



# DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

URN 101042

St Boniface Catholic Primary School

Undine Street

London SW17 8PP

Inspection date: 6<sup>th</sup> March 2018

Chair of Governors: Ms Luisa Eboweme

Acting Headteacher: Ms Lisa Platts

Inspectors: Ms Ann Oddy

Ms Frances Honis

## EDUCATION COMMISSION

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## Key for inspection grades

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

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St Boniface Catholic Primary School is situated in the Balham Deanery of the Archdiocese of Southwark. It is maintained by Wandsworth Local Authority. The principal parish which the school serves is St Boniface, Tooting. 100% of pupils are baptised Catholics. The average weekly curriculum time given to Religious Education is 10% in Key Stage 1 and Key Stage 2.

The school is a one and a half form entry school and takes pupils from 3 to 11 years old. The number of pupils currently on roll is 367. The school is significantly oversubscribed.

Pupil premium funding is received for 6.3% of pupils. This is well below the national average. Three pupils have an Education and Health Care Plan (EHC). In addition, 74% of pupils receive Special Educational Needs (SEN) support. This is well below the national average. The school has a very diverse intake in terms of social, economic and ethnic backgrounds, with twenty-one different home languages being spoken by pupils. 65% of pupils have English as an Additional Language (EAL).

The school has an Acting Headteacher, who has fulfilled this role since January 2018 following the retirement of the previous Headteacher.

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## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Boniface Catholic Primary School is an outstanding Catholic school because:

- St Boniface School is a caring community providing a high standard of education for its pupils in an attractive and beautifully kept learning environment. The school's Catholic identity is strong and its mission statement underpins all school policy and practice. Parents and carers are welcomed into the school community as partners in the education of their children. They are very supportive of the school and value the Catholic education it offers. Leaders and managers are committed to the Church's mission in education and dedicated to their service to the school.
- The school has a rich and vibrant Catholic life. It celebrates the feasts and seasons of the Church and Catholicity permeates all areas of the curriculum. It is reflected in the inclusive nature of the school and in the excellent relationships between members of the school community. Pupils are proud of their school and are responsible members of it. Their behaviour is exemplary, showing consideration and courtesy both in the classroom and around the school.
- High quality teaching and learning in Religious Education ensures that all groups of pupils make good progress and achieve well. Pupils enjoy their Religious Education lessons and take a pride in their work. Interesting activities and visits enrich and enhance the Religious Education curriculum. Religious Education is very effectively led and managed and is at the heart of the school curriculum.
- The school's Collective Worship and prayer life is outstanding. Prayer and worship opportunities reflect the liturgical year and provide many occasions for the school to celebrate as a worshipping community. These occasions are highlights of the school year for parents and pupils. Prayer forms an integral part of the school day and school life.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

There are no significant areas for improvement. The school should continue to work to:

- Continue with the school's identified focus on developing current systems of monitoring and assessment in Religious Education, including peer and self-assessment of pupils' work.
- Increase the number of pupils attaining the higher levels in Religious Education by ensuring assessment opportunities enable pupils to provide evidence of higher level attainment.



## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### Catholic Life

1

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

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

### Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

2

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

### Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1

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## CATHOLIC LIFE

1

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- St Boniface School has a rich and vibrant Catholic life which embraces and supports pupils and to which they respond very positively. They relate to the child friendly summary of the mission statement 'St Boniface is a happy place to work and learn' and know that they have a responsibility towards creating and maintaining this.
- Pupils are proud of their school and have a real sense of belonging. They know they are one family and are inclusive and supportive of each other, regardless of ethnic, social or economic differences. Social events held by the Friends of St Boniface help to encourage school families to enjoy socialising together and to celebrate cultural diversity. An example is the annual Carnival, which is well attended and very much enjoyed.
- Pupils are aware of the needs of others and understand the importance of caring for all, within their school community and beyond. They know that others may be less fortunate than themselves and support a wide range of local, national and global charities. They can relate this to Jesus' message to love one another. Examples include pupils providing Christmas gifts for the elderly in a local care home, collecting provisions for a homeless charity and provision of goods for refugees in Calais. This also formed part of the Collective Worship observed as part of this inspection.
- Pupil behaviour during this inspection was excellent. Pupils are calm, respectful and considerate towards each other in lessons and around the school. They are welcoming and helpful to visitors and enjoy talking about their school, describing it as a warm and happy place.
- Pupils know they will be supported if they have any anxieties and are confident that any problems are speedily resolved. Strong pastoral care systems are in place to identify pupils' needs and address these, using in-school and external support as appropriate. The school is currently training an Emotional Literacy Support Assistant (ELSA) to be available in school. Pupils interviewed as part of this inspection felt adults were always approachable and class worry boxes were available in classrooms for pupils to use.
- A rich programme of celebrations and events in the Catholic Life of the school ensures that pupils identify as part of a Catholic community. All school Masses are held in the Parish church, strengthening links with the Parish community. Parents commented on the good links with the Parish.
- The inclusive nature of the school embraces all its pupils, valuing every individual. Although the numbers of pupils with Special Educational Needs (SEN) and those



