

# Westminster Diocese Inspection Report

## St. Mary's Priory Infant School

Hermitage Road, Haringey, N15 5RE



Date of inspection: 20 January 2016

### 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 religious education in the Infant school of the federated St. Mary's Priory Schools is good. The governor responsible for religious education and the Catholic life of the school is a Sister in the parish. She participates in termly learning walks to inform the governing body how the school continues to improve and develop in religious education. The school fully meets the 10% requirement of the Bishops' Conference and covers the Religious Education Curriculum Directory, (RECD). The examples of children's activities in religious education, through the displays, photographs and portfolios, provide strong evidence of how they are growing and progressing through the phases. Achievement is good overall, with exceeded progress in some case in upper Key Stage 1 and Early Years. The triangulation of the evidence from teaching and its impact on learning indicates good learning for pupils and children with some excellent examples in some Early Years and Key Stage 1 classes.

### 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 overall effectiveness of the Catholic life of St. Mary's Priory Infant school is outstanding. It fully reflects and celebrates the charism of the Servite Order, who founded the school, and the school enjoys regular access to their chapel and resources and together they are engaging in the 'Year of Mercy.' The Catholic life of the school is carefully monitored and reviewed by the governing body, including the parish Sister and the priests serving the school. Their pro-active and regular visits, liturgical and pastoral guidance and activities for both staff and pupils are evident. The opportunities for prayer and worship are from the Catholic tradition, with the youngest children and pupils being taught age appropriate prayers, rituals and hymns. Parents are encouraged to pray at home with their children with guidance available on the school website, through the Wednesday Word and the 'Show and Tell' bags. The school has developed keen partnerships with the nearby Anglican Church of England School, St. Ann's, and the Islamic Shakhsiyah Foundation School.

## Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent 1 day in school, visited 7 lessons and an assembly, and carried out 7 interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, 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 Priory Infant School, Haringey 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 inspectors are 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

Mrs Tina Cleugh	Lead Inspector
Mrs Jackie Cox	Associate Inspector

## Description of School

The school is a two form entry in the LA of Haringey and the locality of Seven Sisters. The school serves the parishes of St. Ignatius, St. John Vianney and St. Thomas More. The proportion of pupils who are baptised Catholic is 74%. The proportion of pupils who are from other Christian denominations is 23% and from other Faiths 2.5% and with no Faith is 0.5%. The percentage of Catholic teachers in the school is 64%.

There are 213 pupils on roll, with 34 in the Nursery. 1 pupil has a statement of Special Educational Needs and Disabilities (SEND)/ Education Health & Care Plans (EHCP). 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 an above average rate of families claiming free school meals. Ninety-three pupils receive the Pupil Premium.

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Headteacher:	Mrs Florence Collins
Chair of Governors:	Mrs Marva Hibbert

Date of previous inspection:	May 2010
Previous Inspection grades:	I

<b>Key for inspection grades:</b>	<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 Early Years was judged Outstanding by Ofsted in September 2014. Sample work portfolios have been established. Developmental marking is being embedded, utilising the 'green pen' method, empowering pupils to know and understand how to improve their work. Partnerships with the local Anglican and Islamic schools have been significant.

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

#### **Grade 2**

The school ensures that the work covered through topics have effective links to the Gospels of Matthew, Mark and Luke, include the events and celebrations throughout the liturgical year. This provides a clear link and coverage of the Curriculum Directory, at age appropriate levels. The use of 'working walls' outline the learning taking place in religious education linked to the required areas of study of the Religious Education Curriculum Directory. A range of newly provided resources enables pupils and children to develop their knowledge, skills and understanding in religious education, in particular its links through scripture, from the earliest age. Religious education programmes include planned opportunities for pupils and children to learn about other faiths including Judaism, Hinduism and Islam. The governing body represented by the parish Sister and local priests, are regular and active members of the school community, supporting the religious education programmes and its links to the liturgical cycle.

