



DENOMINATIONAL INSPECTION REPORT

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

URN 101052

St Anselm's Catholic Primary School

19 Tooting Bec Road

London

SW17 8BS

Inspection date: 30 September 2019

Chair of Governors: Mrs Clare Bradbury

Headteacher: Ms Hattie Elwes

Inspectors: Ms Ann Oddy

Ms Michelle Wilson

EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR
Tel 01689 829331

Director of Education: Dr Simon Hughes



Key for inspection grades

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

FULL REPORT

INFORMATION ABOUT 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, with some pupils also from the parishes of St Boniface, Tooting and Holy Ghost, Balham. The proportion of pupils who are baptised Catholics is around 100%. The average weekly proportion of 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 208. The proportion of pupils for whom Pupil Premium funding is received is around 2%, which is well below the national average. The proportion of pupils with special educational needs and / or disabilities (SEND) is 7%. Of these, two pupils have a statement of special educational needs or an education and health care plan (EHCP). White British pupils form the largest ethnic group at 43%, followed by pupils from Eastern European backgrounds at 11%. 22% of pupils come from homes where English is spoken as an additional language. There have been significant changes in school leadership since the last inspection. The current Headteacher was appointed in 2016. Most of the current governors have been appointed since 2016 and the current Chair was elected in 2018.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Anselm's Catholic Primary is an outstanding school because:

- St Anselm's provides a high quality educational experience which is supported and enriched by its strong Catholic ethos. All are welcome in this school community. Excellent relationships between staff, parents and pupils are a feature of the school. School leaders and governors have a clear vision of excellence in Catholic education and show dedication and commitment to delivering this at St Anselm's. Pupils are polite and courteous. Their behaviour is exemplary. They are kind and supportive of each other and enjoy being part of their school community. The school enjoys very close links with the parish and priests from the parish make a valued contribution to the school community.
- The mission statement is at the heart of school life. Pupils know it is important to themselves and their school and that they have a responsibility to ensure that it is evident in all aspects of their behaviour and learning. Governors, school leaders and staff are committed to promoting the wellbeing and personal development of each pupil. Pastoral care is excellent. Pupils are encouraged to consider the needs of others, in their local community and beyond. They are active in fundraising for those in need.
- Standards in Religious Education are high. All groups of pupils make good progress and achieve well. A wide range of cross-curricular activities enrich the curriculum and help to inspire and motivate pupils. Pupils enjoy Religious Education and appreciate its relevance to their own lives. Pupils' work is beautifully presented, indicating pride in their work.
- High quality collective worship nurtures pupils' spiritual growth and their knowledge of the celebrations and traditions of the Church. Pupils respond reverently and with respect. They are active participants and enjoy being part of this worshipping community. They are familiar with the traditional prayers of the Church and are at ease composing and contributing their own prayers. They know that prayer helps to deepen their relationship with God and that their prayers can help others.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Extend the current school development plan and Religious Education action plan to include success criteria, milestones and expected timescales in order to facilitate the monitoring and evaluation of progress towards objectives and inform future planning.



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.

1

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



CATHOLIC LIFE

1

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

- Pupils are fully involved in the Catholic life and mission of the school. They are aware of the school mission statement and know it is central to school life, together with the school motto. They have a strong sense of belonging to the school community and know they have responsibilities to the school, to each other and to the wider community.
- Pupils know they are listened to and that their suggestions will be considered, enabling them to play an active role in evaluation and school improvement. The pupil chaplains led an initiative to rename the houses in school. They conducted research into the saints being considered, led an assembly to tell the school about them and held a vote to decide which to use.
- The behaviour of pupils is exemplary. During this inspection they were exceptionally polite, thoughtful and courteous in lessons and around the school. They know the importance of forgiveness and can relate this to the teachings of Jesus. They can listen to and consider the views of others and are happy to celebrate the successes of their peers. A parent commented, 'My two children are very thoughtful and respectful of others and show a strong desire to help them. I credit the beautiful Catholic ethos and teachings of the school for much of this'.
- Pupils are given many opportunities to take responsibility. These include Buddies, Head Boy and Head Girl, Prefects and Pupil Chaplains. They are conscientious in these roles, seeing them as an opportunity to serve their school community and as part of their sense of vocation. The newly created 'Green Prefects' are committed to making the school more environmentally friendly.
- Pupils are aware of the needs of others and of the importance of social justice. They are active in fundraising for charities, including CAFOD and Aid to the Church in need. Year 5 pupils raised money for refugees, linking this to their lessons in Religious Education. Pupils also support parish events for the elderly, attending and helping at 'Soup and Sandwiches' at Christmas and the Senior Citizens Christmas party.
- Pupils know they have a duty to care for the Earth, our common home. A recent science week focused on 'Laudato Si' and all classes participated in presenting posters illustrating different aspects of caring for the environment. 'Laudato Si' is also linked with the Religious Education curriculum.
- Pupils participate in the school's chaplaincy provision and respond positively to the programme of visits and retreats. These include visits to other places of worship, an



annual overnight pilgrimage to Aylesford and diocesan events such as Picnic and Praise.

