



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 118765

**St Anselm's Primary School
Littlebrook Manorway
Dartford, Kent
DA1 2HX**

Inspection date: 14th June 2016

Chair of Governors:	Mrs M Ahmed
Headteacher:	Mrs Laura White
Inspectors:	Damian Fox Therese Horsfield

EDUCATION COMMISSION

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SECTION 48

Introduction

Description of the school

St Anselm's is an average size one form entry Catholic primary school. It is situated in the Gravesend Deanery of the Archdiocese of Southwark. It is in the Kent Local Authority. The school serves the Parish of St Vincent in Dartford. The proportion of pupils who are baptised Catholic is 89%. The average weekly proportion of curriculum time given to Religious Education in Key Stage 1 and 2 is 10%. The school takes pupils from Reception to 11 years. There are 212 pupils on roll. The attainment of pupils on entering the school is below average. The proportion of pupils eligible for free school meals is below average. 10% of pupils receive extra support. There are 22 pupils for whom the school receives the pupil premium. Pupils are drawn from two main wards of significant social and economic deprivation.

Date of previous inspection: 21st June 2011

Overall Grade: 1

Key for inspection grades

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

Overall effectiveness of the school in providing Catholic Education

GRADE
1

St Anselm's is an outstanding Catholic school where everyone is encouraged to feel valued and to strive for excellence. The Headteacher provides clear and highly effective leadership. Governors work closely and effectively with the Headteacher, challenging and supporting as appropriate. Governors have a clear vision and purpose for improving the quality of the Catholic life of the school. They keep themselves informed of the standards in Religious Education and ensure that the school implements their plans for further improvement. The self-evaluation was accurate and reflects a rigorous process of review which results in detailed and meaningful plans for continued progress.

A strong Catholic identity is evident in the religious displays throughout the school and in the excellent relationships between all members of the community. Each person is respected and cared for. Pupils' outstanding behaviour and high levels of engagement demonstrate their pride in their school and themselves. They clearly articulate an appreciation of the outstanding pastoral care they receive from staff. Parents' questionnaires show that they are totally supportive of the school. Comments such as "we love the school" and "it is a warm and welcoming school" sum up the value parents place on the provision and leadership of the school.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Continue to develop effective assessment to ensure the school meets the challenging targets it has set to raise standards in Religious Education
- Ensure that teaching is consistently outstanding by developing opportunities for peer observations and team teaching
- Continue to develop an effective programme of teaching Other Faiths, in order to prepare children for life in today's world

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

Pupils have a strong sense of belonging to a Catholic community. They were involved in producing the 'PRIDE' (Participation, Respect, Integrity, Diversity and Excellence) values and the introduction of 'we serve' guidelines that pupils know, understand and live by. A pupil said "we become better people by being at the school." Behaviour throughout the school is exemplary.

The School Council is very active in organising fundraising activities for others, such as CAFOD, Marie Curie and Water Aid. Every year they support the parish project to raise funds for a parish in Arequipa, Peru. They also run a post office at Christmas to raise funds for a selected charity. They choose the charities they wish to support through a 'Dragon's Den' process and take full responsibility for the planning. A Year 4 pupil said the School Council "has been significant." It is evident that pupils take ownership of and have an input into the Catholic life of the school.

Prayers are an intrinsic part of the life of the school. There is a prayer corner where children are able to write their own prayers, spend time in quiet reflection and read about the lives of the saints. The legacy of the School Mission last year is that a number of children have come forward to become missionaries, prayer leaders who lead acts of worship. In the weekly prayer club, pupils of all ages give up their lunch play time to pray.

How well pupils achieve and enjoy their learning in Religious Education

Standards pupils achieve in Religious Education are very high. Considering low starting points, pupils achieve well, with a significant number at Key Stage 2 achieving beyond their expected levels of progress.

Quality teaching, learning and assessment leads to high levels of achievement across the school. Pupils enjoy a range of activities in their lessons such as art, drama and music. Pupils' work shows that they enjoy Religious Education and take pride in their learning. School monitoring shows high levels of pupil interest, enthusiasm and enjoyment. They concentrate well and are rarely off task. They have an enthusiasm for learning and tackling challenging activities. Pupils speak confidently about their learning and show high levels of religious literacy. One pupil said "I am passionate about Religious Education and love being able to express my opinion." In all lessons, behaviour for learning is excellent. Pupils want to learn and are proud of their achievements.

How well pupils respond to and participate in Collective Worship

Pupils are actively involved in planning and organising Collective Worship, especially the class assemblies. In the Key Stage assemblies, Inspectors were impressed by the confidence pupils have in joining in and leading through drama, singing and quiet prayer. In the Key Stage 1 assembly, pupils were inspired to offer their own prayers spontaneously. Key Stage 2 pupils expect to be involved and are not afraid to offer ideas to help others to understand. Pupils also volunteer to lead others in signing hymns. The parish priest confirmed that pupils engage with reverence and enthusiasm in equal measure.

