balance of teaching and support staff. This approach ensures that all subject areas are coordinated and responsibility is shared. It also means that more experienced teachers can effectively support newer colleagues. The governors act very effectively as critical friends to the school. Each governor is assigned to a particular class as well as having an area of responsibility. They are very successful in fund raising and are well supported by the parents in ventures. This means that they have been able to finance improvements to the accommodation in the Reception and in Key Stage 1 while still being able to allocate additional resources to bring about the identified improvements for the younger pupils. These structures mean that the governors hold the school to account well.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

18 June 2007

Dear Pupils

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

Thank you very much for the help that you gave me when I inspected your school. You told me how very much you like coming to school. I could see how well behaved and how polite and courteous you are. You say there is very little bullying and the adults will sort it out if it does occur. You feel that you can talk to your teachers if you have a concern. Your school representatives told me that their views are valued and they have helped to improve the playground and bring in 'friendship stops'.

I agree with you that St Osmund's is a good school and in some ways it is outstanding. The things I like particularly are that:

- you develop very well into mature, responsible young people
- you achieve high standards
- teaching is good and often excellent
- all the adults look after you very well
- the school is exceptionally well led
- yours is a very caring community.

There are two things that I have asked the school to do in order to make things even better:

- make sure that the younger pupils do as well in mathematics as in their other subjects.
- use the data that the school collects on how well you are doing to guide them on what to do next to help you to succeed.

I wish you continuing success in the future. You were very welcoming and have a thriving community. That is something to be proud of and to treasure.

Yours faithfully

Barry Jones Lead inspector