



# St Osmund's Catholic Primary School

URN: 102919

Catholic Schools Inspectorate report on behalf of the Most Rev. John Wilson Archbishop of Southwark

07–08 December 2023

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

#### Religious education (p.5)

The quality of curriculum religious education

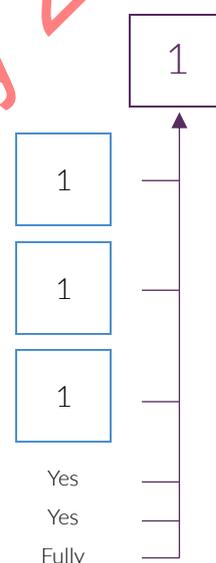
#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



## What the school does well

- A strong Christian moral purpose underpins the daily lives of this warm and welcoming Catholic school.
- Pupil's behaviour is exemplary.
- Pupils participate in prayer and liturgy with great reverence.
- There is a highly effective partnership between leaders at all levels.
- Pupils demonstrate a genuine enjoyment of religious education.

## What the school needs to improve

- Incorporate creative opportunities for pupils to express their learning in a variety of ways.
- Create moments of quiet reflection during prayer and liturgy.

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## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

#### Pupil outcomes

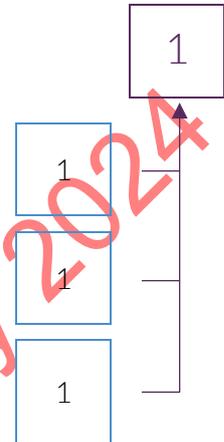
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

The quality of provision for the Catholic life and mission of the school

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are excellent ambassadors for Catholic education. They are proud of belonging to this loving and genuinely happy Catholic family. The Faith Council and Year 6 leaders play a significant role in strengthening Catholic life and mission. They are excellent role models and ensure everybody is recognised as a child of God. The mature manner in which Year 6 pupils take reception pupils to liturgical services and pray with them reflects the high level of mutual respect throughout the school. Behaviour in all areas of the school is exemplary as a result of profoundly effective pastoral care. Pupils speak warmly of their teachers to whom they can confidently turn. They know they can seek guidance and support from staff. Pupils have an excellent understanding of Catholic Social Teaching. It is evident in their responses to the needs of others in school and in the wider community, particularly older people through the local community project. Pupils understand and live the great commandment to love. For example, fundraising through Lenten bake sales and the recent sponsored bike ride to Paris, reflect the commitment of the school to others. A parent said, 'My children feel such love for the school and feel safe and inspired every day.'

The school is an exemplar of faith in action. The school motto, 'Show your faith by the way you live', is a visible and lived expression of 'loving God and one's neighbour'. From the moment pupils enter the school, they are welcomed into a Christian family where joyfully serving others is a way of life. Teachers fully embrace their own role in the school's Catholic life and mission. They play a significant role through outstanding pastoral care for pupils. Teachers care for each other. One teacher said, 'This school feels like a second home to us where we all pray, laugh, learn and share'. The school's environment celebrates the Catholic faith and recognises the contributions of the whole community in making the school a loving and spiritual place. In every part of the school, including each classroom, the faith is expressed and celebrated through artistic display, images and prayer tables. The school's understanding of Catholic Social Teaching is prominently displayed. It is enhanced by a canvas display,

'It takes all kinds of fish to make a school', to which all pupils contributed. Relationships, sex and health education programmes are thoughtfully designed with Church teaching in mind. They are appropriate to each year group.

Leaders and governors fully embrace their responsibility to develop and sustain an authentic Catholic way of life. In their vision and commitment to pupils, they demonstrate an understanding of this vocation to create a loving and spiritual environment with Christ at its centre. Governors are experienced and knowledgeable. Through the stewardship committee and frequent visits, governors have a detailed understanding of the school. A highly effective partnership between governors and school leaders ensures the Catholic life and mission of the school is given top priority in meetings and planning. Leaders and governors show a sincere commitment to staff, pupils and families. Governors take staff well-being seriously. As a result, teachers know they are cared for. Staff morale is high and teachers are clearly supportive of each other. They take full benefit of the opportunities on offer which enhance their well-being and feel valued by leaders and governors. The head teacher's partnership with local Catholic schools is excellent. It reflects the school's ambition to be an exemplar model of Catholic education. As a result of professional development, including the induction programme, teachers play a significant role in the Catholic life and mission of the school.

