



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 102919

**St Osmund's Catholic Primary School
Church Road
Barnes
SW13 9HQ**

Inspection date: 2nd February 2017

Chair of Governors: Fiona Trinder
Headteacher: Fiona Lambe
Inspectors: Tom Cahill
Jan Mann

EDUCATION COMMISSION

SECTION 48

St Osmund's Catholic Primary School is situated in the heart of Barnes Village and is part of the Mortlake Deanery of the Archdiocese of Southwark. As a voluntary aided school, it is maintained by the London Borough of Richmond Upon Thames. The principal parish, which the school serves, is St Osmund's, Barnes. The proportion of pupils who are baptised Catholics is 85% and the majority of other pupils are baptised Christians. The average curriculum time allocated to Religious Education across Key Stage 1 and 2 is at least 10%.

The school takes pupils aged 4 to 11 years and the number currently on roll is 236. The school has an extra bulge class in Years 3 and 6.

The attainment of pupils entering the school is above average whereas the proportion of pupils with a statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) is below average. Pupil mobility is increasing and pupils joining the school in higher year groups often have SEN.

50% of pupils come from homes where English is an additional language. The number of pupils entitled to free school meals is below the average.

Date of previous inspection:

16th January 2012

Overall Grade:

2

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness of the school in providing Catholic Education

**GRADE
1**

St Osmund's Catholic Primary School is an outstanding Catholic school. Staff and governors have worked hard to fully address the key recommendations of the previous inspection and the school rightly deserves its designation as outstanding beacon of Catholic education.

The Headteacher provides outstanding leadership to a highly motivated and dedicated team of teachers and support staff. She has a clear vision of what Catholic education should provide to the pupils and all staff share in this vision. She has a high profile in her school and works in very close collaboration with staff, governors, parents and the wider community. She has ensured that St Osmund's is an outward looking school that benefits from working closely with other local Catholic schools. This ensures the sharing of good practice and accurate moderation of how the pupils are progressing. The school has been highly effective in recruiting and retaining high quality staff, most of whom are Catholic and ensures the very distinctive nature of the school continues to thrive. The school is also fully involved in providing outstanding initial training for teachers through its link with St Mary's University.

St Osmund's also benefits from a highly effective and committed governing body and governance is a significant strength of the school. Governors know the school very well and work in close partnership with senior leaders. They have correctly identified areas that require improvement and have clear action plans to address these issues. They have ensured that Religious Education and the Catholic life of the school are at the forefront of everything they do. They also provide an excellent balance of challenge and support to school leaders. They have actively sought outside advice on how to be a more effective governing body.

Parents are overwhelmingly supportive of the school as reflected in the high response rate to the inspection questionnaire. Parents value highly the exceptional nurturing environment provided by the staff, which allows their children to thrive in terms of their academic, social and moral development. As one parent said "The happiness generated at the school is key to the school's heart and this we love and value highly." Another parent wrote "We are so blessed to be part of this wonderful and amazing school." Parents told inspectors they felt the school was welcoming and they enjoyed attending Masses and assemblies throughout the year. They said the school listened to any concerns they might have. Parents also spoke of how much they appreciated the regular newsletters and the up to date and informative school website. Parents are sent an annual questionnaire seeking

their views about the work of the school. The school has a very strong and proactive PTA as well as a parent class representative for each class.

St Osmund's pupils benefit from the strong links it has with the parish and the parish priest supports the school well. He is ably supported by other priests linked to the parish who are all regular visitors to the school.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Provide more opportunities for staff to share the excellent practice that was seen across Key Stage 1 and Key Stage 2 through regular peer observation and where possible allowing other local Catholic schools to share in this excellent practice too.
- Allowing pupils to assess each other's work in Religious Education as already happens successfully in English.

