



DIOCESE OF
SHREWSBURY

DENOMINATIONAL INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: St Anselm's College
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Prenton
Wirral
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Tel No: 0151 652 1408

URN: 136780

Headteacher: Mr S Duggan

Chair of Governors: Mr J Greaves

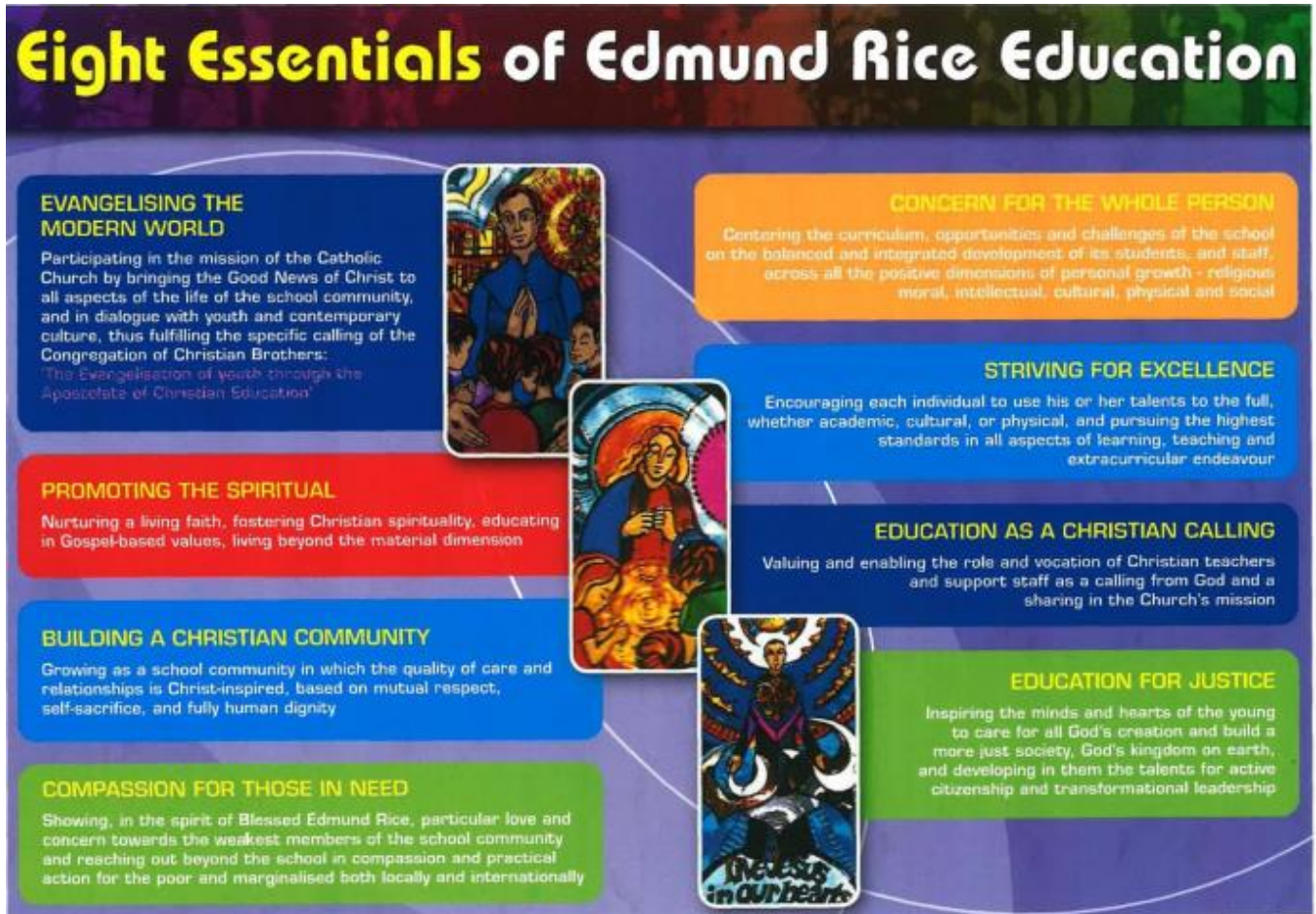
Date of Inspection: 25 & 26 March 2019

Inspectors: Mr J McCann
Mr J Wilbraham

MISSION STATEMENT

Our Catholic Community offers a learning environment for us to develop our God given talents and to recognise Christ amongst us.