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## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

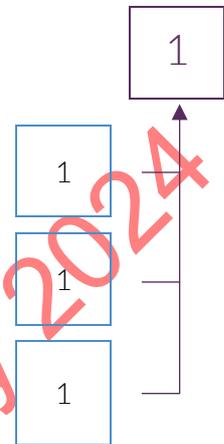
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Religious education is held in high regard by pupils. They enjoy lessons and engage thoughtfully and enthusiastically. This is evidenced by outstanding behaviour and the way they always settle to work quickly. Pupils greatly value the hard work and unstinting support provided by their teachers. They appreciate the range of teaching styles used by teachers. In one lesson, for example, pupils played detective and enjoyed guiding each other to an understanding of how we can use God's gifts. Pupils are always willing to learn and confidently speak about what they are learning. They are religiously literate and confident in using scripture to support their work. The presentation of written work is of a very high standard and shows pupils are proud of their achievements. Pupils engage with their learning and have a clear understanding of how well they are doing and how to improve. Outcomes in religious education, including for pupils with special education needs and/or disabilities, are strong and above the school average across all subjects. This is supported by the parents who recognise the strong outcomes of the pupils. A parent said 'I feel strongly that St Osmund's Catholic Primary School should be commended on their strong and inclusive dedication to religious education.'

Teachers of religious education are very committed to their pupils and know them well. They are effective in ensuring pupils are happy, confident learners by promoting a culture of praise and encouragement. This motivates all pupils to be the very best they can be at all times. Pupils of all abilities are challenged and supported appropriately by effective teaching. The school acknowledges there can be further opportunities for pupils to demonstrate their learning more creatively. High level questioning was a feature of many lessons. This encourages pupils to think for themselves and to challenge each other. In all lessons, students are given a clear direction for learning by staff. Lessons are well planned with appropriate adaptations being made or children working at different levels. Teachers are good at linking learning to pupils' lives with concrete examples of the meaning and impact of the Gospel, enhancing their understanding of scripture. Monitoring, assessment and analysis of pupils' progress is rigorous and consistent. This leads to targeted and effective support for pupils who may need further challenge or intervention. Teachers plan lessons in detail and these, together with resources, are shared across the school ensuring consistency. This contributes significantly to

outstanding outcomes. Lessons are well paced and tasks appropriately meet the needs of the range of learners.

Leaders and governors have a coherent vision for outstanding teaching and learning in religious education. They understand the strategic role religious education plays in the formation of a pupil's faith. Consequently, it is central to the life of the school. The head teacher has an excellent understanding of how to sustain an upward trend in outcomes in religious education. She meets regularly with the subject leader as part of her role in monitoring teaching and learning. The subject leader is very passionate about religious education. Her commitment to teachers and pupils is reflected in pupils' enjoyment of lessons and teachers' ability to inspire pupils to learn. Leaders have excellent knowledge of standards of attainment and progress and a clear understanding of how to support and challenge pupils, using data for religious education to ensure that the provision for all pupils is the best that it can be. This has led to pupil's enjoyment of lessons and excellent outcomes. The governors are effective in their role in both supporting and challenging senior leaders. They are kept fully informed through the head teacher's reports and regular visits to the school. Moderation within the local partnership of Catholic schools enhances teachers' expertise in teaching and assessment and ensures that the school is rigorously evaluating themselves against schools in similar contexts.

