



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 101052

St Anselm's Catholic Primary School
19 Tooting Bec Road
London
SW17 8BS

Inspection date: 14 October 2014

Chair of Governors: Mr Anthony Bell
Headteacher: Mrs Christina Macauley
Inspectors: Mrs Joan Lenahan
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EDUCATION COMMISSION

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SECTION 48

Introduction

Description of the school

St Anselm's is a one form entry voluntary aided Catholic primary school. It is situated in the Wandsworth Deanery of the Archdiocese of Southwark. The school is maintained by Wandsworth Local Authority. The principal parish which the school serves is St Anselm's, Tooting Bec. The proportion of pupils who are baptised Catholics is 99.5%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 211. The proportion of pupils receiving the Pupil Premium is well below average at 0.8%. Around 4% of pupils receive extra support in class. The number of pupils with statements of special education needs is 3. The majority of the school's current pupils are from White British families. The number of pupils who speak English as an additional language is 28%, which is above the national average, although few are at the early stage of acquisition.

Date of previous inspection:

25 November 2009

Overall Grade:

1

Key for inspection grades

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

The provision of Catholic education at St Anselm's is outstanding. Leaders, governors and managers are deeply committed to the Church's mission in education and their effectiveness in promoting its Catholic life is excellent. It is a warm, welcoming, happy school with a shared vision of what it means to be a Catholic community and it is dedicated to the development of the spiritual, moral, academic and pastoral needs of all its pupils.

The school has excellent links with the local parish. Pupils learn to be active members of the parish community and as a result flourish in their personal faith journeys. The school benefits from its 'generational landscape' of personnel as several parents, teachers and support staff are past pupils and members of the local parish.

Prayer and worship are set at the heart of the school. Provision for Collective Worship is detailed and comprehensive with well-planned programmes linked to the liturgical year, the Religious Education programme and the lives of saints.

Teachers set high expectations, plan creative and challenging lessons and elements of outstanding practice is in evidence. Pupils' behaviour is exemplary as they are respectful, caring and courteous.

There is an exceptionally strong commitment by the school community to work to help others, locally, nationally and globally.

Parents are overwhelming supportive. The following quote summarises the comments of many parents, citing that they view the school as a place where pupils receive "spiritual guidance, act responsibly and where Religious Education is interwoven with the Catholic life of school and parish."

The school has successfully addressed issues raised at the last inspection (September 2009). The capacity for the school to improve even further relate to governance placing monitoring on a more formal level, developing links with the wider local community and reviewing curriculum provision to incorporate a whole school approach to teaching about World Faiths.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

In order to improve even further the Governors, Headteacher and staff should:

- Consider appointing a link governor for Religious Education.
- Seek out further opportunities for pupils to establish links with other schools in the locality to enhance their cultural development.
- Review provision for the World Faiths programme in line with Diocesan guidelines.

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

Pupils take full advantage of and benefit from the myriad of opportunities the school has to offer. They express their beliefs with confidence and are able to reflect on the teachings of Jesus. The tenets of the mission statement are clearly understood as seen in the writings of older pupils. However, leaders have identified that the wording needs to be made more child friendly and plan to address this. Pupils value and respect others as demonstrated in their attitudes to work, pride in their school and commitment to its Catholic ethos and link with the parish church. The Parish Priest contributes to the pupils faith formation on a weekly basis, an example being the reflection and blessing he gave to close the Year 2 class assembly on the theme of 'Harvest'. The Priest's contribution is greatly valued by pupils, parents and staff.

Pupils benefit from the annual 'Theme Week', which focuses on a whole school approach to developing personal faith. This was evident in the pupils' contributions to the theme of 'Endeavour' where each year group studied the life of a saint who exemplified endeavour. The study of rights and responsibilities in line with those expressed in United Nations Charter for the Rights of Every Child are studied offering the older pupils the opportunity to reflect on how followers of Jesus should strive to protect the weakest members of society. Pupils are fully aware of the needs of others in the wider community as each year group has a charity focus.

The pupils' demonstrate an aura of pride in their school. They feel safe and are very happy at St Anselm's.