We respect the dignity of God's creation and, inspired by Gospel values, seek to serve one another.



OVERALL EFFECTIVENESS: how effective is the school in providing Catholic Education.

2

This is a good Catholic school with many outstanding features

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

1

Summary of key findings:

- St Anselm's College, Prenton is a good Catholic selective grammar school for boys, with many outstanding features.
- All leaders, staff, governors and pupils strive to create and maintain a learning community which seeks to 'develop their God given talents and recognising Christ among us... respecting the dignity of God's creation and seeking to serve one another'.
- The 'Eight Core Essentials' are the principles which underpin the work of the College and these were observed in action in St. Anselm's College.
- 'We are driven to excel in whatever we do', 'Teachers know you and want the best for you', 'It is not an exam factory. We do the things we do in order to make us more well-rounded men'. Quotes from Sixth Form interviews.
- Pupils willingly contribute to, and benefit from the Catholic Life of the school and have many opportunities to put their faith into action locally, nationally and internationally.
- Pupil behaviour in classrooms and around the school is exemplary, as is the courtesy shown to each other in this learning community.
- The recently appointed RE faculty is making significant progress in raising attainment and setting high expectations.
- Most pupils in each Key Stage are making at least good progress in RE.
- The school provides a range of opportunities for Collective Worship, following the Church's liturgical year, its feasts and seasons.
- The evidence from questionnaires, meetings and feedback confirms that this is a learning community which strives to live out its mission and pupils, staff, parents and governors are proud to be part of the endeavour.
- The school offers a very effective PSHE and RSE programme which is rolled out across the curriculum by a number of faculties and its delivery and impact is monitored by senior leaders.
- Collective Worship is central to the life of the school for all pupils, whatever their own particular faith background and has a clear purpose, message and direction.
- Praying together is part of the daily experience of all pupils and staff.

What the school needs to do to improve further

- Increase the RE specialist teaching areas close to the present suited provision.
- Continue to monitor and further embed the teaching, learning and assessment strategies presently employed to ensure a consistent approach throughout the faculty.
- Develop approaches to increase the use of the chapel and access to the priest chaplain as a whole school resource particularly giving greater access opportunities to pupils in Key Stages 3 and 4.
- The good and outstanding work in Collective Worship and the Catholic Life of the school would be consolidated by the appointment of a lay chaplain.

Information about the Inspection

The Inspection of St Anselm's College was carried out under the requirements of the Education Act 2005, and in accordance with the Shrewsbury Diocesan Framework and Schedule for Denominational Inspections approved by the Bishop of Shrewsbury. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the school

The inspection was carried out by two inspectors over two days:

- The inspectors observed teaching and learning in 9 classes, seeing 5 of the RE department teach.

- Meetings with the Headteacher, Chair of Governors, Link RE Governor, Priest Chaplain, Head of RE, RE Line Manager, a newly qualified teacher, Head of Year 7 leading a transition team, Worship Coordinators (Headteacher and Head of Sixth Form), 2 members of the senior leadership team with oversight of content and delivery of Personal, Social, Health, Education Careers (PSHE) and Relationship and Sex Education (RSE), 2 groups of pupil representatives.
- Attended 1 Sixth Form assembly and 3 form tutor periods.
- Attended a St Vincent de Paul (SVP) planning meeting and 1 Legion of Mary prayer meeting.
- A sample of RE books was scrutinised from every class, together with pupil reports and assessment and tracking data.
- Responses to pupil (646 Y7 - Y11 and 7 RS Sixth Form), staff (54) and parent (289) questionnaires were collected and analyzed. All comments made were fed back to the leaders and managers as appropriate.
- A wide range of documentation was made available prior to and during the inspection for scrutiny, including the Diocesan Self Evaluation Form (DSEF), departmental and whole school development plans, staff handbook, departmental handbook, Collective Worship and prayer resources materials.
- Learning walks undertaken throughout the school covering all teaching areas to inspect the presentation of the Catholic Life of the school and pupils' behaviour.