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## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

#### Pupil outcomes

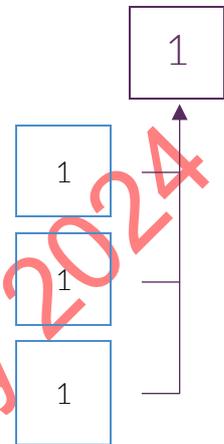
How well pupils participate in and respond to the school's collective worship

#### Provision

The quality of collective worship provided by the school

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



The manner in which all pupils participate fully and meaningfully when at prayer is profound. They respond with full, conscious and active participation. Pupils know why they pray and how prayer is an important part of their lives. They readily join in with all formal school prayers, but they also know there are different ways of praying, for example, praying at home and writing their own prayers. There are moments of silence but pupils should be given further opportunities to reflect more often during prayer and liturgy. Pupils understand there are many reasons to pray, for example, in sorrow, supplication and thanksgiving. Pupils know there is an extensive range of opportunities for prayer and liturgy that reflect the Church's liturgical year. They are always involved in preparing and leading occasions of prayer, particularly the weekly school assembly. They confirm that they often take responsibility for choosing the theme and readings appropriate to the time of year. The school is very supportive in developing pupils' faith. The impact is witnessed by one parent who said, 'I love how my child is starting to pray at night'.

Provision of a wide range of varied religious experiences for prayer and liturgy reflects the strong Catholic character of the school. They form the heart of every school celebration. Praying is a way of life. It has a tangible impact on the spiritual lives of pupils and all members of staff as evidenced by the sincerity with which they pray. A detailed programme of weekly liturgies is in place. Each class has a timetabled class worship in which pupils gather with their teacher to pray. Provision for prayer and liturgy is enhanced by the Holy Garden. The statue of the Holy Family and St Bernadette overlook the garden and the key stage two playground. Classes use these spaces regularly. The priest is an integral part of the provision. He is well known by staff and pupils who value his support. He also welcomes the school community to the church throughout the year to celebrate major liturgical feasts. Staff demonstrate high levels of commitment and set a positive example in prayer as both leaders and participants, which in turn inspires the pupils. Parents are always welcome to attend. One parent said, 'The school involves the parents often in mass as well as religious occasions'.

Leaders and governors have a real sense of vocation that ensures prayer and liturgy are central to school life. They fully embrace their responsibility and provide a wide range of opportunities for the

whole community to pray. Leaders and governors ensure that prayer and liturgy are integral to the growth of a Catholic, spiritual community. They demonstrate a thorough understanding of the Church's liturgical year. Governors know the school very well. They visit the school regularly and are proud of the way pupils come together and show respect for each other. The head teacher is passionately committed to building a totally inclusive Catholic community and serves as an outstanding model for staff and pupils. She is supported by teachers who demonstrate their own deep understanding of service in the way they conduct themselves and ensure that all pupils are included in preparing and leading prayer and liturgy. Staff are skilled in teaching pupils from an early age, to plan, prepare and deliver Collective Worship at an age-appropriate level.

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## Information about the school

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|--|---|
| Full name of school                            | St Osmund's Catholic Primary School   |
| School unique reference number (URN)           | 102919  |
| School DfE Number (LAESTAB)                    | 318/3324  |
| Full postal address of the school              | Church Road, Barnes London SW13 9HQ   |
| School phone number                            | 0208 748 3582   |
| Headteacher                                    | Michelle Lunney   |
| <b>Chair of Local Governing Body</b>           | Andrew Cole   |
| School Website                                 | <a href="http://www.st-osmunds.richmond.sch.uk">http://www.st-osmunds.richmond.sch.uk</a> |
| Trusteeship                                    | Diocesan  |
| Multi-academy trust or company (if applicable) | NA  |
| Phase  | Primary   |
| Type of school                                 | VA  |
| Admissions policy                              | Non-selective   |
| Age-range of pupils                            | 4-11  |
| Gender of pupils                               | Mixed   |
| Date of last denominational inspection         | February 2 <sup>nd</sup> 2017   |
| Previous denominational inspection grade       | 1   |

## The inspection team

Damian Fox  
Patrina Begley

Lead  
Team

## Key to grade judgements

| Grade | England              | Wales  |
|-------|----------------------|--|
| 1     | Outstanding          | Excellent  |
| 2     | Good                 | Good   |
| 3     | Requires improvement | Adequate and requires improvement                |
| 4     | Inadequate           | Unsatisfactory and in need of urgent improvement |