from disadvantaged backgrounds are relatively small, they are appropriately supported to ensure full participation in all aspects of school life.

- Parents are very appreciative of the school. One wrote, “They do everything for the development of our children. We are very happy.” An exceptional number of parental questionnaires distributed as part of this inspection were returned. These were overwhelmingly positive, indicating a high level of support for the school. Another parent commented, “We do not have the support of immediate family to support our son in gaining the values of his faith but St Boniface has filled this gap in assisting us to bring up our child in the Catholic faith and through his education and learning to allow us to reflect on the importance of faith in our everyday lives.”

**The quality of provision of the Catholic Life of the school is outstanding.**

- The school’s mission statement reflects its commitment to the Church’s mission in education. It underpins all school policies and practice. It is displayed around the school and is regularly reviewed. A short, child friendly summary of the mission statement makes it accessible and meaningful to the pupils, who are encouraged to apply it to all aspects of their lives, within school and beyond. An example was the opportunity to fulfil a Lenten task. One pupil’s task was to greet whoever picked her up from school with a smile. She took this very seriously and carried out her task with great joy.
- The school’s Catholic identity is clear in the importance given to prayer and worship and the many celebrations of liturgical feasts and seasons. It is also evident in the prayer focus areas, displays and religious artefacts around the school. The school makes exceptional use of the limited space available to clearly proclaim and celebrate its Catholic identity.
- Pupils’ spiritual and moral development is actively fostered and nurtured. Pupils are offered a range of opportunities including parish and school Masses and liturgies. Pupils spoke enthusiastically of their visit to the Wintershall Passion Play, describing it as a wonderful and very special experience.
- Staff are committed to the school’s mission and to playing their part in the school community. Pastoral care includes support for vulnerable pupils, senior staff providing greeting and reassurance for pupils at the start of the school day, provision of an ELSA assistant and ensuring pupils with any worries or problems are easily able to talk to staff. The school is working towards accreditation as a communication friendly school and has recently held an Autism Spectrum Disorder (ASD) anxiety coffee morning as part of its provision for parents whose children have a diagnosis of ASD.
- Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) programmes are well established and regularly reviewed. The school’s RSE statement is published on the school website and materials used in delivering the scheme are available for parents to view if they wish.



- The school is developing and embedding the PATHS programme which is designed to support and empower pupils in a range of social and emotional skills including developing positive peer relations and interpersonal problem solving.
- All members of the school community are aware of the high standards of behaviour expected by the school, including inclusivity and concern for each other and the environment. Pupils are aware of the need for justice and forgiveness and their responsibility for their own actions. The very good relationships between members of the school community reflect their commitment to the school and to each other.
- Staff form a cohesive team and are supportive of each other, particularly when individuals are experiencing difficult times. For example, staff undertook a Moon Walk to raise funds in support of a colleague undergoing treatment. A member of staff spoke appreciatively of the welcome she had been given when she joined the school and how she felt happy and supported.
- Parents commented on the excellent relationships between parents, staff and pupils. Parents interviewed as part of this inspection all said they felt welcome in the school and were confident that any concerns would be listened to and addressed.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- Leaders and managers are wholeheartedly committed to the Church's mission in education and to maintaining and developing the school as an all-embracing Catholic community.
- School leaders are good role models and inspire a staff team united in delivering an education in which each child's academic, moral and spiritual development is nurtured and developed. All members of the leadership team are practising Catholics, actively involved in their own parishes.
- The governing body is committed to developing and supporting the Catholic life of the school. They regularly attend events and celebrations and feed back to the governing body. Governors are fully involved in strategic planning and fulfil their duties of support and challenge. This is reflected in governing body minutes.
- The governing body reflects the diversity of the school community and has a wealth of skills and expertise which they readily offer in the service of the school.
- The school's self-evaluation of its Catholic life is comprehensive and accurate. It should now be extended to be more evidence and impact based. The Catholic life of the school is evaluated annually and informs the school development plan.
- The school has a Religious Education working party. This reviews current practice in the school and reports back to the governing body. Findings are discussed and evaluated and inform school strategic planning.