Information about this school

- St Anselm's College is a smaller than average sized Catholic selective boys' grammar school, in Prenton, catering for 11-19 year old boys. It is in the Diocese of Shrewsbury and located in the Borough of Wirral.
- The College is a stand-alone academy in the St Anselm's College Edmund Rice Academy Fellowship. The trustees are the Congregation of Christian Brothers.
- The school has an annual admission number of 140, and there are currently 919 pupils on roll, with 187 in the Sixth Form. The school has 56 EAL pupils, 84 are eligible for pupil premium funding and 23 are on the Special Educational Needs and Disability register (SEND), with 1 pupil with an Educational Health Care Plan.
- 56% of the pupils aged 11-16 are Catholic and 64% in the Sixth Form.
- The school serves 11 parishes – Christ the King, English Martyrs, Holy Family, Holy Name, Our Lady and St John, Our Lady of Pity, Our Lady of the Immaculate Conception, Sacred Heart, St Agnes, St Joseph's Birkenhead, St Joseph's Upton, and also draws students from the wider area of the Wirral and surrounds.
- Staffing includes a full time equivalent of 54 teachers including the Headteacher and 3 teaching support staff. 54% of teachers are Catholic. 7 staff deliver the RE curriculum. 5 specialist teachers teach in the RE department, 1 of them part time, and 3 hold senior leadership roles including the Headteacher. 7 staff in the school hold the Catholic Certificate of Religious Studies (CCRS) or its equivalent, with 1 undertaking the course at present.
- The evidence from questionnaires, meetings and feedback confirms that this is a good learning community with many outstanding features which pupils, staff and parents are proud to be part of.

Full report – inspection judgments

CATHOLIC LIFE

The Catholic Life of the school is outstanding

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school.
- Pupils show a respect for themselves and others in and out of the classroom.
- Christian social responsibility is fostered within the college and lived out.
- The pupils according to age have increasing degrees of responsibility for taking a leading role in the planning and delivery of fund raising initiatives. Through the pupils' various initiatives significant funds are raised for local, national and international projects e.g. Wirral Food Bank, and Charles Thompson Mission, Birkenhead with donations and fund raising; Lungi Village, Sierra Leone £400 to build a toilet; Lent 2018, £3,380 raised; Brother Kerrigan Project 2018 £6,308 raised to support projects in Sierra Leone specifically at St Joseph's School for Hearing Impaired Children in Makeni. Christian social responsibility is fostered within the college and lived out.
- Retreat opportunities are only available for pupils in Year 7 and Year 12 due in part to lack of lay chaplaincy provision.
- A priest chaplain has recently been secured by the school and is available in the chapel to the boys and staff every Friday. A voluntary Mass is celebrated every Friday and the opportunity for the sacrament of reconciliation and /or spiritual counsel is also available. Many of the younger pupils have not as yet availed themselves of this provision. This may well be due to the logistics of the site. The priest chaplain reports directly to the Headteacher.
- Pupils are at ease with their faith and understand and appreciate the core 'Essentials' of the school's mission and their basis in Gospel values.
- The school has an active Sixth Form Legion of Mary and Senior and Junior St Vincent de Paul Conference which meet each week to pray and actively promote and manage fund raising activities.
- The Friday Club, which has been running for many years, is a weekly club which enables Sixth Formers to provide company and friendship to adults with learning or physical disabilities.
- 2 senior leaders have developed and rolled out a very effective PSHE and RSE programme which is delivered across the curriculum by a number of faculties. Oversight and quality assurance is the responsibility of the 2 senior leaders.