Publication Date 10th March 2017

2017

Outcomes for pupils Grade 1

The extent to which pupils contribute to and benefit from the Catholic life of the school

Pupils who attend St Osmund's receive the highest quality Catholic education from the first day they join the school. They benefit hugely from the exceptional learning environment where high expectations and challenge are the daily norm. The behaviour of the pupils is outstanding and is a real strength of the school, they are wonderful ambassadors for the school. The pupils fully live their school motto 'Fidem Fateri Vita' which translates as 'Show your faith by the way you live.' This is reflected in the excellent relationships between the pupils as well as between pupils and staff. This high level of care and love for one another was seen throughout the inspection and was reflected especially in the school's buddy system where Year 6 pupils are buddied with new Reception pupils entering the school. The mission statement and motto is displayed in all areas of the school and is known and understood by everyone in the school community

Pupils are given many opportunities to take on responsibilities, which they relish. These include being prefects, sports prefects, altar servers, acting as buddy to younger students, members of the school council and house captains.

The school also provides pupils with a wide range of extra curricular activities and clubs as well as other cultural experiences such as the Year 6 residential trip to the D-day landing beaches in Normandy.

The school has a strong system of rewards and sanctions, although there is rarely the need for sanctions to be implemented. Each week, 10 pupils are nominated for the 'Golden Values' award that recognises the values of listening, respect,

kindness, pride, honesty and responsibility. Nominated pupils are given a golden pin to wear for the week as well as a small gift in recognition of their efforts. Their photo is also taken and displayed for the week.

The school also has 'Stars of the Week' in Key Stage 1 recognising special efforts made by the pupils. The stars are allocated special seats at their assembly and the whole school sing a short song of praise to them. These together with the many other awards systems used by the school significantly contributes to building the self-esteem of pupils helping them to become confident and happy individuals.

In the rare instance when a pupil does something wrong, there are clear sanctions but also pupils know that the wrongdoing will be forgiven, reflecting the strong Gospel values that permeate the school.

The school does much to promote empathy for those less well-off and is actively involved in a range of fundraising for local, national and international charities. These include support for: 'Activity Station', a local charity supporting young people with disabilities; SPEAR – a local charity for the homeless; and the British Red Cross. At Christmas, the school raised an amazing £2839 which was shared by Macmillan Cancer Support, Make a Wish UK and Save the Children. The School Council often decides which charities to support.

St Osmund's has also developed links with the local nursing home with Year 6 students visiting at Christmas, taking gifts and singing carols to the residents.

How well pupils achieve and enjoy their learning in Religious Education

Overall, pupils make outstanding progress and achieve exceptionally well in Religious Education. Levels of achievement in Religious Education are similar to those in English and Maths where results are significantly above the local and national averages. Results could be further enhanced by developing peer assessment in Religious Education as happens in English lessons.

Pupils made clear to inspectors that they thoroughly enjoyed their Religious Education lessons. They very much enjoyed the opportunity to discuss their faith in a safe and secure environment and appreciated the hard work of their teachers who plan interesting and challenging lessons which include role play, dance, music and time for silent reflection.

As one pupil told inspectors "The best thing is we really progress. We see this from the comments made by our teachers as well as looking back in our books."

How well pupils respond to and participate in Collective Worship

Pupils respond enthusiastically and participate actively in Collective Worship. They are encouraged to plan and lead Collective Worship in their classes and assemblies. Singing is a real strength of the school and pupils delight in singing traditional hymns.

In an excellent Key Stage 1 assembly seen during the inspection, the pupils entered the hall, hands clasped in prayer singing a hymn. Despite their young age, they were very prayerful and respectful and responded enthusiastically to the Gospel story of 'The Presentation of Jesus at the Temple.' They displayed a very good general knowledge when asked questions and recited the school's own creed without hesitation or visual prompts.

Leaders and Managers

**Grade
1**

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

The Catholic life of the school together with Religious Education is at the heart of all the school does each day. The school has welcomed the support given by the Diocesan advisers. Leaders ensure staff receive regular INSET to further develop these core features of the school.

Governors are regular visitors to the school and are able to see for themselves the priority given by leaders and managers to developing the Catholic life of the school.

The school ensures it is a priority in the school development plan and that appropriate resources are allocated to developing the Catholic life of the school. Governors are kept fully informed through detailed reports from the Headteacher

and other leaders on a regular basis enabling them to monitor progress and outcomes.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

St. Osmund's is very fortunate to have a highly experienced coordinator of Religious Education who is also a member of the senior leadership team. She has been the driving force behind the school's efforts to continually improve its assessment procedures so that pupil progress can be tracked easily and steps taken to ensure no pupil falls behind.

