

St Anselm's Catholic Primary School

URN: 101922

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

01–02 February 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

Religious education (p.5)

The quality of curriculum religious education

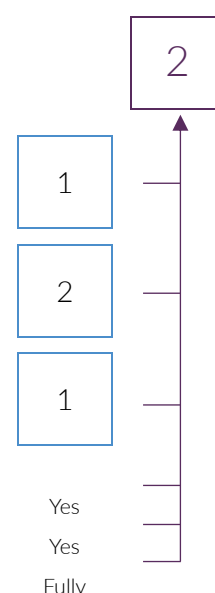
Collective worship (p.7)

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

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



What the school does well

- The school is a strong community of faith, valuing all without exception, and celebrating a flourishing partnership with parents.
- The school's mission statement, 'In God's love, we live, learn and grow' is understood by the pupils and lived out in the way they readily make links to actions in their own lives.
- Pupils are proud ambassadors of their Catholic school and they respond positively in religious education lessons with exemplary behaviour.
- Pupils value the school's provision to serve others, and they actively participate in their ministries through their excellent understanding of the principles of Catholic Social Teaching.
- Pupils are fully engaged, reverent and responsive in prayer and liturgy sessions.

What the school needs to improve

- Improve the quality of teaching and learning in religious education so that teachers have a better understanding of how pupils learn to be creative, independent, and reflective learners.
- Provide continuing professional development in religious education for all staff to strengthen their subject knowledge to lead learning more effectively in the subject.
- Develop the formation of all staff through opportunities to experience retreats so that they have a better understanding of the importance of spiritual and moral development in religious education lessons.

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



Pupils at St Anselm's School know, understand, and live the school's mission: 'In God's love we live, learn and grow'. They actively participate through membership of the Pope Francis action team to seek opportunities to grow in virtue, pursue the common good and serve those in need. The question posed for the team is, 'How can we make this world a better place for all of God's children?' One of the duties of the action team is to help younger pupils in planning liturgies. Pupils talk positively about the difference they make to their local, national, and global communities, and they understand the theology underpinning their actions. Opportunities to serve include the 'cardboard city' Lenten project where pupils in Year 6 camp out on the playground to raise donations for the homeless. Pupils can clearly express the understanding that they are made in the image and likeness of God, and they are confident about expressing their relationship with Him. In response to one of Pope Francis' tweets, a Year 5 pupil wrote, 'Everyone is our neighbour, regardless of the colour of their skin, their social standing or where they're from.' Pupils demonstrate a deep respect for others, which is strengthened by a programme of learning about other faiths in each year group.

St Anselm's is a vibrant, Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent stated, 'My children have learnt as Catholics, our mission is to build the kingdom on earth inspired by the teachings of Jesus, making this world fit for everyone because we are all God's children.' A staff member commented that 'the Catholic ethos is strongly embedded throughout every aspect of St Anselm's.' Staff embrace the mission of the school, which is encapsulated not only in their relationships with each other, but also in the highest levels of care and nurture they provide for all pupils, particularly the most vulnerable. The school environment bears effective witness to its Catholic identity, with central displays focusing on the principles of Catholic Social Teaching, in addition to other areas, such as Pope Francis' pop art images and

artistically decorated muslin bags, raising awareness about recycling, climate change and the care for creation. The provision for relationships, sex and health education is carefully planned, well-resourced and meets all statutory requirements.

Leaders and governors rightly see the school as a source of inspiration to the whole community and are highly ambitious about its contribution to the lives of the people it serves. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need. They have accessed financial support for their families from a variety of sources, such as the local foodbank, The Catholic Children's Society, and the sisters of St Augustine's Abbey, Turvey. The leadership team show their commitment to the principles of Catholic Social Teaching through the provision of a planned curriculum in this area which has been acknowledged through the Oscar Romero Developer Award. Leaders and governors work closely with the diocese, attending training and enthusiastically responding to diocesan policies and initiatives. St Anselm's school initiated the Ealing deanery child-led online liturgy programme, 'Praying Across the Borders'. Leaders are committed to the further development of all staff. Leaders and governors recognise the parish as being central to the Catholic life of the school, and the parish priest ensures that he is fully involved in the sacramental life. The school has a vibrant parent engagement strategy comprising of monthly newsletters, ensuring that parents are kept well-informed about key events in the Catholic life of the school. One parent commented, 'My child is blessed to be part of this school.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

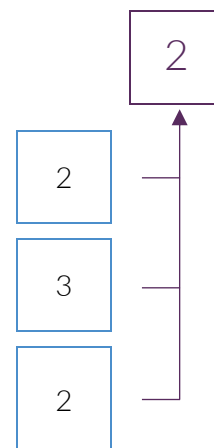
How well pupils achieve and enjoy their learning in religious education

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 developing secure knowledge, understanding and skills in religious education, reflecting the learning required by the *Religious Education Directory*. Pupils demonstrate a good knowledge of scripture, which is integral to lessons. They can speak with confidence about what they have learnt in religious education, using some key vocabulary. Pupil behaviour during lessons is excellent and they enjoy learning in the subject. A staff member commented that pupils 'are inquisitive and ask deep, meaningful questions both about their learning and their faith as a whole.' They can relate the learning in lessons to their own lives. They can work collaboratively, but should be offered further opportunities to work independently, take the initiative and respond to challenge in lessons. Effective adult support and good visual resources are used so that pupils are given the help they need to achieve success. Achievement in religious education is as good as in other core subjects. Creative learning methods enhance pupil engagement and allow them to explore their learning through a variety of media. Pupils are very proud of their religious education books and can recall their learning over time. They now need to be given a better understanding of how they can improve their learning so that they are able to articulate how they have made progress.