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

#### **Grade 2**

The range of progress from the Early Years to the end of Key Stage 1 is good overall. The school monitors and identifies the pace of progress for all pupils and children, from the baseline recorded in Early Years, through the Key Stage 1 levels of attainment in religious education. This has enhanced the planned learning opportunities and progress being made across the transition from Early Years to the end of Key Stage 1. Regular observation of learning in religious education, including the scrutiny of work produced in learning journals, portfolios, books and through discussion with pupils, has enabled teaching in religious education to become more focussed. These observations are also supported by the diocesan advisor. The deanery and diocesan moderation, attended by the leader in religious education, ensures that there is parity and accuracy in the levels of learning across the key phases. The leadership team also sets out the expectation of each cohort according to their stages of attainment, as they move through the phases. The planning identifies the appropriate and relevant assessment tasks which informs the levels of learning and progress of the pupils and children. The 'I Can' statements and the use of pupil targets in religious education support the units being taught and the progress being made by the pupils and children. Assessments are carried out at the end of topics, with the levels of attainment being moderated to ensure accuracy and record progress. From the work in the books and those moderated, there is evidence that good progress is being made in religious education, from the end of Early Years to the end of Key Stage 1. The school has identified and agreed its priority to continue to challenge the more able, particularly to reach the higher levels

of attainment by the end of Key Stage 1, to ensure effective progress is attained by the end of Key Stage 2.

## **The quality of teaching**

### **Grade 2**

The teaching observed during the inspection was good overall, although there was some variability. Teaching is delivered through a variety of styles and the planned areas are supported by a rich range of resources, including outdoor learning and the effective use of ICT. Role play provides opportunities for these younger children to deepen their awareness and understanding of their world. They are encouraged to reflect on how God created our world and, through His gift of love modelled by Jesus, how we are required to take care of our world and each other. A good example of this, was where pupils explored the links of the creation to scripture. This was well demonstrated in role-play of the parables, including the Good Samaritan. This prompted the pupils to explore how the characteristics of God's influence in their everyday lives, are lived out through the examples of caring for each other, as demonstrated by Jesus. An example of excellent teaching observed, included effective use of 'talking partners', where the pupils were encouraged to deepen their thinking, to consolidate their learning and understanding of how and where God is present in Creation. This was supported through probing questioning by the class teacher and the other adult in the learning, through well prepared tactile and practical resources. The topic delivered also referred to appropriate links to the recommended websites and effective use of a range of artefacts, models and opportunities for role play. These ensure that the lessons are both enjoyable and stimulating, moving pupils and children on in their learning in religious education. The practice of mini-plenaries observed in some lessons and key planned questioning, support the ongoing assessment of how pupils and children are learning. The highly stimulating and well planned attractive environment, particularly in the Early Years, is a model of good practice; the way the children were encouraged to discuss and explore their understanding, with constant reference back to earlier learning is worthy of note. The scrutiny of work in religious education by the members of the senior leadership team, including the leader in religious education, is carried out half-termly, with key samples moderated, which are shared at deanery and diocesan level, to ensure accuracy in progress against the agreed levels of attainment.

## **The effectiveness of the leadership and management of religious education**

### **Grade 2**

Leadership and management of religious education are good overall. The annual action plan for religious education is presented by the leader to the governing body. It reflects the key areas for ongoing improvement in the provision for religious education across the Early Years and Key Stage 1. This is published on the school website to ensure all stakeholders can keep up to date with the agreed priorities being developed. The leader of religious education is actively supported by the Early Years and Key Stage 1 phase leaders. The allocation of release time for the leader of religious education, to focus upon improving teaching and its impact on learning in religious education in the Infant school, is being further developed. This includes coaching and mentoring less experienced colleagues. The commitment by the senior leadership team, to improving and developing the religious education provision across the Infant school and nursery, is driven by the headteacher. Both the leader and the headteacher, attended the Section 48 Associate Inspector Training in the Summer Term 2015. The school has also included in its annual continued professional development schedule, the annual 'RE Leaders' Conference, 'Aspiring Catholic Deputy Headteachers' residential course, relevant deanery and diocesan wide training and network meetings. The opportunities for teachers to complete the CCRS accreditation is another implemented strategy. The allocation of professional targets in delivering religious education is built into the performance management process for all teachers. These targets are focussed upon achieving 'Good or Better' teaching, in particular striving for Outstanding. This is planned through triangulation of progress in religious

education, with scrutiny of work in books, learning walks, discussions with pupils and children tracking progress through set targets in religious education, including for the more able.

