



# St Boniface Catholic Primary School

URN: 101042

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

04–05 July 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

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

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

1

#### Religious education (p.5)

The quality of curriculum religious education

2

#### Collective worship (p.7)

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

2

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

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

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

Yes

Yes

Partially

2

## What the school does well

- St Boniface creates a haven of calm in a busy world where children feel safe, secure and are keen to learn.
- Promotes and models the highest standards of actively living the school charism.
- Seeks ways to bring learning to life using a wide range of stimuli enabling pupils to explore the teachings of Christ.
- Leaders create an environment where prayer is common practice both formally and in opportunities for spontaneous and reflective independent prayer.

## What the school needs to improve

- Create links to Catholic social teachings across all aspects of the school.
- Ensure all leaders and stakeholders fully understand the Catholic Schools Inspection evaluation criteria in order to plan impactful whole school improvement.
- Consistent application of good practice, policy and strategies for individualised pupil support.

Date Published: 24th July 2024

## Catholic life and mission

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

### Catholic life and mission key judgement grade

#### Pupil outcomes

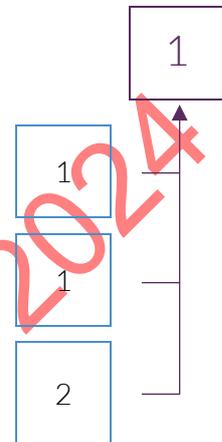
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

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

#### Leadership

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



The behaviour of the pupils is impeccable, they live out the school motto 'one who does good' by caring for each and every member of the school community through a deep respect of everyone. Pupils take on board the opportunities offered to them and are itching to do more. They are open and giving of their time freely to improve the lives of others speaking selflessly of how they impact on other people's lives. Pupils take an active lead in a wide range of opportunities to live out the charism and engage in stewardship. These opportunities range from Year 1 children taking care of the prayer garden through to B-Buddies taking care of other children in the playground, prefects, eco prefects and school council. Year 6 pupils described their role as one where they have a responsibility to model expectation and ensure everyone is involved. Chaplaincy pupils form a key role in linking prayer in action and supporting staff leading prayer in class. A wide range of opportunities are afforded to pupils to live the charism. Pupils are actively involved in works of charity. Activities this year include, a Loving Lions sale to raise money for overseas humanitarian services and raising funds for a variety of local charities including, Little Village and local food banks. When pupils bring ideas such as creating a newsletter for the school, they are encouraged and supported to try new ideas. Pupils' stewardship extends beyond the school working with the parishes and local community, for example providing breakfast for parishioners who volunteer in the local church. Pupils say they feel safe and that St Boniface is happy place to be.

Being 'ones who do good' is a common language across the school. Staff describe a top down approach to an intrinsic support mechanism where all staff support each other's wellbeing. This includes time, as one member of staff quoted, 'to reflect and take time to breath'. Both staff and parents express that the Catholic life of the school is at the heart of everything the school does. The charism of "one who does good" extends beyond the school gates. On the day of inspection staff were taking part in an annual Noah's walk, set up to raise funds for those in need in their community. Staff work seamlessly together to support every member of the school community. This includes a knowledgeable team of inclusion leads who support with strategies to engage and include every child in the school in all aspects of provision. This is reflected throughout the school where an environment

of celebration and praise is seen both in classrooms and corridors. Relationships and sex education provision follows an agreed programme and is planned across the year mapped to dovetail with the religious education provision.

Leaders and governors model the Church's mission through the school charism rooting faith and wellbeing in policy and practice. Governors support all work of the school and consider their role to be models as well as guardians of the Catholic life and mission of the school. The school is privileged to have a skilled proactive team of governors led by a passionate chair and vice chair. They have an in depth understanding of the school and engage in discussions and debates with senior leaders to ensure policy and practice form the foundations for a truly spiritual provision at St Boniface. The school has effective communication with parents who value the regular communication from the school. Staff and pupils highly value the work of the Friends of St Boniface, referring to the parent's group as always being there to support and help.

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## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

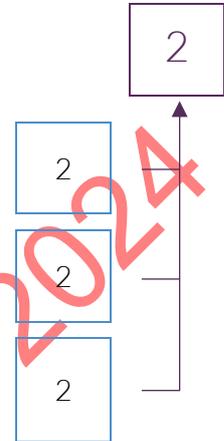
How well pupils achieve and enjoy their learning in religious education

#### Provision

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

#### Leadership

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



Pupils are fully engaged in their learning benefitting from the deep respect of each other which is routed in the school. This enables every child to feel safe to take risks, express opinions about their learning and make expected progress. Overall scores in reading, writing and maths sit at local averages with maths slightly above, this is matched in religious education. Less progress is seen however, for disadvantaged pupils. Pupils use a high level of religious educational language appropriately and in context, with higher ability pupils making links across topics when given the opportunity. A pupil said 'our teacher allows us to look at different angles when we are exploring a problem'. Learning from religious education lessons which links to scripture carries forward to other aspects of school life. This is seen as a common thread in lessons linking teachings from scripture to draw empathy and understanding in everyday life. Pupils can articulate how well they are doing with most pupils responding enthusiastically when recapping prior learning.