RELIGIOUS EDUCATION

Religious Education is good

2

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

RELIGIOUS EDUCATION

- The RE department comprises five specialist teachers, all relatively recent appointments to the college, plus the Headteacher and Head of Sixth Form as additional members of the team for Sixth Form General RE. The school's self-evaluation that RE teaching is predominantly good with some outstanding elements is endorsed in lesson observations in all key stages during the inspection.
- The RE curriculum provision is appropriate and it provides a range of opportunities that contribute to the spiritual and moral development of pupils and the many activities within the college's religious life. The recently appointed subject leader has audited and revised the curriculum to ensure that it covers the requirements of the Curriculum Directory and all Diocesan and Bishops' Conference requirements.
- In all lessons, pupils show interest with a keenness to learn. Pupils' classroom behaviour during RE lessons is invariably excellent and indicates real engagement with learning. During interviews during the inspection, pupils expressed their interest in the subject and spoke highly of the way it is taught and this was further strengthened by the responses in all years to the pupil questionnaires.
- Standards of attainment and progress, where measured by external examinations, are improving but are not yet where they need to be. However, given the changes of personnel, curriculum, assessment and methodology, the capacity for improvement is recognised and current projections for 2019, based on recent internal assessment data, strongly indicates a continuing upward trend. The external progress measures of pupil achievement at GCSE indicate an encouraging upward trajectory from 2016 - 2018.
- The negative impact of the new A level system on recruitment for RS in year 12 has been offset for next year by pupils' renewed interest in the subject and the work of the RE team, so that a viable group has signalled a desire to study the subject in September 2019. Classroom observation, scrutiny of work and discussion with pupils indicate that the current group in year 13 are making good progress to achieve their projected grades in the A level examination.
- The Head of RE, supported by the link from Senior Management (the Headteacher) monitors progress and attainment accurately across the department, including specific focus on SEND and those entitled to Pupil Premium. There are regular and rigorous lesson observations whose outcomes are recognised as impacting positively on Teaching and Learning and the successful development of curricular consistency.

- The new leadership of the department has initiated a consistent approach in assessment, marking and monitoring of progress across the department which needs to be further embedded. Pupils are aware of their targets and progress towards them and what they need to do to improve.
- Presentation of work is of a very high standard, indicated throughout the inspectors' scrutiny of work samples, as are displays of information, stimulus material and pupils' work in the dedicated RE classrooms. However, not all classrooms where RE is delivered are rooms assigned as specialist RE rooms and this does have an impact on the delivery of lessons and the use of appropriate resources and teaching strategies.
- Positive relationships and attitudes generate a productive environment. Pupils take a pride in their work and need no prompting to engage with tasks or switch from one to another. They are increasingly well prepared for examinations by their classroom experience and appreciation of the subject.
- The relevance of RE to the college community and wider world is well understood by students and it is integrated into the prayer and charity activities which are so evident throughout, as are The Core Values of the Edmund Rice Family.
- Sixth Form pupils engage with the relevance and format of the General RE course and appreciate how it links with so many of the college's practical tasks and projects under the umbrella of Christian Responsibility.

COLLECTIVE WORSHIP

Collective Worship is outstanding.

1

How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

- Acts of Collective Worship engage almost all pupils' interest and offer opportunities for reflection and a prayerful response.
- There is a well-organised and liturgically appropriate programme to support each week of daily Form Tutor time. This is made available to staff at the beginning of each academic year. Resources are available for staff to use to support any given theme and are much appreciated. The themes and resources are created and distributed by the Headteacher, a senior leader and the second in the RE Faculty.
- Leaders and managers are very visible leaders of Collective Worship within the school.
- Praying together is part of the daily experience for all pupils and staff.
- Pupils readily speak with confidence and lead prayer in front of their peers in class and in larger settings.
- Almost all pupils have a clear understanding of the Church's liturgical year, seasons and feasts.
- The experience of living and working in a faith community has a significant effect on the spiritual and moral development of all pupils, irrespective of faith background.
- There is a sense of respect for other faiths and this is reflected in the way pupils actively participate in prayer.
- The good and outstanding work in Collective Worship and the Catholic life of the school would be consolidated by the appointment of a lay chaplain and release staff to continue to drive up standards in RE and create greater retreat possibilities and engagement in KS3 and KS4.
- A Sixth Form assembly, prepared and led by the pupils who had been to Sierra Leone, was observed during the inspection. Pupils and staff found this a most moving experience and indicative of the integration of Christian responsibility into the prayer and worship of the school community.