Teachers have insufficient subject knowledge and a limited understanding of how pupils learn in religious education. Pupils are not offered periods of reflection as part of their lessons, and teachers have a limited understanding of the importance of religious education as a component of spiritual and moral development. Teachers have been supported in delivering the scheme of work's content through diocesan courses and support from the religious education leader and head teacher. However, ongoing professional development opportunities are necessary to further support the development of teachers' subject knowledge. Teachers' questioning does not always encourage pupils to delve deeper into their theological understanding to maximise learning. In some classes, pupils' books are well-presented, but this needs to be the expectation in all classes. Pupils are given

some opportunities to explore their learning through extended writing. Dedicated spaces for reflection and prayer, available in the classrooms, throughout the school, in the chapel and the prayer garden, promote pupils' growing spirituality. Pupils' achievements are celebrated in whole-school assemblies, and their work is displayed in classrooms and corridors. Teachers provide pupils with some feedback, but this does not enable pupils to understand how to make progress in their learning. Consequently, pupils can talk about their work in religious education, but they are not yet able to articulate what they need to do to improve their work in the subject.

Leaders and governors have ensured that the religious education programme faithfully delivers the curriculum set out in the Directory. Sufficient resources are provided to ensure curriculum delivery. Leaders and governors have ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources, and accommodation. Whole-school policies are in place which are applied equitably to religious education. Leaders have planned the curriculum to provide sufficient opportunities for learners to progress sequentially through the subject content. Engaging activities are provided, which enhance pupils' learning. The religious education subject leader supports staff in delivering the scheme of work through team teaching, planning sessions and monitoring of the subject. Additional adults in class are effective in supporting vulnerable pupils to achieve. Whole-school policies are in place and action plans are shared with governors so that priorities are implemented and the impact analysed. The link governor for religious education is involved in visiting the school during Governors' Mornings to monitor provision in the subject. However, current structures for the self-evaluation of religious education are insufficiently informed by thorough monitoring, and as a result, do not yet lead to strategic improvement planning.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils engage reverently during daily prayer times. A wide range of ways of praying is offered to pupils, including meditation, silence, reflection, as well as spontaneous and traditional prayer. Whole-school acts of worship are a testament to the school's identity and mission. Scripture is central to prayer and is used meaningfully to deepen pupils' experience of prayer. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils' singing is of a high standard; they readily and enthusiastically sing hymns which complement liturgies. High-quality prayer spaces are provided both in the classrooms, in the new Croi (chapel) and in the prayer garden. The prayer life of the school follows the liturgical year. The rosary is recited in the prayer garden during the months of October and May, led by the Pope Francis action team. Mass is celebrated on feast days and holy days. Pupils enthusiastically participate in the celebration of Mass, and pupils speak proudly about their ministry as altar servers. Pupils work well with others, such as teachers and other pupils, to prepare and lead prayer and liturgy sessions. A Year 6 pupil spoke meaningfully about her faith journey: 'I don't want to let go of God. I want to have a good connection with Him.' Another pupil offered that the Bible 'teaches you how to be determined, loyal and obedient to God's plans and to our faith.'

The school is a prayerful community. Prayer supports and nourishes all members of the school community. A staff member commented, 'Prayer is at the heart of our school.' Designated prayer areas provide a focus for prayer in each class. Pupils can say their daily prayers with confidence and reverence. During a liturgy to celebrate the feast of The Presentation, a pupil commented, 'Jesus is our Light. When our hearts are dark, Jesus is there.' Prayer times are a cherished part of the school's daily life. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper understanding of the Gospel message and the call to serve. Music is central to prayer and liturgy and pupils are eager to contribute their gifts.

The school's partnership with the local parish priest ensures that pupils participate in the breadth and richness of Catholic tradition. Staff participate, with reverence and commitment, in the prayer life of the school. Classes are organised into prayer partners so that younger pupils are guided by older pupils in their spiritual development. Prayer bags are sent home to encourage the school's prayer life to continue at home. This is valued by parents. One parent commented, 'From the beginning, the children are being taught daily prayers and knowing the holy Bible.'

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. Leaders support staff to lead appropriate prayer and worship through clear guidance in the collective worship policy. Diocesan resources using the four elements (gather, word, response, mission) are used to plan and prepare liturgies, encouraging pupils to 'go forth' in action as followers of Christ. Leaders and governors ensure that the school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist on holy days and feast days. Parents are welcome to attend assemblies, liturgies, and Masses. The Sacrament of Reconciliation is offered at key times in the liturgical year, during Advent and Lent. Governors prioritise a generous budget for resources, for developing prayer areas, such as the new chapel and prayer garden, and for providing professional development for all staff. Resources are allocated to ensure staff can develop and deliver experiences of prayer and liturgy. The subject leader has been instrumental in supporting staff in this area. As a result, staff are adept in leading prayer and liturgy in the classroom and in whole-school worship. Leaders now need to further the liturgical formation of staff so that they may deepen the experience of prayer and liturgy in the school.

Information about the school

Full name of school	St Anselm's Catholic Primary School
School unique reference number (URN)	101922
School DfE Number (LAESTAB)	3073505
Full postal address of the school	St Anselm's Catholic Primary School, Church Avenue, Southall, UB2 4DH
School phone number	02085743906
Executive Headteacher	Kathleen Coll
Chair of Governors	Gill Wickham
School Website	http://www.stanselmscatholicprimaryschool.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2017
Previous denominational inspection grade	Outstanding

The inspection team

Norah Flatley
Katie Linnane

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