

Inspection of St Anselm's Catholic Primary School

Louisville Road, London SW17 8RW

Inspection dates: 26 and 27 September 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils are rightly proud of their school. Leaders ensure that all pupils experience a broad and exciting curriculum. They make innovative curriculum choices to ensure pupils can immerse themselves in learning. Pupils are excited to learn and achieve very well across the curriculum. They enjoy working together on school projects, such as their recent learning about the heritage of Tooting.

The school has high expectations of all pupils' behaviour and learning. Behaviour in classes is very positive, with pupils focusing on their learning. Pupils work together collaboratively and discuss opinions. This extends to the playground where older pupils happily play with their younger peers. Pupils are safe and happy at school. They know they can share concerns with a trusted adult who will help them.

The school provides exceptional opportunities for pupils' personal development. Pupils are proud to demonstrate the school values. They respect each other and understand and value their differences. Everyone works together to create a caring and supporting community. Pupils help others as buddies such as Year 5 pupils reading with younger ones. School council and the chaplaincy team contribute to school improvements and fundraising. The school ensures that all pupils take part in a range of musical and sporting experiences.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for all pupils, and as a result, pupils achieve well. They consider the key knowledge, skills and vocabulary that they want pupils to know and remember. Learning is sequenced to ensure pupils build on their prior knowledge very well. For instance, Year 6 pupils used their prior knowledge of place value to understand multiplication of decimals. A strong foundation for learning is evident in Reception. The curriculum prepares children with the knowledge and learning skills they need. For example, Year 1 pupils can effectively follow instructions having learned to take turns from Reception.

Teachers share their strong subject knowledge effectively. They address pupils' misconceptions swiftly and question them to challenge their thinking. Pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum as their peers. Teachers make appropriate adaptations to support pupils' learning. For instance, adults help pupils understand key vocabulary prior to some lessons. Pupils discuss and share ideas creating an inclusive working environment. For example, in Year 5 pupils listened and discussed each other's views on their practical science predictions.

Leaders place a high priority on reading. They ensure that staff are trained to deliver the phonics programme effectively. Children in Reception class are excited to learn new sounds. They practise reading and writing the sounds in their independent learning activities. Teachers check pupils' understanding carefully and provide support to enable pupils to keep up. They adapt learning for pupils with SEND. For

example, in Year 1, staff supported pupils skilfully with resources to help them segment and blend sounds. Leaders promote a positive culture of reading and involve parents in supporting their children to read. Teachers plan a rich range of texts and genres that pupils will read throughout the school. Younger pupils enjoy reading with their older peers in the reading hut at playtime.

High expectations and established routines ensure excellent behaviour. Staff help pupils to develop a mature understanding of relationships and feelings. They model the nurturing and caring behaviour that they want pupils to demonstrate. Attendance is positive as pupils want to be in school. Leaders monitor behaviour and attendance and are responsive to any concerns. Respectful, positive relationships are evident between all adults and pupils.

Teachers support pupils to have an in-depth understanding of the society that they live in. They encourage pupils to understand and respect people with different opinions. Pupils enjoy their school roles and are proud of their contribution to school life. All pupils learn to play a musical instrument and have the experience of performing to an audience. Pupils enjoy representing their school at sporting tournaments. Carefully planned visits enrich the curriculum and all pupils take part in a residential stay. The school provides a wide range of additional experiences, including clubs and visitors. The school successfully prepares pupils for the next stage in their learning and education.

The governing body and leaders strive for continual improvement. They are reflective and responsive to ensure the best outcomes for pupils. Leaders ensure staff have regular training to fulfil their responsibilities expertly. Staff are proud to work at the school and appreciate the support they receive from leaders, including for their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101052
Local authority	Wandsworth
Inspection number	10255329
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Clare Bradbury
Headteacher	Hattie Elwes
Website	www.stanselms.wandsworth.sch.uk
Date of previous inspection	3 June 2009, under section 5 of the Education Act 2005.

Information about this school

- The school had its last section 48 inspection in September 2019.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the governing body and a representative from the local authority and diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics,

science and physical education. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.

- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered responses of pupils, parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector His Majesty's Inspector

Karen Kent His Majesty's Inspector

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