End of topic focused tasks are used to support the continuous assessment of the pupils. Senior leaders and governors are provided with regular data reports to help them monitor this aspect of school life.

The quality of assessment and marking is now a real strength of the school and this was seen in pupil workbooks in all year groups. Developmental marking is having a significant impact on the outcomes of pupils, as they know how well they are doing and what they need to do to improve further.

The link governor for Religious Education, who is also the Chair of the Governors, meets regularly with the coordinator. She participates in lesson observations, the scrutiny of pupil workbooks and leaning walks around the school.

The Religious Education coordinator produces a termly newsletter for Religious Education which is sent to parents so they are able to support the pupils at home in their studies.

The quality of teaching and how purposeful learning is in Religious Education

The quality of teaching in Religious Education is outstanding as a result of well-planned lessons that inspire and meet the needs of all the pupils. In an outstanding Key Stage 2 lesson seen during the inspection, the pupils were discussing how the Bible is the inspired word of God. The pupils showed excellent in-depth knowledge of Gospel stories and were able to discuss the different styles of the Gospel writers. The lesson linked to the school's mission statement as well as the class's recent visit to the local home for the elderly. The pupils showed high levels of empathy encouraged by the teacher who challenged the pupils to extend their discussions to promote deeper thinking as well as encouraging independent learning skills.

In another excellent lesson seen, Year 3 pupils, having participated in Collective Worship at the start of the lesson, were invited to study the painting of 'Praying Hands' by Albrecht Durer. This was part of a series of lessons on prayer where the pupils deepen their understanding of the Rosary. They were active and reflective learners throughout the lesson and their workbooks showed their work was assessed in detail on a regular basis.

Pupils were encouraged to assess their own work and become reflective learners.

In another exceptional lesson, pupils' awe and wonder was evident when they looked inside a mystery box to see their own reflection as the 'best role model' in the world.

Throughout the inspection, outstanding teaching was witnessed in many classes.

This excellent practice should be shared widely across the school by offering more opportunities for teachers to share in mutual observations of each other's lessons and through the use of paired observations when the quality of teaching is being assessed.

Indeed, other Catholic schools would benefit by being able to share in this excellent practice too.

The extent to which the Religious Education curriculum promotes pupils' learning

Pupils make outstanding progress in Religious Education as a result of a well-planned curriculum that inspires the pupils to think deeply about their faith. The school allocates at least 10% of curriculum time for the teaching of Religious Education and therefore meets the requirements of the Bishop's Conference. The school follows the 'Come and See' programme of study supplemented by resources provided by the teachers as well as the pupils. This ensures the programmes of study meet the requirements of the Religious Education Curriculum Directory.

Other world faiths are taught as part of the programme and the school has regular Multi-Faith days when a particular world faith is a focus across the whole of the school.

A range of visits to the local synagogue as well as other local places of worship helps to further deepen the pupil's understanding and strengthen community cohesion.

The quality of Collective Worship provided by the school

The quality of Collective Worship provided by the school is outstanding and prayer and worship is at the heart of each working day. Great care is taken to ensure Collective Worship is well planned, of high quality, inclusive and meets the needs of all the pupils.

In addition to learning traditional prayers, they are encouraged to write their own prayers and share them with their peers. Many of their prayers and thoughts are preserved in a spirituality book that moves up with the pupils as they pass through the school.

Every classroom has a focal point for prayer and lighted candles are a common sight in many classrooms and are regularly used in Religious Education lessons to focus the thoughts of pupils. There are also some beautiful statues located both inside and outside of the school including one of the Holy Family by the school entrance and another of Our Lady of Lourdes and St Bernadette. Both are a focus for worship at appropriate times in the liturgical year, including a traditional May procession and the crowning of Mary.

An outstanding class worship seen during the inspection, pupils were reflecting on Candle Mass. The pupils had prepared the assembly independent of the

teacher and used a very creative PowerPoint presentation. They were invited to consider what gift they would make to Jesus. Responses from the Year 6 pupils included "I would give him a physical form so that unbelievers would believe." Another said "I would give Jesus my love as he was rejected by others." Each was then given a pebble with the name of another child written on it which they had to pray for including making up their own prayers.

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