Pupil missionaries meet weekly to prepare a visual display and select music for Collective Worship. They also lead a voluntary lunchtime prayer group every week. Inspectors were moved by the spirit of prayer that they created.

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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

Leaders, governors and managers are committed to and are fully involved in the Catholic life of the school. Their vision and enthusiasm form firm foundations for consistent improvement in the quality of the Catholic life of the school. Religious Education and Catholic life are an integral part of the school improvement plan. The frequent meetings of the Governors' Standards Committee demonstrate their detailed scrutiny of the school. Governors know the strengths and the areas for development. They keep fully informed of the quality of the Catholic life of the school by visits, questioning key people and the Headteacher's reports. Self-evaluation at all levels reflects rigorous monitoring, analysis and self-challenge. The Chair of Governors said that they always question the impact of the work the school is doing. Governors are involved in the annual review of the mission statement. They are visible in the parish community through their ministries such as reading and the children's liturgy.

The Headteacher is an excellent role model for pupils in a Catholic school. Her own faith was particularly evident in the inspiring Key Stage 1 assembly. The level of pastoral care and the warmth of relationships are strengths of the school. A parent commented that the school "places a huge emphasis on Catholic ethos."

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

Governors are proactive in monitoring and evaluating standards in Religious Education. They inform themselves by visits, observations and work scrutiny. Minutes of meetings show that they hold school leaders to account and ensure plans for improvement are in place. Governors are linked to a class cohort and attend their assemblies. They have a clear understanding of their role and have a good knowledge of the school's strengths and priorities for development in Religious Education. Religious Education is a regular agenda item for the Standards committee and improving teaching and learning is an integral part of the school improvement plan.

The Headteacher's knowledge of standards and her plans for improvement are outstanding. Senior leaders and the Religious Education Leader monitor and evaluate teachers through regular lesson observations, feedback on marking and by providing training. Developing the consistency of high quality assessment is a top priority for school leaders.

There is rigorous monitoring and evaluation of standards in Religious Education by Diocesan advisors and the Headteacher. A moderation file has been developed to produce consistent and accurate assessment throughout the school. Progress is tracked using the school's assessment software.

Books are monitored regularly. Feedback in pupils' books is consistently formative. Pupils engage with the feedback showing that they know how to improve their learning.

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

Lessons observed were never less than good and often had many outstanding elements. The school's detailed log of observations confirm that this is typical of the quality of teaching. Lessons consistently build on prior learning. Subject knowledge in Religious Education is very good and questioning is often outstanding. Teachers use 'Assessment for Learning' effectively in lessons, for example through the use of "I can" sheets. There was challenge and support in equal measure. Consequently, pupils are highly motivated and enthusiastic about their learning. Teaching drives rapid progress for all pupils. It enables them to demonstrate their learning regardless of ability. They are resilient learners. Inspectors suggested that the school might focus on team teaching and peer assessment to further embed the good practice observed.

Formal assessment is carried out in all classes. Pupils regularly reflect on their work via self-assessment.

There is effective use of other adults. In most lessons seen, support by other adults was highly effective. For example, they gave support to certain pupils, but they also work with the teacher, collating pupils' contributions to discussions, informing planning and supporting the delivery of lesson content.

Marking of pupils' work and the dialogue between teacher and pupil is regular and meaningful. It celebrates learning as well as helping pupils understand how to make progress.

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

Religious Education is allocated 10% of curriculum time. Teachers use the curriculum effectively and innovatively to inspire and promote learning. Pupils respond positively to the way the curriculum is delivered in lessons. They are engaged in learning and are proud of their work.

The school uses '*The Way, the Truth and the Life*.' They also use '*Come and See*' to cover Sikhism, Judaism and Islam. Judaism is taught throughout the school, with the Other Faiths being taught in certain year groups. EYFS cover a broad range of religions through exploring festivals as they arise throughout the year. The school acknowledges that this provision should always be kept under review.

Several priests have visited the school to talk about the priesthood as a vocation.

The wider impact of the curriculum is evident in the quality of prayer areas and tables, displays and religious symbols which abound throughout the school. The pupils' contributions to the school's Catholic identity are excellent.

The quality of Collective Worship provided by the school

Prayer and Collective Worship are the foundations of the school day. The school provides a rich and positive liturgical experience so that pupils can deepen their relationship with God. In Key Stage 2, there are quiet and traditional liturgies to allow for active prayer as a community and to give pupils opportunities for their own individual reflections. This is evident in the plans for Key Stage 2 pupils for whom assemblies include guided meditation and Lectio Divina.

Large group worship takes place 4 times a week. Years 2 to 6 celebrate Mass together once a week and the whole community gathers together on Friday for an assembly. Pupils learn about the Church's seasons and major feasts through the Collective Worship in the school.

The pupil-led missionary prayer group, organised and led a quiet and meaningful prayer session. It reflected the school's vision for deepening pupils' spiritual development.

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