- Pupils feel safe and happy at school. They know that adults will always help them if they have any problems and that they have a duty to care for and help each other. Evidence includes parental surveys conducted by the school and pupils and parents interviewed during this inspection. A parent commented, 'This school has got a heart and the children are at the centre of that heart'. Another said, 'The children care for each other. It is wonderful to see the older pupils being kind to the younger ones'.
- Relationships and Sex Education (RSE) is well established in the school, fostering pupils' understanding of loving relationships in the context of a Christian understanding of sexual love.
- Pupils deeply value and respect the strong Catholic tradition of the school and know they are part of the wider Catholic family. Excellent links exist with the parish, the deanery and the diocese. Links with the parish are exceptionally strong. Priests from the parish visit the school regularly. These visits provide opportunities for pupils to ask questions about their faith on a personal basis and provide support for the Religious Education curriculum and school celebrations. The school supports the parish sacramental programme for First Holy Communion. School staff attend the First Holy Communion Mass at the church and a celebration Mass takes place in school. A parent wrote, 'The school is excellent in its religious ethos and practice'.
- Parents are appreciative of the Catholic life of the school and how it fosters pupils' spiritual, moral and social development. Questionnaires distributed as part of this inspection showed a high rate of return and were overwhelmingly positive regarding what the school offers and how it helps pupils to progress. A parent whose child had just transferred to secondary school thanked the school for 'giving my son the confidence and grace to go out into the world'. Another wrote, 'The school supports what we do at home; teaching children about Christian values, the importance of being kind and why we should try to lead good lives'.

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

- The school mission statement reflects the educational mission of the Church and is central to all aspects of school life.
- The mission statement is regularly revisited and reviewed by staff, governors and pupils. During a Year 6 assembly for parents, pupils described how it is lived in school. The pupil chaplains worked with the Headteacher to write a school prayer based on the mission statement. This is now known and said regularly by all members of the school community, ensuring that the school mission is always in their hearts and minds.



- The Catholic ethos of the school is immediately apparent. Attractive displays relating to the school's Catholic life and themes in Religious Education enrich the learning environment and make the school's Catholic identity clear to all visitors. Prayer focus areas are attractive and linked to the liturgical year. They are related to the themes studied in Religious Education and feature open-ended questions to stimulate thought and reflection.
- There is a great sense of community in the school. Relationships between members of the school community are supportive and caring. Pupils and their families, staff and governors pray and celebrate together as they work within this joyful Christian community. Pastoral care for pupils includes provision of 'Place2Be' which offers regular support for individuals and small groups. It offers support and advice for parents, teachers and school staff. Parents can also access a dedicated counselling service, 'A Place for Parents', and a parent counsellor is available in school. Evidence from school parental surveys indicates that parents feel that the school understands and cares for their children and responds to their needs. School leaders and staff work closely with parents to support pupils.
- Staff are fully involved in the Catholic life of the school and committed to implementing the school's mission. They promote high standards of behaviour and mutual respect. They participate willingly in staff prayer and professional development opportunities related to the school's Catholic life.
- Partnership with the other Catholic schools in Wandsworth enables staff to share good practice, improve provision and celebrate working together. A day of reflection provided an opportunity to pray together as a family group of schools.
- Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) programmes are well planned and nurture pupils' physical, social and moral development. Teaching is in line with Catholic teachings and principles. Current provision has been put in place following consultation with governors, teachers and parents. Good practice included setting up a working party of teachers and parents to consider the resources available.

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

- School leaders and governors are wholeheartedly committed to the Catholic life of the school. They are excellent role models and are supported by a cohesive staff team, forming a Christian community focused on Gospel values and the beliefs and traditions of the Catholic Church. The governors' strategic plan includes the aim 'To provide a place where all children come to know Jesus better through their learning, through worship and through the daily life of the school' and this is illustrated by the strong Catholic life of the school.
- The Catholic life of the school is a high priority for school leaders. The Governing Body is well informed, with regular reports from the Headteacher on the school's



Catholic life. Governors attend events and celebrations as part of their monitoring role and as members of the school community. The Children, Families and Community Committee focuses on the Catholic life of the school and its impact on all members of the school community.