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

- Ensure consistency in the marking process, particularly the use of the 'green pen' method in responses from pupils, to move their learning forward in religious education.
- Planned extended release time for the leader in religious education, to monitor and act upon areas requiring support, coaching and mentoring, across Early Years and Key Stage 1.
- Empower other adults in the learning to model the effective practice of more experienced adults, to impact on meeting the needs of all pupils of all abilities.

## **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?**

The charism of the founding Servite Order permeates all aspects of the school. The school has reviewed its Mission Statement, including the creation of its own 'School Song.' The use of music, drama, art and dance provide a richness to the liturgical life of the school, evident in the range of portfolios available for the inspection. Pupils in Key Stage 1 are encouraged to plan and lead class worship. They regularly participate in the 'Praise Assembly' at St. Ann's Church, developing their ecumenical links. The school has developed keen partnerships within the Haringey community particularly with their neighbouring Islamic Shakhshiyah Foundation School. They have begun to further expand this to the Early Years and Key Stage 1, including opportunities for shared moderation of learning.

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

#### **Grade 1**

The school fully meets the 10% requirement for the teaching of religious education as laid down by the Bishops' Conference of England Wales. The distribution of the 'Wednesday Word' weekly to parents provides excellent opportunities for the families to reflect and pray with their children. The Chair of Governors is a regular visitor, participating in regular scrutiny and learning walks with the Headteacher. The organisation and purchase of high quality and up to date artefacts and resources in religious education and the Catholic life of the school, which are updated regularly and easily accessible, reflect the movement through the liturgical cycle. The school has invested in improvement to the accommodation.

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

#### **Grade 1**

The outstanding provision for Catholic worship and prayer is borne out by the range of evidence in the portfolios and photographic evidence presented the inspectors. The 'doors' on the classrooms reflecting the different saints dedicated during the 'Year of Mercy,' are a model of excellent practice. Morning staff prayer is a key feature of everyday life, including the effective use of ICT for creating the sense of stillness through the 'Everyday God' hymn. The whole school federated community meet fortnightly for prayer, reflection and a celebration. The staff 'Well-being Team,' which includes the ancillary and support staff, meet half-termly together with the teaching staff. The focus for prayer, visible in each classroom, reflects the stage of the liturgical cycle and the areas of learning in religious education. The daily prayer includes prayers before and after lunchtime meals. Weekly class worship is carried out through the recommended diocesan model, whereby pupils and children are encouraged to write their own prayers and 'Go Forth to Mission' in their daily actions. The school carries out a schedule of non-Eucharistic liturgies and opportunities for the children and pupils to participate in celebrations and reflections across the liturgical cycle, including the annual Easter pageant, the nativity, reconciliation preparation for Lent and the Advent services. These are actively supported and guided by the priests from the parishes and the parish Sister, serving the school. The assembly, led by the headteacher, and attended by the inspectors, was an outstanding example of how this Catholic community pray and share their gifts and talents together, providing an excellent

role model and example to these younger pupils and children and their families. Another example is how the children and pupils avidly sang their school mission song. The 'Prayer and Worship' booklets on display in many classrooms, with the range of portfolios available for scrutiny by the inspectors, provide evidence of the growing confidence in these young pupils and children to pray and reflect on the example of Jesus, including through the liturgical cycle. The very high attendance of parents and grandparents is the norm. The theme of celebrating God's gifts to us all was endorsed by the attendance from the neighbouring St. Ann's Anglican school, leading a prayer of thanks to God and the Islamic Shakhshiyah Foundation School pupils, who sang their song to Allah, in thanks for his gifts to them in their lives.