How well pupils achieve and enjoy their learning in Religious Education

Overall, standards achieved in Religious Education are very high. The attainment of pupils is in line with that achieved in literacy. Progress in each key stage is very good. Pupils are keen to do well, apply themselves in lessons and generally work at a very good pace. By the end of Key Stage 2 pupils have developed the ability to tackle challenging questions. This was seen in a Year 5 lesson where pupils explored co-creation and de-creation in the context of the theme 'Stewards of God's Creation'.

Pupils enjoy their lessons and their behaviour is exemplary in class. They are able to work collaboratively and remain on task when asked to explore a topic. Responses by pupils to challenging open-questions reveals their ability to engage with the subject whilst also using appropriate Religious Education vocabulary. The quality of learning for pupils with special educational needs is excellent as pupils are very well supported with engaging differentiated tasks and the effective deployment of classroom assistants.

How well pupils respond to and participate in Collective Worship

Acts of Collective Worship engage pupils' interest and inspire them to reflect and respond. Pupils are at ease when praying and view prayer as a fundamental part of school experience. For example, there are four regular times throughout the school day when pupils join together in class prayer. The pupils participate readily and with reverence when teachers use the imagery of lighted candles during reflection time in lessons.

Weekly class assemblies contribute to the moral and spiritual development of the pupils and make Gospel messages explicit through drama, music, presentation of work and personal reflection. During the inspection these elements were all seen in an outstanding 'Harvest' assembly led by Year 2. Key Stage 2 pupils have a rota to participate in the celebration of the Mass in the parish each week as well as being involved in the preparation of whole school Mass to celebrate significant events in the school year.

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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

Leadership and management is outstanding in its promotion and evaluation of provision for the Catholic life of the school. The Headteacher is dedicated to the school and committed to Catholic education. She has a clear vision of what a Catholic school should be, a vision she shares with, and is well supported by, an informed governing body. The School Development Plan effectively promotes the spiritual, moral and cultural dimension of the Catholic life. The school's self-evaluation (SEF) is thorough and gives an accurate reflection on strengths and areas for development. Leaders monitor provision, worship and liturgies regularly through observations and discussions with pupils and parents.

Links with the local parish are fostered through weekly visits from the Parish Priest, who is also a governor. Throughout, there is evidence of a seamless partnership between school, parish and staff working as a community for the mutual benefit of all. 'The Wednesday Word' is sent home weekly, thereby strengthening parish links as it serves to enable pupils and parents to reflect on the message of the Sunday Gospel.

Parents are overwhelmingly supportive of the school. They appreciate the open invitation to attend school liturgies and assemblies with high levels of attendance. Those interviewed spoke enthusiastically about the Headteacher's leadership, dedication of staff and the excellent pastoral care. The large number of written accolades on the questionnaires supported their views and this quote encapsulates the views of the majority. "St Anselm's is a school where being a Catholic is interwoven into every aspect of school life as well as having unique and valuable connection with the parish church."

Leaders have identified the need to build on current links with other Catholic schools and schools in the local community to further enhance staff and pupils' cultural development.

Display and icons throughout the school demonstrate the school's Catholic identity.

Cross-curricular activities such as dedicated 'Theme Weeks', Year 4 retreat and dedicated time for hymn practice weekly all contribute enormously to the promotion of the spiritual life of the school.

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

Monitoring and evaluating provision for Religious Education is given high priority.

Assessment is integral to teaching and these are referenced to levels descriptors from the Catholic Directory. Leaders use an excellent evaluating tool in the form of 'Impact Statements'. These are a concise and valuable method of monitoring provision as each half-term the headteacher reviews what the pupils have been taught in each year group, evaluates its impact on the practice of their faith and looks for ways in which the programme can be enhanced. Following these exercises, the impact statements form the basis for discussion with teachers at the beginning of each year and where enhancements

are identified they are subsequently incorporated into lesson plans.

The school has focused on raising attainment in Religious Education since 2010 and data shows that there is now parity with levels of attainment in literacy in both key stages.

