



St Anselm's Catholic Secondary School

URN: 140874

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

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

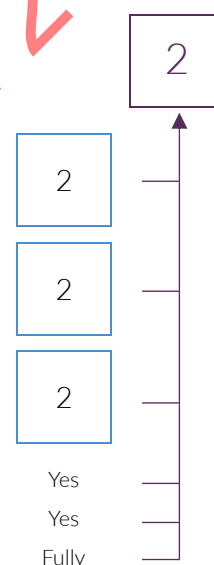
Collective worship (p.7)

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

- Creates a welcoming happy environment for staff and students where everyone feels safe and are ready and encouraged to learn.
- Provides a strong pastoral care system for this diverse and inclusive community.
- Provides annual Masses which students are excited to attend and participate in.
- Provides a wealth of opportunities for students to actively put faith into action.

What the school needs to improve

- A monitored focus on the purpose and practices which lead to meaningful and reflective daily prayer and liturgy.
- Ensure that leadership and vision of the religious education department is able to secure high quality provision for all phases.
- Provide regular retreat opportunities beyond year 7.

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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

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St Anselm's school provides a caring environment where all members of the school community can thrive. Students are happy to be at school, presenting positive attitudes both in lessons and around the building. There is a strong atmosphere of respect and purpose with a genuine care of and for each other. A parent commented 'everyone at your school just smiles'. Another parent commented, 'You provide an awesome Christ centred education and a lived out pastoral ethos'. Students understand and articulate that they are cared for. They express that they feel part of a family. A pupil said 'there is so much support in this school, the school feels like a family'. Another pupil describes the school as 'distinctly different the emphasis is about being a better person'. Students are keen to say how much they appreciate the opportunities given to them by the school, including the opportunity to take on responsibilities. They understand Catholic social teachings and are very active in raising money for charities. Furthermore, they understand that this charitable work and the way they respond to each other is following in the teaching of Jesus Christ, using the school mission in being 'faithful to their word'. Students actively engage in creating a purposeful and giving community through their action inside school, such as planting and protecting trees on site, to wider support of their community through tea parties, hamper drives and school food bank collections. Pupil voice is a strength of the school and when given the opportunity students engage well.

The school provides for a truly diverse community with access for all including ramps and lifts in what is a difficult building to manage. No one is excluded from anything. Staff said 'this is a happy school we want to model the right behaviours', 'the school is inclusive and students care for each other.' Students talk openly about teachers giving time to 'know them' and 'understand them'. Students say that 'teachers in this school listen'. There are systems in place to be heard through the comprehensive house system resulting in strong pastoral care. Students are aware of where to go if they need help and say they appreciate the consistency. There are many opportunities to engage in the Catholic life of the school which are organised and focused through the house systems. Each house group focuses on a charity such as the giving tree, shoe box appeals and community teas. The school is constantly reviewing ways to ensure opportunities match the diversity of the cohort. Catholic social teaching

principles are being built into curriculum plans. A curriculum leader stated that Catholic social teaching is now part of her terminology. Staff are committed to implementing the mission of the school and are provided with support to enable them to carry their role in this. An appropriate relationships and sex education programme is in place which meet the requirements of the Bishops' Conference.

The Catholic life and mission of the school is led by the head teacher and supported by governors through a dedicated Catholic ethos and character committee. Leaders and governors are able to articulate the school mission and are committed to ensuring the Catholic life and mission underpins all aspects of school life. Leaders and governors demonstrate respect for the dignity and wellbeing of all staff. Staff are overwhelmingly positive about their school stating, 'I am proud to work in this lovely caring school' and 'I feel my faith is stronger from being at the school', 'There is such an ethos surrounding Catholic life that is embedded at St Anselm's'. Professional development and induction are available for staff to support knowledge of Catholic teachings in a Catholic school. This includes Catholic social teaching principles, gospel values and an understanding of the liturgical calendar and key events.

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Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

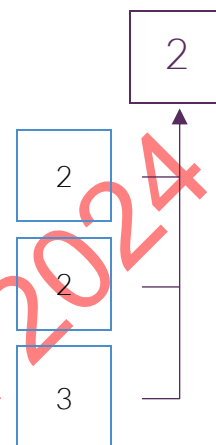
How well pupils achieve and enjoy their learning in religious education

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



Students are making progress in line with other subjects in the school. All students achieve and progress from their starting point. Parents and students commented on their enjoyment of religious education. A pupil said 'teachers are passionate about us, they like being here', they speak about the bonds and relationships between themselves and the staff which supports their learning. Consequently, students are confident to use appropriate and relevant religious education terminology in their responses during question and answer sessions and in discussions with their peers. Students are able to work independently and as a result they concentrate well enabling a focus on the learning task. They appreciate the use of individualised assessment and the consistency of marking and feedback which helps them improve. Students show a respect of their own and others learning and most take pride in the presentation of their work.