- School self-evaluation is detailed and evidence-based. It informs school development planning. The school development plan features links to the governors' strategic plan. It has clearly planned actions, intended outcomes and lines of responsibility. It is also linked to the Religious Education action plan. School leaders should now include clear success criteria, milestones and expected timescales on both the school development plan and the Religious Education action plan, in order to monitor and evaluate progress and inform future planning.
- Professional development opportunities for all staff are provided on a regular basis. Recent examples include review of the mission statement and developing RSE across the school. Induction for new staff includes personalised mentoring and support from the Headteacher. As a result, staff are well informed, understand the school's mission and can fully participate in promoting the school's Catholic life.
- School leaders include pupils' families in the school's Catholic life. They are invited to events and celebrations and to participate in its prayer life, particularly at special times such as Advent and Lent. Parents are encouraged to work with the school and describe it as welcoming and approachable. They value the school's contribution to their children's spiritual development. One said, 'My son has learned to grow in his faith at St Anselm's'.
- School leaders are responsive to diocesan policies and initiatives and actively promote the Archbishop's vision for the diocese across the school. They welcome and implement guidance from diocesan advisors and attend diocesan courses and events.
- Establishing links with other schools in the locality was identified as an area for development by the last inspection. The school has addressed this by working closely with the group of schools in the Wandsworth Catholic Network and plans to extend this to other community groups and venues. Pupils take part in sporting and musical events with other local schools.



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

- School performance information indicates that pupil achievement is high, with almost all pupils working at, or exceeding, age related expectations. All groups of pupils, including those with special educational needs and/or disabilities, make good progress. A significant proportion of pupils are working at greater depth.
- Pupils' progress includes the development of religious vocabulary; pupils can use religious terms appropriately and confidently. This was observed in pupils' responses in lessons, in pupil interviews and in their written work.
- In the lessons observed, behaviour for learning was excellent. Pupils were attentive and engaged. They were keen to consider and respond to teachers' questioning. They are reflective learners who can make links between their Religious Education lessons, their own lives and social justice.
- Cross curricular links including Art, Drama and IT allow pupils to explore their learning creatively and formulate a variety of responses to Religious Education tasks. This offers a variety of learning styles to engage and appeal to a wide range of learners.
- Pupils demonstrate good subject knowledge and talk confidently about their learning. They are proud of their work in Religious Education and are happy to describe lessons they particularly enjoyed. A pupil said, 'This school encourages you to put your best effort into everything and be proud of what you've done'.
- Pupil attainment is outstanding. At the end of Key Stage 2 all pupils met or exceeded age related expectations, with a high proportion working at greater depth. This is supported by evidence from pupils' books examined as part of this inspection.
- Pupils interviewed as part of this inspection enjoyed Religious Education and appreciated the wide range of creative activities offered as part of the curriculum. They enjoyed the opportunities to use Drama, Art and IT as responses to lessons and tasks. They said their lessons helped them to 'really think about things'. A pupil said, 'In Religious Education you can really express how you feel and look at things from different points of view, often there is no right or wrong answer'. Another said, 'The curriculum is vivid and exciting, it helps us understand God's Kingdom.'

The quality of teaching and assessment in Religious Education is outstanding.

- School self-evaluation indicates that standards in teaching and learning are high. This is supported by evidence from school monitoring, lessons observed as part of this inspection, work in pupils' books and high pupil outcomes.