The Religious Education co-ordinator is relatively new to the post. She is proud to lead the subject and has the enthusiasm and vision to build on current provision. Establishing links with co-ordinators in local Catholic schools with a view to sharing moderation exercises and good practice would further enhance her level of expertise. The Headteacher meets with the co-ordinator weekly to review policy, progress and opportunities for enriching the Catholic dimension of pupil's learning.

Governors are pro-active in evaluating provision through termly reports from the Headteacher, visiting the school and receiving verbal reports from leaders. Provision for monitoring and evaluation would be further enhanced with the appointment of a link governor for Religious Education and establishing a more formal reporting system between the Religious Education co-ordinator and governors.

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

The quality of teaching is never less than good and often outstanding. Relationships between teacher and pupils are outstanding and the behaviour of pupils is exemplary in class. Lesson plans pay due attention to pupils' spiritual and moral development with opportunities for pupils to contemplate and reflect on how their learning impacts on their lives. Teachers plan lessons in a purposeful manner, build on prior attainment whilst also focusing on concise learning intentions. Where lessons are outstanding, planned tasks and lively pace sustain and challenge the interest of all ability levels. To raise standards even higher, teachers should aim to incorporate more extension tasks in lessons for the more able. The use of open-ended and probing questions that challenge pupils to think is a key feature of excellent teaching. Pupils' achievements are acknowledged and their self-worth is nurtured through encouragement and praise. Marking of pupils' work is affirmative with elements of self-assessment and good use of 'next steps' approach in some classes. This high level of marking now needs to be implemented throughout. Classroom assistants are effectively deployed so that pupils with special educational needs participate fully in lessons.

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

All classes receive the full allocation of 10% of curriculum time for Religious Education. The Religious Education syllabus: *The Way, The Truth and The Life* is extended and enhanced by a variety of other relevant opportunities. Enrichment programmes include: 'Theme Weeks', year groups study the lives of a wide number of saints and CAFOD sessions for Key Stage 2 pupils on the theme of Justice. Throughout the school outstanding displays highlight learning in Religious Education. Of note are: the Year 4 display about what pupils have learnt about the Bible and the Year 5 inter-active display about Darfur where powerful symbols are used very effectively to depict the plight of refugees with the pupils' prayerful responses.

Pupils take advantage of and benefit from the rich opportunities for spiritual and moral development that are provided in school by the Parish Priest's weekly visits, their involvement in the liturgical life of the parish and visits to places of religious interest or significance, for example, to Aylesford, Southwark Cathedral, Year 6 visit to All Saints Anglican Church and St George's Cathedral.

The Sex and Relationships Education programme is cross-referenced with Religious Education and the curriculum is based on the Church's teaching and Gospel values.

Provision to teach pupils about the major world faiths is limited to one year group. The school needs to address this and bring the programme into line with Diocesan guidelines.

The quality of Collective Worship provided by the school

The quality of Collective Worship provided by the school is outstanding. Prayer and worship is a central part of the school's ethos. All members of staff attend worship and the responsibility of leading and planning worship is evenly distributed across teaching staff. Liturgies are made more prayerful through excellent use of music. Pupils value their classroom prayer focal areas and realise, as confirmed in discussions with them, that they help them to reflect and understand the meaning and purpose of worship.

Assemblies are joyous and reverent occasions. Each week, pupils have the opportunity to learn about the Gospel message in key stage assemblies. Classes take turns to prepare a weekly whole school assembly. These assemblies are forums for pupils to celebrate themes studied in Religious Education lessons and lead the school in prayer. Planning of acts of worship is thorough and pupil participation centres on scripture readings, use of drama and role play, music, presentation of work and time for personal reflection. There is a well-planned schedule for pupils to participate in the celebration of the Mass and pupils benefit by being involved in their preparation. The quality of Collective Worship is greatly enhanced by regular input from the Parish Priest.

The liturgical calendar is used very effectively to involve pupils in Advent and Lent, including services of reconciliation and the Benediction Service in church. There is a wide range of opportunities for the school community to pray together and as individuals, examples being Year 3 Remembrance of the deceased in November and Year 4 Praying the Rosary in October. Due priority is given to pupils learning the formal prayers of the Church. Provision for pupils' spiritual and moral development through acts of worship is excellent.

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