Teachers are confident and knowledgeable about their subject. They follow a clear marking and feedback policy which supports progress across the year. Developments in the assessment system, implemented by senior leaders is having a positive impact on pupil outcomes because planning links to pupil assessment. Questioning is used regularly by teachers to assess prior learning and build on new learning. Teachers are confident to answer questions arising from topics. Lessons are structured to ensure consistency of curriculum provision across the department. Other adults in the classroom provide effective support to those students who require it. Where appropriate, scripture was effectively used to deepen pupil understanding of their religious studies. For example, where scripture was used to manage a conversation about a sensitive subject matter. Teachers understand the impact of religious education on the lives and wellbeing of the school community, linking faith in action through the curriculum. Students with special educational needs and disabilities are integrated well into the lessons with relevant and appropriate support provided by the other adults in the room. In support of the diverse cohort, leaders have set religious education groups in alignment with English groups. Where a group has more than one religious education teacher, greater communication and planning is required to ensure continuity and avoid repetition leading to loss of learning time. Some planning for the new *Religious Education Directory* is in place, but does not yet show clear vision for implementation.

The head of department attends trust and diocesan training and networking meetings. The school is supported by a dedicated trust school improvement partner for religious education who further provides advice and guidance for Catholic formation and ethos across the school. School leaders are clear about the expectations of compliance of taught religious education resulting in recent planning and adjustments at departmental level. Non-compliance of curriculum time at sixth form identified by leaders and governors has now been addressed. This is supported by timetable change to ensure a minimum of 10% taught religious education, and provision of separate relationships and sex education (RSE) lessons, schemes of work and resources. Planning towards this compliance is evident through department minutes, however the timeline for implementation has not been followed due to a lack of monitoring. This now needs addressing in accordance with the requirements of the Bishops' Conference, in regards to taught religious education not being used as conduit for RSE and that compliance remains going forward. Clarity of expectation at departmental level is critical in ensuring the whole department fulfil its responsibilities.

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Collective worship

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

Collective worship key judgement grade

Pupil outcomes

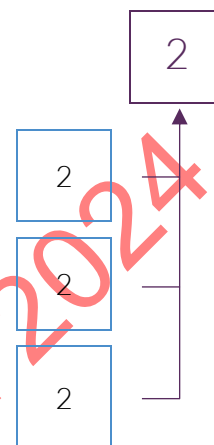
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Students talk animatedly about whole school liturgies. They value, welcome and look forward to Mass and know they can choose to be involved. Students participate in prayer opportunities and work collaboratively with the responsible chaplaincy member to create prayers for formal liturgies. There is a daily pattern of prayer planned for and delivered twice a day to all students. Daily prayer opportunities use scripture, silence and reflection. Resources are provided for all staff to use in these sessions. Students behave reverently, reading prayers and scriptures when invited to do so. Catholic life ambassadors are proud of their roles. They are willing and involved in preparation and participation of prayer and liturgy in the school. Students work collaboratively, with members of staff responsible, to prepare different aspects of whole year, house or school Masses and liturgies. They can reflect on scripture and as a result understand how their faith can be put into action. Students of faith and no faith feel safe to pray, using prayer to focus and reflect. A parent commented 'Although our child is not Catholic, I am so happy that my child feels welcomed into the school and is part of the Catholic beliefs'. Students and relevant staff regularly use their gifts to enhance the prayer and liturgy in the school. Staff and students expressed appreciation of the music used to enhance Masses and liturgies.

The school has a beautiful chapel where the Blessed Sacrament is present. The chapel is always open and is well used in formal liturgies as well as for informal learning prayer and reflection. For example, staff prayer group is held there one morning each week before school. Students commented that subjects other than religious education link learning in the chapel to their subjects, bringing classes to the chapel as part of the learning experience. Staff were very complimentary about an opportunity for a calm place of sanctuary. A calendared programme of prayer and liturgy opportunities is in place which follows key liturgical events throughout the year, including feast days as well as days of holy obligation. Informal reflection and memorial areas around the school, including a memorial garden are well cared for and conducive to prayer. Students from year 7 all have the opportunity to attend a retreat in Aylesford Priory. Smaller groups of students can attend Minster retreats with the Benedictine nuns. These days involve working in the gardens with the nuns, joining them for prayer and psalms concluding with circle time activities led by the nuns.

A prayer and liturgy policy is in place which informs provision. The school uses parish priests when available and works with a range of parishes to ensure a weekly Mass can take place in school. The religious education team additionally act as a chaplaincy team to manage and lead provision of prayer and liturgy. Governors and leaders have committed dedicated time and resources to support the chaplaincy team to ensure this does not impinge on religious education outcomes. Leaders recognise the benefits of pupil participation and actively make provision for students of all age groups, faiths and no faith, to do so. School leaders recognise the restrictions of priest time and have planned for school-based reconciliation services at key times of the year to ensure a full provision is offered to all staff and students in the school.

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Information about the school

Full name of school	St Anselm's Catholic Secondary School
School unique reference number (URN)	140874
School DfE Number (LAESTAB)	8865446
Full postal address of the school	St Anselm's Catholic Secondary School, Old Dover Road, Canterbury, CT1 3EN
School phone number	01227826200
Headteacher	J Rowarth
Chair of Local Governing Body	Saundre Hughes
School Website	http://www.stanselmscanterbury.org.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Kent Catholic Schools' Partnership
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Mixed
Date of last denominational inspection	8-9 February 2017
Previous denominational inspection grade	2

The inspection team

Catherine Burnett	Lead
Catrina Hamilton	Team
Josephine Erokwu	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