



# Diocese of Westminster

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## St Anselm's Catholic Primary School

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DFE Number:(310/3501)

URN Number: 102230

Headteacher: Mrs A Monahan

Chair of Governors: Mrs L Moseley

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Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster  
and inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of inspection: 29 May 2012

Date of previous inspection: 22 November 2006

Reporting Inspector: Mr S Flood

## Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent one day in school, visited 7 lessons, observed a class liturgy, and carried out 5 interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons, examination of school documents, and attendance at religious services where possible.

The Inspection of St Anselm's Catholic Primary School, Harrow was carried out under the requirements of the Education Act 2005, and in accordance with the Framework and Schedule for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self evaluation.

## Description of School

St Anselm's Catholic Primary School is a two-form entry school in the London Borough of Harrow, Middlesex adjacent to the church of Our Lady and St Thomas of Canterbury.

The school serves the parish of Our Lady and St Thomas of Canterbury, Harrow. The school also draws pupils from the parishes of St Gabriel, South Harrow, St Bernard Northolt, St Joseph, Wealdstone and St John Fisher North Harrow.

The proportion of pupils who are baptised Catholic is almost 100%

There are no pupils from other Christian denominations and one pupil from an other faith currently on roll.

There are 415 pupils on roll, two of whom have statements of Special Educational Needs.

The proportion of pupils from ethnic minority groups is well above average.

The number of pupils speaking English as an Additional Language is above average.

There is a well below average rate of families claiming free school meals.

The school states in its Mission Statement that they are:  
"Learning and growing together through prayer, belief and love"

### Key for inspection grades.

*Grade 1\*: Outstanding;*  
*Grade 1: Very Good;*  
*Grade 2: Good;*  
*Grade 3: Satisfactory;*  
*Grade 4: Causing Concern.*

## **A. Curriculum Religious Education**

*How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?*

**How well does the content of curriculum religious education meet the requirements of the Curriculum Directory?**

**Grade [1\*]**

The religious education curriculum is firmly based in the Curriculum Directory and planning is meticulous in this school. Both daily and termly lesson plans clearly map out the different aspects and areas of the Curriculum Directory that is being taught. Assessment is also appropriately linked to the Curriculum Directory. Resources are carefully linked to the areas of study within the Curriculum Directory. ICT is used very effectively to assist teachers in planning the delivery of the curriculum. The Senior Management Team and religious education co-ordinator provide very good support for staff in using the Curriculum Directory.

**Pupil achievement (as well as attainment and progress) in religious education**

**Grade [1]**

Assessment of pupils in religious education is at a very advanced stage in this school and allows the teachers to plan for high levels of attainment and pupil progress. Children are assessed and levels recorded on a termly basis. Data analysed shows that the vast majority of learners make very good progress when compared with their Key Stage English overall attainment. The school is now using the religious education attainment targets to assist and guide planning for teaching and learning. Teachers' judgements of levels are accurate in most cases and the school is eager to develop this area even further. The school itself is eager to explore a creative methodology for assessing pupils' attainment and progress. During this inspection, pupils of all ages were able to articulate, record and discuss the events of Pentecost to a very high standard.

**The quality of teaching**

**Grade [1]**

All teaching and lessons observed were at least good with some outstanding lessons seen at the end of Key Stage 2. Teachers and the school itself clearly have high expectations of the children. Pupils are very engaged during lessons and teachers make explicit the learning intention of every lesson. Children have a very good understanding and knowledge of religious education as evidenced by their response to and enjoyment of lessons. Discussions among pupils and their feedback to their teachers clearly demonstrate a growing understanding of how to improve their work and develop their own religious literacy. Teacher feedback to pupils is mostly good and success criteria are clearly stated in all lessons starting at an early age. Targets are well set for pupils to achieve even higher standards.

Marking is variable across the school but is always at least good with some outstanding examples seen.

The use of "Talking Homework" by children in the Foundation Stage and Key Stage 1 greatly aids the development of home and school learning and is greatly appreciated by parents.

Monitoring evidence both internally and externally of the quality of teaching shows that all lessons are at least good and the school is ambitious to make quality of teaching even higher using excellence criteria.