Teacher's subject knowledge is strong underpinned by support, resources and training from the religious education lead. Teachers are encouraged to use emotional learning techniques, such as the Zones of Regulation framework, and creativity in their lessons for example the use of art, music and mime to assist pupil's understanding of complex teachings. An example of this was in a Year 1 class where children were encouraged to explore the feelings of Peter and John as they worked through the Holy Spirit to heal the lame man. The use of techniques such as my turn your turn, is used across the school to support the development of religious literacy and understanding of scripture, leading to a high level of understanding throughout the school. Teaching assistants know their pupils well and are able to work seamlessly alongside their teacher to support progress of each child. A knowledgeable and passionate inclusion team, ensure diversity and learning opportunities for every child. They provide guidance and strategies to teaching staff which enable access by all children to the religious education curriculum. Whilst these strategies are provided they are not consistently used. Pupils would benefit from consistent application of these strategies in all religious education lessons. Teachers use a high level of question and answer, both to check prior learning and promote understanding and exploration of new topics. A marking policy is evident with regular comments in

most books. Consistency of application of the agreed process for marking is not always followed through.

Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory. Processes for assessment and tracking are in place, supported by phase group meetings and whole staff training, to support the delivery of religious education. Teachers would benefit from a system of impactful review of the data to inform strategic planning of provision to meet the needs of every pupil. The religious education lead takes full advantage of support and training available to ensure a robust curriculum is planned for. This includes guidance from both diocesan support and training to being a proactive member in a local Catholic network group for religious education leaders. Governors and leaders understand the importance of those delivering religious education to access training available and network beyond the school. This include training on how to respond to an individual's needs and understand any barriers to learning, the use of visuals to support verbal instructions, differentiated questioning, story maps and processing time. Governors are presented with progress data and now need to develop rigorous review and analysis of data in their guardianship of religious education.

Date Published: 24th July 2024

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

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

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

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

2

2

Pupils participate reverently in prayer and liturgy, joining in with invitations to pray and singing confidently using actions when appropriate. Pupils understand how to pray independently and use informal spaces as well as formal provision to reflect. They know the liturgical calendar well and as a result pupils understand and are able to discuss key aspects of the liturgical year. They can describe how these events link to the scriptures deepening their own experiences of prayer and liturgy. Pupil chaplains are beginning to take a lead in class prayer and liturgy supported by their teachers. Where opportunities are given to engage and lead fully, pupils grasp these enthusiastically. Pupils want to be stewards of their faith and embrace every opportunity to do so. Each class is offered an opportunity every year to lead a class assembly. Pupils are guided by their teachers to explore the meaning of scripture and present using various medium, song, dance and role play. Pupils spoke enthusiastically about a class assembly based on justice, linking to Passover and Moses to the current justice system. Pupil chaplains were instrumental in the creation of the well-used prayer garden, with Key Stage 1 pupils taking responsibility for its maintenance. Pupils told us how they felt privileged to be present when the garden was blessed by the assistant parish priest. Pupils are ready and eager to take a greater role in leading prayer and liturgy.

Appropriate planned prayer and liturgy are central to the life of the school and form part of routine gatherings which include the whole school community. Every classroom has a focal prayer table used for daily prayer, liturgical sessions and prayers in religious education lessons. Formal opportunities to pray at least three times each day are enhanced by informal spaces and opportunities to reflect independently. A strong partnership with the local parish priest ensure Masses for key liturgical events and the school feast day happen throughout the year. More recently Masses have taken place in school, which staff, pupils and parents have greatly welcomed. All classes have regular class liturgical sessions scheduled. Pockets of inspiration occur as was seen in a nursery class liturgy where pupils were provided with the opportunity for spontaneous prayer using prayer stones as stimulus enabling a deepening of purposeful reflection. In a Year 5/6 liturgy session pupils led spontaneous intercessions from their peers, with pupils feeling secure to share and pray for personal matters that were important to them. Leaders openly welcome families to join special liturgical events with a parent saying 'I

appreciate the invitation to attend school to pray the stations of the cross. This also happens for The Rosary'.

The policy for prayer and liturgy is structured, accessible and fit for purpose. Leaders assist staff to plan and lead experiences of prayer and liturgy, whilst also providing staff with appropriate training to deliver prayer and liturgy. Leaders understand the different levels and skills of participation that are reflective of the age and capacity of pupils, ensuring a range of ways to pray and participate is routed in planning. As a result, pupils and staff experience high quality opportunity for reflection. Governors attend times of prayer, Masses and other liturgical events providing an opportunity to feedback and review in a very practical way. Leaders and governors support the wider church family in celebrations of the sacraments held at pupils' parishes. As part of the celebration of their First Holy Communion, Year 3 pupils traditionally visit Wintershall to watch 'The Life of Christ'. Leaders including governors, recognise the importance of prayer and liturgy when setting budgets and allocating resources, such as time, staffing and facilities.

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## Information about the school

Full name of school	St Boniface Catholic Primary School
School unique reference number (URN)	101042
School DfE Number (LAESTAB)	2123422
Full postal address of the school	St Boniface Catholic Primary School, Undine Street, Tooting, London, SW17 8PP
School phone number	02086725874
Headteacher	Lisa Platts
Chair of Governors/Trustees	Veronika Hughes-Bednar
School Website	<a href="http://www.stboniface.wandsworth.sch.uk/">www.stboniface.wandsworth.sch.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	6 March 2018
Previous denominational inspection grade	1

## The inspection team

Catherine Burnett  
Michelle Wilson

Lead  
Team

## Key to grade judgements

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