- Four lessons, across two key stages, were observed as part of this inspection. In addition, brief drop-ins to other classes added to the picture of teaching in Religious Education across the school. Lessons had been well prepared. They maintained good pace whilst allowing time for pupils to consider and reflect on their learning. A range of teaching strategies and styles engaged pupils and maintained their interest. Lessons linked learning to the Mission Statement. A pupil said, 'The Mission Statement shows all the values that God wants us to live.'
- Teachers showed good subject knowledge and built on pupils' previous learning. Skilful questioning encouraged pupils to explore their learning and enabled teachers to assess progress within the lesson.
- A strong scripture focus and the creation of a spiritual atmosphere with opportunities for prayer and reflection emphasise that Religious Education lessons are a special time and foster pupils' spiritual development.
- Appropriate levels of challenge and support maximise learning for all pupils. Although there are relatively few pupils with special educational needs, they are appropriately supported to fulfil their potential. Other adults in the classroom are used effectively to support the teaching and learning of individuals and groups.
- Work in pupils' books is of a high standard, with evidence of a range of activities. Marking is regular, affirmative and developmental. A dialogue between teacher and pupil encourages pupils to explore their learning. Pupils respond thoughtfully to teachers' questions and know that these help them to improve. The school has identified this as an area for continued development and should now ensure a consistent and regular approach across the school.
- Assessment in Religious Education includes ongoing teacher assessment against key objectives set at the beginning of each new topic. It includes assessment of pupil responses and tasks. Pupil tracking monitors the progress of individuals and groups. Where appropriate, action is taken to maintain standards.
- School leaders recognise that changes to assessment in Religious Education need to be further developed and embedded in line with new guidance. The Religious Education leader has attended diocesan training and moderation takes place at both deanery and diocesan level to ensure consistency and validate teachers' judgements.
- Parents commented favourably on the quality of Religious Education, particularly the creative, cross curricular approach developed by school leaders and staff. One said, 'Over the fifteen years we have had children at St Anselm's the Religious Education has gone from strength to strength'. Another parent wrote, 'Teachers use a variety of ways to teach Religious Education, especially through role play / acting and I feel the children are better able to access the curriculum in this way. It is a real testament to each teacher's skill that going through the school Religious Education has been a favoured subject'.



- Peer and self-assessment are established. Pupils interviewed as part of this inspection spoke confidently of assessing their work against the success criteria for the lesson and valued this aspect of taking responsibility for their own learning. They appreciated the need for sensitivity when assessing the work of their peers, describing it as a time for comments and discussion regarding each other's work. School leaders should now consider monitoring the regularity of peer and self-assessment in order to establish consistency across the school.

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

- School leaders have chosen 'The Way, the Truth and the Life' programme of Religious Education supplemented by cross- curricular links. Religious Education is woven into all areas of the curriculum and school life.
- Curriculum time allocated to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2. This is in line with the requirements of the Bishops' Conference.
- Religious Education receives a smaller budget allocation than other core subjects, however it is well resourced and includes good professional development training opportunities.
- Religious Education is well led and managed by the headteacher, who is also the subject leader. She shows dedication and commitment to her role and a determination to ensure high quality teaching and learning for every pupil.
- School monitoring includes lesson observations, learning walks and book scrutiny. These are used to monitor standards and plan for improvement. Swift and supportive action is taken to address any concerns. Although monitoring is in place, a clear monitoring schedule, including Religious Education and Collective Worship, should now be put in place to ensure regularity and consistency and inform planning for improvement.
- The headteacher / Religious Education subject leader attends diocesan and Wandsworth Catholic Network meetings to share good practice and keep up to date with new developments. This is fed back to staff and governors.
- Governors have a perceptive and thorough understanding of provision and standards in Religious Education. They are well informed, with regular governor visits and reports from the headteacher. Good practice includes presentations from pupils. During the last academic year, pupils led presentations to the governors outlining how they were exploring working at greater depth through making links with Scripture and relating it to their own lives. Feedback from governors indicated that it was extremely helpful in demonstrating how the Religious Education curriculum and action plan were being implemented. School leaders may wish to consider sharing this model of good practice with other schools.



- Although pupils at the school are almost exclusively baptised Catholics, school leaders ensure that they are well informed regarding other faiths and that they recognise the importance of tolerance and respect for the beliefs and faith practices of others. Other faiths form part of the Religious Education curriculum on a termly basis. Teaching and learning is enriched by visits to places of worship and visitors to the school. A teacher from the local Muslim Saturday School led assemblies which were informative and enjoyed by pupils. Another example of the good practice currently in place is the visit by the pupil chaplains to a local Muslim school. The pupil chaplains talked about their faith and what it means to be a Catholic and learned about Islam and what it means to be a Muslim. This was a valuable and enjoyable shared experience for the pupils from both schools. Reviewing provision for the study of World Faiths was an area for development identified by the last inspection; this has been fully addressed.