### **The effectiveness of the leadership and management of religious education**

**Grade [1\*]**

Leadership and management of religious education is outstanding.

There is a common purpose and a shared vision from management at all levels.

The head teacher leads by example and she has developed a strong and supportive management team who are all eager to see the school prosper and thrive.

The religious education co-ordinator has helped to produce a very good and accurate plan for school development and readily gives time and support to all her colleagues including Newly Qualified Teachers.

She also regularly attends Diocesan in-service training.

Professional development of all staff including non-teaching staff is evolving well.

The school monitors its performance very effectively and has produced an exemplary self-evaluation document which also gives some very good ideas for future development.

Governors are experienced and involved and kept very well informed about the Catholic life of the school and provide a very good balance of challenge and support.

The links with the local parish are very strong and fruitful.

A generous budget is allocated every year for RE within the school.

Innovation is encouraged in this school and there is an open and positive ethos within the community.

The leadership of the school clearly value the contribution every pupil makes and are very successful in inspiring a love for religious education among the school community and especially among the children.

### **What has improved in curriculum religious education since the last inspection and what should the school do to further improve in curriculum religious education?**

There have clearly been significant improvements made since the last inspection.

The Mission Statement has been revised and is known by every pupil from an early age.

The whole community in consultation developed the shared vision of:

"Learning and growing together through prayer, belief and love"

Monitoring and planning of lessons is now highly developed in the school.

ICT is used extensively both at school and for homework to foster greater links between home and school.

To further improve the already high standards in R.E. the school should:

- explore ways to be even more creative in its teaching by greater use of Music, Art and Literacy in lessons.
- through monitoring, modelling of lessons and coaching aim to ensure even higher standards in quality of teaching.

**What is the overall effectiveness of curriculum religious education in developing pupils' religious literacy?**

**Overall Grade: [1]**

Pupils are very articulate and demonstrate high levels of attainment especially by the end of Key Stage 2. They also clearly enjoy the subject and are confident in expressing their ideas and thoughts.

Pupils were able to show during this inspection how they plan and deliver their own liturgies and thoughtful acts of worship.

Integrating RE with aspects of the UNICEF work has given pupils the ability to apply the teachings of Jesus to their own rights and responsibilities at school, home and in the wider world.

## **B. The school as a Catholic Community**

*How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?*

### **The place of religious education as the core of the curriculum - time, resources, budget**

**Grade [1\*]**

10% of curriculum time is devoted to the teaching of religious education across all key stages every week. Teachers have very good subject knowledge of religious education in accordance with the Curriculum Directory for England and Wales.

Other faiths, especially Islam and Judaism, are studied in appropriate detail and equally for the appropriate amount of time.

The school allocates a generous budget to teaching about the Catholic faith and resources are plentiful and carefully chosen to cover all areas of the curriculum

The school is blessed by being adjacent to the local parish church.

In service training is carefully planned for and is extensive in this school. Recent training has taken place on the new translation of the Roman Missal and on celebrating achievement and success.

Newly qualified teachers are being very well supported in learning about the teaching of religious education.

### **The experience of Catholic worship – prayer and liturgy – for the whole school community.**

**Grade [1\*]**

Catholic worship is quite clearly outstanding in this school.

The children get an extensive and rich introduction to the prayer life of the Church. They are given very good opportunities to compose their own liturgies, prayers and intentions and record them in a variety of formats.

Children are quickly introduced to the prayer life of the school in the foundation stage. The priest is a regular and very welcome visitor to the school and helps with prayer, liturgy and worship.

Assemblies provide opportunities for the children to reflect and pray in a very meaningful way and many of these are composed by the children themselves..

The whole school begins and ends the day with prayers and also uses prayer effectively at lunch times.

All classes have at least one prayer corner set aside with contemporary liturgical colours and appropriate words. Mass is celebrated regularly in the school and church, and children play a lead role in organising its celebration. A delightful foundation stage liturgy was seen during this inspection and was very well attended by appreciative parents.

Displays all over the school are of a high standard and are often used to aid prayer and worship.

