

Westminster Diocese Inspection Report

St Mary's Catholic Primary School

Masbro Rd, London W14 0LT

Date of inspection: 5 November 2015



A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade 2

The overall effectiveness of classroom religious education (RE) in developing pupils' religious literacy is judged to be good. The school is not yet outstanding because the quality of teaching and learning in some classes requires improvement. The role of the governors in this school in developing religious literacy is commendable. Governors play a very clear and purposeful role in moving the school forward. This work is mainly being led by the Chair of the Governing Body and RE Link Governor. The Religious Education Curriculum Directory (RECD) is an integral part of the RE curriculum. The school has identified a key area for development to be to implement the units of work of Margaret Carswell and this inspection concurs with that judgement.

Classroom RE is being very well led by the headteacher who is also being well supported by her new deputy. The head works really hard to inspire and lead staff and has an excellent subject knowledge. She has identified strengths and weaknesses in the school and has a clear plan for the future. The RE leadership team has not yet had enough time to make a significant impact on classroom practice and pupil outcomes. The Early Years Foundation Stage (EYFS) is outstanding and children get a wonderful start to their religious education in this school. Teaching and learning is equally outstanding in Year 6 where the work produced and the knowledge of pupils is of a really high standard. Progress overall is therefore judged to be good. The work of pupils in some classes requires improvement quickly. Here, there is a lack of coverage and differentiation in RE work and as result pupils are all doing the same work; this needs to be addressed. The school has a mostly accurate evaluation of the strengths and areas for development

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade 1

The school's overall effectiveness in this area is judged to be outstanding in all aspects. Every member of this school community is aware of and lives by the Mission Statement of "growing in God's love and care". From the youngest child in the Nursery upwards all pupils know this Mission and proudly proclaim it. The school is being led in an exemplary manner in developing its Catholic life. A clear purpose, vision and direction permeate every facet of school life. No area is left unobserved. The head and governors share the vision and purpose of developing the richness of the Catholic way of living and being. The pupil led worship and school chaplains deserve a special mention. The practice in this area is innovative and is equally highly effective. Prayer and worship are integral to the life of this school. Parents are very supportive of the leadership of the school and are happy that their children attend this Catholic school. Links at all levels, including parish, Diocese and deanery, are very strong. All pupils understand the call to "human flourishing" and are given ample opportunity to be of service to others. Pupils' behaviour is of a very high standard around the school. The whole community should feel justifiably proud of the Catholic life of this school.

Introduction

The inspector would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspector spent 1 day in school, visited 8 lessons and 1 assembly, and carried out 3 interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of St Mary's was carried out under the requirements of the Canon 806 and Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspector is appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Inspection Team

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|-----------------------|-----------------------|
| Mr Sean Flood | Lead Inspector |
| Ms Jackie Cox | Shadow Lead Inspector |
| Ms Rose-Marie Sorohan | Associate Inspector |

Description of School

The school is a one form entry Catholic primary school with a nursery in the London Borough of Hammersmith and Fulham and in the locality of Brook Green. The school mainly serves the parish of Holy Trinity. The proportion of pupils who are baptised Catholic is 93%. The proportion of pupils who are from other Christian denominations is 6% and 1% of pupils are from other faith backgrounds. The percentage of Catholic teachers in the school is 67%.

There are 225 pupils on roll, with 5 pupil with a statements of Special Educational Needs and Disabilities (SEND) / Education Health & Care Plans (EHC). The proportion of pupils from ethnic minority groups is well above average. The number of pupils speaking English as an Additional Language is well above average. There is a below average rate of families claiming free school meals. 74 pupils receive the Pupil Premium (33%).

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| DFE Number: | 205/3529 |
| URN Number: | 100350 |

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|---------------------|-------------------|
| Headteacher: | Miss Robina Maher |
| Chair of Governors: | Mr Denis Barry |

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|---------------------------------|---------------------------|
| Date of previous inspection: | 2 nd July 2010 |
| Grade from previous inspection: | 1 |

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|-----------------------------------|----------------|-----------------------------|
| Key for inspection grades: | <i>Grade 1</i> | <i>Outstanding</i> |
| | <i>Grade 2</i> | <i>Good</i> |
| | <i>Grade 3</i> | <i>Requires improvement</i> |
| | <i>Grade 4</i> | <i>Causing Concern</i> |

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What has improved in classroom religious education since the last inspection?