## RELIGIOUS EDUCATION

1

**How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils enjoy their Religious Education lessons and are keen to do their best. In the lessons observed, pupils were interested and engaged. They responded thoughtfully and confidently to teachers' questions, demonstrating a high standard of religious literacy. Pupils speak appreciatively of their lessons and recognise the importance of Religious Education to their own lives. Religious Education is well resourced and this was commented on by pupils.
- Pupils take a pride in their work and enjoy talking about their learning. They show good knowledge and understanding of the topics they have studied and demonstrate a high standard of religious literacy. The whole school focus on developing the speech and language skills of pupils extends to and includes the development of religious literacy.
- All groups of pupils, including those with special educational needs or for whom pupil premium funding is received, make good progress and achieve well. Differentiation and appropriate support ensure that pupils are challenged and enabled to achieve their potential.
- Standards in Religious Education are high with the great majority of pupils achieving or exceeding age-related expectations at the end of Key Stage 2. Relatively few pupils attained the higher levels in 2017, however this may well reflect assessment procedures, rather than a drop in standards. The school should now closely monitor assessment opportunities for more able pupils to enable them to show evidence of working at the higher levels.
- Pupils are encouraged to explore social issues and moral dilemmas and are able to do this thoughtfully and sensitively, applying skills and knowledge acquired in Religious Education and always with the consideration, 'What would Jesus do?'. They know they have a responsibility to the environment and can discuss how best they can fulfil this.
- Parents and carers are encouraged to support their children's learning in Religious Education. They are kept informed regarding Religious Education topics and events and value the Catholic education the school offers. A parent wrote, "I am very pleased with the Catholic ethos of the school. The school also supports my child in his spiritual development."



- The study of Other Faiths is well established in the school and is enriched by visits to places of worship. Work on Other Faiths is explored creatively to good effect and is evident in the class Big Books.
- Big Books document classes' spiritual and Religious Education journeys throughout the school. This creative approach is valued and enjoyed by the pupils.

**The quality of teaching and assessment in Religious Education is good.**

- The school follows 'The Way, the Truth and the Life' programme of Religious Education and includes some elements of the 'Here I am' programme. Curriculum time provision is in line with the requirements of the Bishops' Conference.
- Four lessons across three Key Stages were observed as part of this inspection. School monitoring judges standards of teaching and learning to be consistently good with elements of outstanding practice. This is in line with the findings of this inspection. In the majority of lessons pace was very good, learners were focused and engaged and challenging questions enabled pupils to think deeply and reflect on their learning. In one instance, better use could have been made of visual cues to scaffold the learning and interest and engage learners. Lessons observed showed good use of questioning, and employment of higher order thinking. Other adults were effective in challenging pupils to think more deeply about their learning and in providing support to enable learners to access the curriculum.
- Effective use of questioning has been a focus for school development. The impact of this can be seen in teaching and learning and in the use of Big Questions, which encourage pupils to ask and reflect on questions that require them to think deeply and critically.
- Marking is regular and in line with the school marking policy. It is affirmative and there is some evidence of developmental marking. Pupils respond well to teachers' questions and suggestions, recognising that it helps them to deepen their understanding. Work in pupils' books is of a high standard.
- A planned programme of assessment includes teacher assessment and evidence from a number of sources. The recently introduced new assessment approach in line with national assessments in other core subjects. Religious Education attainment and progress data is now being recorded on class overview sheets. This will bring Religious Education in line with Reading, Writing and Mathematics in terms of pupil tracking, enabling progress and attainment to be more closely monitored for individuals, whole cohorts and groups of pupils. Moderation of assessment takes place in school and at deanery level.



- The school should now consider introducing peer and self-assessment to enhance current assessment systems and to further involve pupils in their own learning.
- Assessment data is used to inform planning and school improvement. As newly introduced schemes of assessment and pupil progress tracking become embedded, the school will be able to compare and evaluate progress in Religious Education throughout the school over time.
- School self-evaluation indicates that teaching and assessment in Religious Education is good and this is in line with the findings of this inspection.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.**