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

### **Grade I**

The commitment and contribution of the school to the Common Good and social justice are outstanding. The ongoing support and reaching out to those less well off than themselves include their work through 'Caritas', CAFOD and the Catholic Children's Society. The excellent range of fundraising opportunities include those Catholic and secular ones, particularly where they affect those in the school community. One example of this is where the school made a very significant contribution to Great Ormond Street Hospital, to support the projects and programmes for children with very high additional and special needs both in their local community and the school. The children and pupils are actively engaged across the terms to raise funds for the British Heart Foundation, through their own planned 'Skipathon'. The range of commitment to social justice and service in supporting the Catholic charities is significant. There is also much reference made to our responsibility, from His Holiness, Pope Francis, as a Church, during this the 'Year of Mercy.' The children and pupils discuss what they can raise funds for and then vote, such as the CAFOD World Gift Programme, including purchasing a 'goat' for overseas communities. The children and pupils provide school resources and much needed items, through their Ugandan school project, which continues to be supported. The pupils, who met with the inspectors, described how they help others in need as this is 'what Jesus told us to do.' The Catholic Children's Society is supported annually and the acknowledgments and certificates displayed affirm the ongoing commitment to 'helping those who are not as well off as us' as quoted by another young pupil. The behaviour of the pupils and children is exemplary and their happiness and pleasure in coming to school is testament to the very high levels of attendance. These very young pupils and children 'flourish and thrive' as outlined by the headteacher to the inspectors, in the way they are being empowered to recognise the plight and needs of others less well off than themselves.

## **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**

The Infant school offers significant and outstanding partnerships within and throughout their local and wider community. They are wholeheartedly committed to 'reaching out' such as their growing partnership with their neighbouring Islamic school and their Anglican neighbours. This partnership is reflective of the school's commitment to their community in Haringey. They are active members of the Network Learning Community of Haringey. The headteacher as a Local Leader of Education, actively supports newly appointed and inexperienced headteachers. This includes their active participation in the annual 'Tottenham Carnival,' to support the community since the riots some years ago. Regular questionnaires are sent to parents and stakeholders to gather views on the progress of the school's commitment to religious education and the Catholic life of the federation. The extremely high level of attendance by parents, grandparents and members of the local

community at the weekly assemblies, is significant. Parental involvement is encouraged through workshops, coffee mornings, fundraising and liturgical celebrations and events. The rich range of colourful and vibrant photographic evidence in the portfolios, acknowledge the wealth of opportunities for parental and local community involvement in the life of the infant school, within the federated primary school. The parental responses to the diocesan questionnaires significantly support and acclaim the work of the infant school. The governing body participate in a range of diocesan in-service and the school recently welcomed Bishop Sherrington to celebrate the 150<sup>th</sup> anniversary of The Servite Sisters Aggregation to The Servite Order, whose charism permeates all that is wonderful across the federated schools.

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

### **Grade I**

The leadership and management of the Catholic life of the school are outstanding. The headteacher in partnership with her governing body, ensures that the progress of the identified priority action points are fully reported. She is empowering her leader in religious education to develop her role, including their recent attendance at the Section 48 Associate Inspector training. The governing body are fully aware of their ecclesial role in the Church and the priests who met the inspectors were animated in their discussions on how the school celebrates and is committed to its role in the mission of the Church. The governing body have systematic channels of monitoring progress, through the action plans which both challenge and support the school leaders. The headteacher, as a Local Leader of Education, is supporting and empowering newly appointed teachers to Catholic schools and is actively involved in the Haringey Voluntary Aided Schools' Headteacher network group. She works in full partnership with her governing body, where the chair and parish priests with the parish Sister, share designated responsibility for the Catholic life of the school and are regular and pro-active members of the school community.

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

- Empower pupils and children to have ownership of the non-Eucharistic liturgies, at age appropriate levels, across the liturgical cycle.
- Develop the planned intention to create the leadership skills of the pupils through the development and commission of the 'Mini Vinnies' programme.