The main area of improvement since the last inspection has been in the role of the Governing Body. Governance of the school is now very strong and well informed about areas for further development.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade 2

The content of St Mary's School religious education curriculum fully meets the requirements of the Religious Education Curriculum Directory. The curriculum is well planned for by the headteacher. The school currently uses the scheme of work "The Way, The Truth and The Life" as its core curriculum. It also uses supplementary materials such as those provided by CAFOD. It is looking in the near future to implement the units of work of Margaret Carswell. The curriculum does need to be reviewed as there are gaps in pupils' learning in some classes and the school recognises this. There are plans to teach pupils about other faiths such as Judaism and this is also an area for further development. The school has invested in a wide range of resources linked to the Religious Education Curriculum Directory. The structure planning and content of this school's RE curriculum and in lessons is thorough but is not being implemented properly in all classes.

Pupil achievement (as well as attainment and progress) in religious education

Grade 2

Pupil achievement overall is good and progress is equally good. Pupil's achievement in the Early Years Foundation Stage (EYFS) is outstanding in both classes. Children get a really good start in this school. It is equally outstanding at the end of Key Stage 2 in the Year 6 class. In Key Stage 1, it requires improvement. In both the Nursery and Reception classes the outcomes for pupils are of a very high standard. They quickly acquire relevant religious vocabulary and learn the names of special people such as saints. Whole class books and work on display clearly shows that these young people are being very well prepared for the future. In Key Stage 1 and lower Key Stage 2 the work produced in classes needs to be improved in terms of coverage, presentation and, above all, differentiation. This needs to be addressed as at present these pupils are all doing the same work and it is often untidily presented. From Year 4 onwards achievement improves until by Year 6 it is outstanding. Some of the written work seen during this inspection on the theme of Justice was exemplary and quite outstanding. Pupils were producing persuasive writing of a very high order and were articulate and confident in sharing their work. In this class pupils were clearly reaching their full potential. From an average level of attainment on entry to outstanding by Year 6 means that progress overall is equally judged to be good.

The quality of teaching

Grade 2

The quality of teaching across the school is judged to be good. Aspects of outstanding teaching were seen in the EYFS and also in Year 6. In other classes it requires improvement. Pupils enter the EYFS into a rich and nurturing learning environment and some of the teaching seen was outstanding. The teachers listen carefully, respond sensitively and engage pupils at all times. One could clearly see pupils growing in confidence and awareness and all their views being listened to with respect. Both the pace and challenge of lessons was of a very high order. In Key Stage 1, teaching requires improvement. Lessons seen were slow and did not engage pupils properly thereby resulting in pupils often being off task. This is then reflected in the work they produce and in the outcomes of the lesson seen. In Year 6 the teaching is clearly outstanding. Pupils were using scripture and Bibles, doing research, working collaboratively and loving the work they were doing. In a lengthy lesson observed all pupils were working on their given tasks at all times. It was teaching of the very highest standard. Support staff played effective roles in most classes seen and were being well deployed. Marking is variable across the school and is a work in progress. The school does have ideas on how to make it more useful for pupils. The school has worked hard to make staff aware of and use the Agreed Understanding of Levels. Efforts are being made to track and measure pupil progress across the school but this whole area needs to be reviewed and brought more up to date. RE homework is being introduced and parents are appreciative of the opportunities to support their children.

The effectiveness of the leadership and management of religious education

Grade 2

The leadership and management of religious education are good. It is not yet outstanding because the newly appointed head and deputy headteacher have not had enough time to implement the changes that they have identified. Equally they have not yet had enough time to make the impact that they wish to make. The head is very aware, determined and knowledgeable about the direction the school is taking. She is being very well supported by a new deputy and also by a very strong and committed Governing Body. The Chair and RE Link Governor are ambitious and clearly moving the school in the right direction. They have a clear vision for the future and what they wish to achieve. The head is working tirelessly to raise standards and currently leads on RE. The governors have some clear and coherent plans to provide further support in the near future. The subject is being well planned for and areas for development have been identified. Teaching is being monitored and extra support and guidance is being provided for those teachers who need it. Self-evaluation is accurate and there are strategies in place to rapidly improve standards within the school. Opportunities for professional development are plentiful and are being taken up by staff.

What should the school do to develop further in classroom religious education?

- Review the curriculum and, as the school itself has identified, implement the units of Margaret Carswell to ensure greater depth and coverage of the RE curriculum.
- Introduce a planned programme to teach about other faiths
- Improve the quality teaching and learning across the school

B. The Catholic Life of the School

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What has improved since the last inspection?

There were no areas for improvement in the last inspection.

