

St Anselm's Catholic Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique reference number | 102230 |
| Local authority | Harrow |
| Inspection number | 376684 |
| Inspection dates | 7–8 March 2012 |
| Lead inspector | Jennifer Barker |

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

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|--|--------------------------------------|
| Type of school | Primary |
| School category | Voluntary Aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 418 |
| Appropriate authority | The governing body |
| Chair | Loretta Moseley |
| Headteacher | Anne Monahan |
| Date of previous school inspection | 22–23 November 2006 |
| School address | Roxborough Park Harrow HA1 3BE |
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Introduction

Inspection team

Jennifer Barker

Additional inspector

Jane Richmond

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David Wolfson

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 24 lessons, led by 15 teachers, as well as some teaching of reading, and pupils' work. Discussions were held with staff, governors, groups of pupils and parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation, including the school development plan, assessment data and the minutes of meetings of the governing body. They considered the responses to questionnaires from 160 parents and carers, 89 pupils and 11 staff.

Information about the school

St Anselm's is a Voluntary Aided Catholic primary school of average size. There has been a change of leadership since 2010, when the interim headteacher was appointed to the permanent post. The school underwent a significant building refurbishment in the academic year 2009–2010. Over half the pupils come from minority ethnic groups and the proportion of pupils who speak English as an additional language is above the national average. Overall, the proportion of disabled pupils and those with special educational needs is above average, while the proportion of those who have statements of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is also below average. The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress. There is an after-school club, managed by the governing body. The school has achieved the first level of the Rights Respecting School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall effectiveness | 1 |
| Achievement of pupils | 1 |
| Quality of teaching | 1 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 1 |

Key findings

- This is an outstanding school. The headteacher has established an excellent, cohesive team and the work of the school is monitored and evaluated robustly. Leaders, managers and staff at all levels are motivated and enthused through the highly ambitious priorities set for excellence in teaching and its impact on learning.
- Achievement is outstanding. From skills that are broadly average on entry to the Early Years Foundation Stage, standards are well above average by the end of Key Stage 2. In particular, pupils' skills in reading and writing are exceptional and seen consistently in data across all year groups and in the quality of work in lessons and in books. However, those skills are not always used fully effectively so that pupils have opportunities for additional challenge through research and investigation.
- The quality of teaching is outstanding. In a third of the lessons seen, across both key stages, pupils' learning was exceptional, with a range of activities promoting collaborative and active learning, as well as opportunities for extended writing. Use of 'steps to success criteria' for marking ensures pupils are very clear about what they need to do next and so are able to improve their work continuously.
- Parents and carers are overwhelmingly positive about behaviour and safety in the school. The focus on rights, responsibilities and respect gives pupils ownership of their behaviour. The pupils show very high levels of engagement in lessons, with excellent collaboration in pairs and groups. Despite the lack of space in the outdoor environment, pupils from a range of cultures have excellent relationships.
- Professional development is aligned closely with the monitoring of performance and consequent priorities for improvement. As a result, leaders and managers, including teachers at all levels, are driving improvement through systematic evaluation and analysis of progress data. The curriculum provides an excellent range of opportunities across all subjects, with rich opportunities for pupils' spiritual, moral, and social development. However, planning to build on the cultural strengths of the school and to deepen pupils' understanding of different

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faiths is an area for development.

What does the school need to do to improve further?

- By December 2012, enhance the quality of the curriculum by:
 - increasing opportunities for pupils to apply their excellent literacy and numeracy skills across different subjects through challenge, research and investigation
 - broadening and deepening pupils' experience of different cultures, faiths and the arts, through links with the wider community.

Main report

Achievement of pupils

Pupils enter the Early Years Foundation Stage with skills that are broadly average across all areas of learning and make good progress. This is developed further in Key Stage 1, with a particularly strong emphasis on phonics (the sounds letters make) and reading so that their attainment at the end of Year 2 is significantly above average. This rapid progress is sustained across all year groups so that all pupils, including disabled pupils and those with special educational needs, are achieving significantly above the national average by the time they leave in Year 6.

Outstanding achievement was seen in lessons. Extremely well-planned links to prior learning and many opportunities for collaborative work through paired and group discussions lead to the rapid progress seen in writing in books. The close partnerships with home through the home–school link books ensure that pupils practise reading daily. They move quickly from the use of phonics to break down words for reading, to understanding text and reading between and beyond the lines. In Year 6, pupils are exceptionally skilful in developing study skills through highlighting key information in text. Pupils also make exceptional progress in writing.

In addition, the focus on key mathematical facts and links to learning and practising their skills at home, ensures pupils have exceptionally well-developed underpinning knowledge to work out the answers to calculations. Pupils have plenty of opportunities to use these skills for investigations and problem solving in numeracy lessons. However, such activities are not always planned across the curriculum to ensure pupils use their excellent skills independently for challenging problem-solving activities in a range of 'real-life' situations. Almost all parents and carers think their children are making good progress at this school.

Quality of teaching

The quality of teaching is outstanding. Many of the lessons seen were of the highest quality. Excellent relationships between staff and pupils and a wide range of activities

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for learning, such as role play and collaboration, and the use of interactive whiteboards for visual presentation, give pupils rich experiences for learning. For instance, in a religious education lesson, the story of the passion of Christ was linked to the groups of people around him and their different attitudes, such as being easily led by others. Pupils discussed and reflected thoughtfully on other historical instances, their own behaviour and relationships in making choices and exploring the moral dilemmas involved. Pupils are given numerous opportunities such as this to develop their spiritual, moral, and social skills. However, there are fewer planned opportunities to explore and deepen their experience of different cultures, faiths and the arts through their own and the wider community. Teaching assistants and teachers work well in partnership in lessons. Skilful modelling, demonstrations, preparation of additional resources to enhance vocabulary and sharing of support across all groups of pupils all contribute to pupils' exceptional achievement.