Publication Date 15th October 2019

COLLECTIVE WORSHIP

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

- St Anselm's provides a wide range of collective worship and prayer opportunities. Pupils appreciate that these are an integral part of school life and important to themselves as individuals and to the school community. They respond very positively and are keen to participate and contribute.
- The act of collective worship observed was an example of high quality provision. It was a Key Stage 2 assembly based on the previous Sunday's Gospel and was led by the Headteacher. It followed the 'Gather, the Word, Reflect and Go Forth' format. Quiet music and a lit candle created a spiritual atmosphere. Pupils entered with reverence and respect and maintained this throughout the assembly. Pupils were involved in reading the Gospel and acting the characters, answering questions and contributing to discussion. All pupils were engaged and attentive. The Go Forth question was related to the school motto and to other passages from scripture. Prayer, reflection and a blessing from the priest concluded the assembly. It was a meaningful and prayerful experience for all present.
- Pupils are involved in preparing and leading worship and do this with confidence and enthusiasm. The pupil chaplains led collective worship in the Spring Term, focusing on the themes of Lent and Our Merciful God. This was linked to fundraising for CAFOD, organised by pupils.
- Collective worship in school uses the structure of Gather, the Word, Reflect and Go Forth. Pupils are involved in responding to the Word and are given a Go Forth question to reflect on. This is displayed on the chaplaincy display board and pupils are encouraged to contribute their own thoughts and ideas. In the assembly observed, the question was, 'Think about how you will walk with one another in order to see God' and one pupil's response was 'Rich in love, rich in faith.'
- Pupils have an excellent understanding of the Church's liturgical year, its feasts and seasons. They speak confidently and with enthusiasm as they describe how these are celebrated in school. This includes the Advent Mass during which each class presents an Advent wreath they have made and participating in Reconciliation during Lent.
- Pupils plan and take part in the liturgy at class Masses, which are attended by two classes. An example was the Class Mass for Reception and Year 6 pupils, with the older pupils supporting the younger ones. The Mass focused on the theme of creation and the pupils created pictures which contributed to the liturgical celebration.



- Pupils recognise that prayer helps them and that their prayer can help others. They were able to talk about developing their relationship with God through prayer and the use of reflection and prayerful silence to talk to God. One said, 'You can talk to God, pray for other people and ask for help if you're struggling with anything'. Another said, 'You can pray in your head so that you're speaking privately to God or pray out loud so that you can pray with others'.
- Pupils are familiar with informal prayer and the traditional prayers of the Church. They enjoy writing and contributing their own prayers. Pupils described how they wrote their own prayers and enjoyed sharing them with others.
- Evidence from pupil interviews indicates that pupils enjoy school and class Masses, liturgies and celebrations. Other evidence includes pictures and accounts on the school website and in school. It was also evident in the act of collective worship observed, including in the exceptionally tuneful and enthusiastic singing.
- The school's collective worship and prayer life brings the school community together and contributes significantly to the spiritual and moral development of the pupils.

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

- Prayer and collective worship are central to the life of the school for all pupils and are at the heart of every school celebration. Pupils and staff pray together during the school day. Prayer forms part of staff and governor meetings and training days.
- Collective worship is planned around the liturgical year, themes and topics in Religious Education and school and world events. The format used by the school ensures a clear purpose, message and direction.
- School leaders model good practice and provide guidance and support for staff and for pupils preparing liturgies.
- Parents are invited to join the school community to celebrate Masses, assemblies and school events throughout the year. High levels of attendance indicate that this invitation is valued and welcomed.
- Provision for collective worship is of a high standard. Acts of worship engage and inspire pupils and provide them with a spiritual message to reflect on and implement in their own lives.
- The school's close links with the parish enrich the school's collective worship and home / school / parish links. Priests from the parish are frequent visitors to the school, supporting the Religious Education curriculum and the school as a worshipping community. Examples include teaching year 6 pupils about elements of the Mass and Year 3 pupils about Baptism. A parishioner has also visited the school



to talk about the parish. A parent commented, 'We are delighted with the way St Anselm's leads the children in their spiritual development. The close links with the church create a wonderful sense of community which we value very highly'.

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 high quality provision and to making these occasions a meaningful experience for all participants, nurturing pupils' spiritual growth and fostering the sense of being part of a worshipping community.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts and are committed to making these accessible to all pupils.
- School leaders model good practice. They promote and develop the role of pupils in planning and delivering collective worship.
- Professional development of staff, together with provision of resources and support, encourages staff confidence.
- Governors attend school celebrations as part of their monitoring role and as members of the school community. They are invited to attend and participate in class Masses, assemblies and other forms of worship and are active participants. Governors have also been invited to lead assemblies in school, looking at the work of 'Aid to the Church in Need' and regarding care for the environment.
- School celebrations and events in the school's collective worship and prayer life form part of the discussions at Governing Body meetings and contribute to school self-evaluation and development planning.