Prayer and Catholic worship are a major strength of the school.

**The commitment and contribution to the Common Good – service and social justice.  
Grade [I]**

The religious education curriculum emphasises social justice, peace and love for the poor. The school community actively involves pupils in supporting local, national and international charities and community projects. The children are called upon to support CAFOD during Harvest time and Lent, and the need to support the Catholic Children's Society. They understand why and how their giving to Operation Christmas Child makes a difference to the lives of poor and vulnerable children in Eastern Europe and Africa. Children also recognise the importance of supporting sick children locally and nationally and have recently supported Ali's Dream, Children in Need, St Mark's Hospital Foundation (for beating bowel disease) and St Luke's Hospice. The elderly have also been recently invited in to celebrate the Jubilee. The Justice and Peace group in Year 5 also fundraise for a school in Ethiopia. Some children were able to articulate why they send money and help overseas but more work needs to be done in this area to ensure children get a more rounded and realistic vision of the wider world and local community. The school participates in a number of curricular activities with other schools in the local area and welcomes students from local schools and colleges. The school is fully committed to inclusion of all learners; this is seen as essential to the belief that every child is created in the image of God.

**Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;  
Grade [I\*]**

The head teacher attends a wide variety of Diocesan conferences and Harrow Deanery events. The religious education adviser is a frequent and welcome visitor to the school and also attends a variety of functions such as plays and assemblies. Staff and pupils from St Anselm's attend the Advent Carol Service and Good Shepherd Mass each a year at Westminster Cathedral. Many teachers and teaching assistants are involved in parish activities, such as weekly children's liturgy, leading communion and confirmation classes and parent nurturing groups. Both the head and deputy head are Ministers of the Eucharist at all whole school Masses. Parents are invited to celebrate Mass with the school and greatly appreciate this vital link. Curriculum Newsletters inform parents of future learning in religious education as well as other areas of school and parish life.

**The effectiveness of the leadership and management in promoting the Catholic life of the school.**

**Grade [1\*]**

The whole school community share a strong collaborative vision of the Catholic nature of education. All staff meetings, governors' meetings and staff and parent association meetings open with a prayer. The Governors provide an effective balance of challenge and support. The school Mission Statement, based on gospel values, encompasses the whole community and reflects that faith underpins all aspects of school life, 'Learning and growing together through prayer, belief and love' is known by every pupil in the school and is a living reality in children's daily lives. All staff in the school are both directed and encouraged to promote a broad and balanced curriculum including the key features of spiritual and moral development. Provision for children with special educational needs is very good and the inclusion of all learners is central commitment of the school. Teachers assess and track pupils' attainment in R.E. each term to a high standard, this work is on-going in light of recent changes. The head teacher gathers the views of parents annually to gauge how well the school is helping children grow in their Catholic Faith and has received very positive feedback every year. Parents are very proud of the Catholic life of the school.

**What has improved since the last inspection and what should the school do to further develop the Catholic life of the school?**

The Mission statement has been revised in consultation with the whole school community and is widely shared across the school community. ICT has been developed effectively to enhance learning in R.E., through the use of interactive whiteboards, laptops and the schools' managed learning environment is evolving in a very useful and creative manner. On going monitoring of teaching and learning of religious education has resulted in a greater awareness of the quality of teaching and learning in the subject. Older children in Key Stage 2 prepare and present class liturgies of a very high standard. To further improve the school should continue to seek ways to develop creativity in religious education lessons using art, music and the aesthetics. Continue to embed the use of Attainment Targets in planning tasks so that pupils of all abilities are being appropriately challenged. Develop and raise pupil consciousness further of both global and local links to further enhance the common good.

**What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?**

**Overall Grade: [1\*]**

The Catholic life and identity of the school is quite clearly outstanding in almost every aspect.

The way in which the whole school community aims to live out the Mission Statement, 'Learning and growing together through prayer belief and love' is exemplary.

The pupils' have a highly developed spiritual, moral, social and cultural awareness as a result of the high standards of religious education.

Relationships at all levels are harmonious and united in common purpose.

Parents are very keen to express their pride that their children attend this fine Catholic school.