Good and exceptional teaching was seen across all subjects, with a number of examples of particularly well-planned cross-curricular links based around teachers' excellent subject knowledge. For instance, in an outstanding science lesson, pupils were fascinated by the teachers' practical demonstration of the workings of a steam engine in lighting up a light bulb. The subsequent, detailed explanations using the interactive whiteboard led to well-focused tasks and discussion, which expanded and deepened their understanding of Victorian technology and the modern world of electricity. In another lesson, highly enthusiastic teaching based around a text developed pupils' understanding and use of descriptive vocabulary. It was linked to healthy eating and creative self-portraits using healthy foods. Inspectors agree with parents and carers who, overwhelmingly, support the view that their children are taught well at the school, develop excellent skills in communication, reading, writing, and mathematics, and make excellent progress. However, opportunities are missed for pupils to use these outstanding skills to investigate and research information for themselves and extend and take their learning even further.

Behaviour and safety of pupils

This is an extremely happy and harmonious school, where pupils are highly motivated, encouraged and very enthusiastic about learning. As one pupil said, 'As you try harder, you feel more confident and you want to do more.' Overwhelmingly, parents and carers say their children are safe and outstanding behaviour was seen by inspectors in lessons and around the school. Rights, respect and responsibility underpin the approach to behaviour in the school. All pupils are involved in developing charters for behaviour in classes, at lunchtime and in the playground. They enjoy taking responsibility as buddies, ensuring that all pupils are happy and included. The outdoor environment is a small area for the numbers of pupils, but the governing body, together with pupils and parents and carers, is working to improve this. Already, new equipment and changes in arrangements for lunchtimes have had a beneficial impact on pupils' behaviour and enjoyment at break times. Pupils understand about different forms of bullying and when to involve adults. They feel very safe in school. There are few incidents, but these are quickly followed up by staff. Pupils have developed a thorough understanding of how to keep themselves

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safe, for instance when using information and communication technology (ICT) and about road safety. Attendance has improved as a result of closer working with parents and carers of those who were identified as being persistently absent and is now high.

Leadership and management

St Anselm's is a school that is ambitious about raising standards, which are already significantly above average. Since her appointment, the headteacher has developed a collaborative approach to leadership and management and ensured well-targeted professional development for staff at all levels. A highly successful focus on improving the curriculum and using assessment to plan learning has impacted hugely on improving teaching from being good to outstanding. Leaders and managers, including the governing body, have a particularly accurate picture of the school's strengths and areas for improvement. As a result, clear priorities for improving the quality of learning through the school's creative curriculum and improving the environment, including the playground, have been established. Inspectors were impressed by the high quality of teaching and cross-curricular links seen in lessons. There is still room for further development in planning and embedding greater opportunities for pupils to use their skills across the curriculum in order to accelerate learning even further. The governing body supports and challenges the school rigorously. All statutory arrangements are in place for safeguarding, with very thorough policies reviewed regularly.

The mission statement in this Christian faith school is 'learning and growing together through prayer, belief and love'. As a result of the religious teaching and opportunities for reflection about faith and belief, pupils' spiritual development is excellent. Moral and social understanding is also of high quality, as was seen in lessons and in the relationships between cultural groups around the school. The school's promotion of equal opportunities ensures discrimination is not tolerated. The use of the home-school link book in all classes engages with and keeps parents and carers well informed about their children's learning and the support they can offer at home. Other opportunities for parents' and carers' involvement in the curriculum are set up through regular parents' meetings, workshops, and dissemination of information through the school's website, newsletters, and the school managed learning environment.

All issues from the previous inspection have been addressed fully. Teachers use the excellent progress data to plan for all pupils using a steps-to-success approach, which ensures high-attaining pupils are challenged very effectively in lessons. The rigorous systems for self-evaluation, monitoring and review ensure that capacity to improve is outstanding.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 March 2012

Dear Pupils

Inspection of St Anselm's Catholic Primary School, Roxborough Park, HA1 3BE

Thank you for the warm welcome you gave us when we visited your school recently. We enjoyed our discussions with you and were impressed by your enthusiasm for learning and enjoyment in working and playing together. Thank you to those who completed the questionnaires. We found your responses very helpful. You go to an outstanding school and have excellent skills in reading, writing, and mathematics, which prepare you well for the future. Here are some of the best things we found.

- You enjoy school, make good friends, and are very well-mannered and courteous.
- The many visits and trips you go on help you with your work.
- You are extremely thoughtful and reflective about your beliefs and know very well how to do the right things.
- You like lessons which make links across different subjects and where you have opportunities to collaborate and role play.
- You are particularly good at taking responsibility and helping others.
- You enjoy reading stories as well as books that tell you about the world and make excellent progress in writing and mathematics.
- You like your teachers and teaching assistants and appreciate the way they help you progress.

Although your school is an excellent place to learn, we have asked your headteacher, teachers and the governing body to do more to help you to develop learning by yourselves in the following ways:

- providing more opportunities across subjects for research and investigation
- widening your experience of other faiths, cultures and the arts through the community.

Yours sincerely

Jennifer Barker
Lead inspector (on behalf of the inspection team)

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