The most noteworthy area of improvement has been in pupil led worship. These acts of worship and liturgies are innovative and of a very high standard. Another area of improvement has been around the area of Values. The impact of this work is very evident in the daily life of the school.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade I

At least 10% of curriculum time is devoted to the teaching of religious education across all key stages every week. An appropriate annual budget is allocated for the subject in line with other curriculum areas and the subject is very well resourced. Teachers mostly have good subject knowledge of religious education in accordance with the Religious Education Curriculum Directory for England and Wales. The accommodation is of a high standard both indoors and outdoors. Displays and prayer corners are of a high quality in the classroom and all around the school. Displays are informative and stimulating for pupils and parents alike. The school places a very high emphasis on the centrality of the Catholic faith to its mission, life and work. This is clearly a Catholic school that is happy to proclaim its identity. This area of the Catholic life of the school is very well led by the head and she is being ably supported by the new deputy head as well. Professional development is well led and plentiful opportunities are provided for all staff to develop their knowledge, including the non-Catholic teachers. Governors perform their role in an exemplary manner in monitoring this area and it is judged to be outstanding.

The experience of Catholic worship – prayer and liturgy – for the whole school community

Grade I

The provision for prayer, collective worship and the liturgical life of the school is outstanding. The headteacher and deputy head work closely to lead the staff and pupils in their whole school acts of worship. During the observation an engaging and thought provoking act of worship was observed which enabled the children to make clear links between the story of 'The Giving Tree' and Mark 12:38-44. Opportunities were plentiful to summarise and reinforce the Gospel message. All pupils were reverent and respectful both entering and exiting the hall as well as throughout the act of worship. Pupils were able to join in with their school prayer and hymns as the deputy accompanied on the piano. Pupils were responsible for the timings of the Powerpoint presentation as well as the prayerful music played in the background. The school chaplains confidently led the school with their own prayers and pupils responded thoughtfully to questions about the scripture. A Year 6 act of worship was also observed which was planned and led by the pupils themselves. Throughout the classes there is evidence that this is part of their embedded practice and the pupils talk positively of their experiences planning and leading the worships regularly. Pupils experience prayer at different times during the school day and school year. The parish priest is a regular visitor to the school and celebrates school masses at the local parish church, where parents and the parish are invited. He

also administers the Sacrament of Reconciliation during Advent and Lent to Years 4, 5 and 6. Parents are invited to join in with this. Staff and governor meetings also start with a prayer and there are weekly opportunities for staff prayer sessions.

The commitment and contribution to the Common Good – service and social justice.

Grade I

The school's commitment to the Common Good is outstanding. St Mary's as a school community clearly understands the call to "human flourishing". Pupils are provided with excellent opportunities to serve and develop their gifts from God. All members of staff are aware of the school Mission Statement and pupils proudly share the message of "growing in God's love and care". This is central to the life of the school and is on display all around the school. Some excellent examples were seen during this inspection of work about Catholic justice and peace. Older pupils in discussion were also able to articulate the theology that underpins their call to be of service to others. The knowledge of Year 6 pupils was of a very high order and parents should feel justifiably proud of this. The school supports a wide range of charities both at home and overseas such as the Catholic Children's Society and CAFOD. The school has identified as an area for further development the need to strengthen even further the links with the local community particularly Nazareth House.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade I

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parents are very supportive of the school and are keen to see the school prosper and develop even further. Parents are kept well informed not just about what their child will be learning in RE but also in being invited to participate in Mass, liturgies and other religious events within the school.

Links with the parish are very strong and the school recognises the parish as the main experience of Catholic life for the school community. The parish priest is also the RE Link Governor and is actively engaged in promoting all aspects of Catholic life. The diocese and deanery are being equally well supported. There is a very active deanery both in sharing good practice of education but also in celebrating joint acts of worship. The leadership team actively participate in diocesan activities and the head has just undertaken training to be an Associate Inspector for the Diocese of Westminster. The teachers have engaged in moderation of work and joint training at deanery and diocesan level and this has been very fruitful. Partnerships at all levels are very strong and judged to be outstanding

The effectiveness of the leadership and management in promoting the Catholic life of the school

Grade I

The leadership and management in promoting the Catholic life of the school are also judged to be outstanding. The governing body is united in a clear and determined vision of a drive for excellence. The chair is highly articulate in setting out the direction he wishes the school to move in. The school's leadership team is equally fully committed to the Church's mission in education. This clearly shines through in assemblies and in conversation with inspectors. The governors provide the school with a very good balance of challenge and support to achieve their aims. They have a very clear

understanding of their strategic role as governors of a Catholic school in 2015. Professional development opportunities are plentiful and induction for new staff is being constantly evaluated as to its effectiveness. This school is exemplary in its leadership and management of the Catholic life of the school.

What should the school do to develop further the Catholic life of the school?

- Provide more sustainable activities and charities to support at home and overseas, such as Nazareth House, to enhance even further enhance the outstanding work already being undertaken.
- Develop potential RE / senior leaders to support the head in the near future