- School self-evaluation of monitoring and the use of assessment data in Religious Education needs to be more fully documented in the School Self-Evaluation Form (SEF). It currently includes little evidence of this, or how it is used to plan improvement, although evidence seen as part of this inspection clearly indicates that this is taking place.
- Religious Education is seen as an important area of the school curriculum and as an important contribution to the ethos and Catholic life of the school. School leaders and governors ensure that this is recognised in provision and resourcing. Religious Education receives an appropriate budget share.
- Leaders and governors conduct a range of systematic monitoring activities relating to provision and outcomes. These include lesson observations, work scrutiny and learning walks. Monitoring of lesson observations is well documented. The school should now consider putting other areas of monitoring e.g. work scrutiny, learning walks and Collective Worship, on a more formal basis. The link governor for Religious Education is conscientious in his role. He plays a full part in the monitoring of Religious Education and the school's Catholic Life. Regular meetings with the subject leader and visits to the school keep him well informed regarding provision and standards and he regularly disseminates this to the full governing body.
- Development planning in Religious Education is part of whole school development planning. It details clear steps for improvement, lines of responsibility and timescales.
- The subject leader for Religious Education is enthusiastic and committed to her role. She contributes to development planning and provides training and support for her colleagues. She participates in deanery and diocesan training and disseminates this



to ensure the staff team are kept up to date with recent developments and good practice in Religious Education.

- The Religious Education curriculum meets the range of pupils' needs and shows continuity and progression. It is enhanced by links with the parish, the community and wider agencies.
- Sacramental preparation is recognised and celebrated within the school community and linked with the Religious Education curriculum.

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## COLLECTIVE WORSHIP

1

**How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.**

- Collective Worship and prayer are central to the life of the school. Pupils recognise this and respond very positively.
- Three acts of Collective Worship were observed as part of this inspection. These included whole school Collective Worship and two class acts of worship. All were based on Gospel messages and the liturgical season and encouraged pupils to take these messages out into their own lives. Pupils were respectful and reverent, maintaining a calm atmosphere throughout. They responded thoughtfully to questioning, sang tunefully and made it a prayerful occasion. Even the youngest pupils in the Nursery Class knew that this was a special time to come together for prayer and reflection and responded positively and appropriately.
- Pupils are familiar with the traditional prayers of the Church and with composing their own prayers. Prayer is part of school daily life and pupils contribute to this in a variety of ways; writing prayers, joining in group prayers, singing joyfully and acting with reverence. Pupil chaplains maintain the class prayer focus areas, lead prayers and suggest prayer intentions.
- Pupils interviewed as part of this inspection spoke of how much they enjoyed celebrating the feast days of their class saints as well as that of their school patron saint, St Boniface. These were clearly special days and very significant to them.

**The quality of provision for Collective Worship and Prayer Life is outstanding.**

- A wide range of Collective Worship and prayer opportunities are a feature of the school. These include Masses at the parish church, celebrations of Holy Days and feast days (including the feast of the school's patron saint, St Boniface) and events in the liturgical year. Pupils and parents spoke appreciatively of the May Rosary procession and the Stations of the Cross liturgy.
- Provision includes offering pupils the opportunity to engage in different forms of prayer and pupils respond very positively. Pupils enjoy quiet reflection as well as class prayers and writing their own prayers. They know it is a time to develop their relationship with God and to pray for their needs and the needs of others. They contribute their own prayers to class prayer books and to school displays.



- Parents and carers are welcomed and encouraged to participate in the school's Collective Worship and prayer and value being part of this aspect of school life. One parent mentioned the school carol service, which "brings the true meaning of Christmas to life and is a highlight of my year."
- Collective Worship is well planned and resourced.

**How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.**

- Leaders and governors are committed to ensuring high quality provision for Collective Worship and prayer and regard this as essential to their mission as a Catholic school.
- Worship is carefully planned so that style and content offer a range of provision to pupils and all members of the school community.
- Leaders lead the school in a rich and fulfilling experience of the Church year, encouraging pupils to understand its traditions and to make these an enriching part of their own lives. Pupils speak appreciatively of school celebrations and enjoy taking part.
- Themes are linked to topics studied in Religious Education, the liturgical year, school events and celebrations and events in the community and wider Church.
- Governors and school leaders monitor this aspect of school life, providing feedback to the governing body and informing school development planning.
- Prayer focus areas are a feature of every classroom and reflect the liturgical year and themes in Religious Education. They are the responsibility of the pupil chaplains who are conscientious in ensuring they reflect the liturgical year.
- Provision is also made for staff spiritual development, recognising the importance of prayer and worship to all members of the school community.
- Parents are welcomed and actively encouraged to join the school for Masses, liturgies and celebrations. One commented how much she enjoyed being part of "...the strong Catholic ethos at St Boniface School. Lovely assemblies and frequent school Mass at St Boniface church."