

# Our Lady & St Philip Neri Catholic Primary School

URN: 100732

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

21–22 March 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

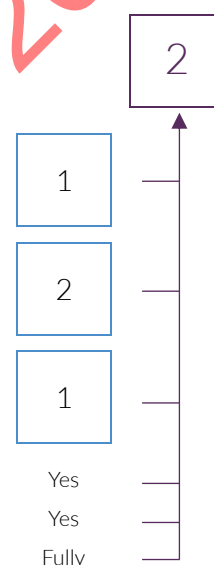
#### Collective worship (p.7)

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

- A strong Christian moral purpose underpins the daily lives of all in this warm, welcoming Catholic family.
- Leaders and governors are dedicated to the continued growth of an authentic Catholic school.
- Pastoral care of all members of the school is a significant strength.
- Pupils engage in prayer and liturgy with reverence and sincere devotion.
- Teaching across the school enables pupils to become increasingly confident in religious literacy.

## What the school needs to improve

- Governors to establish more formal structures of monitoring and evaluating religious education and prayer and liturgy.
- Create new training opportunities for teachers that will help them plan more challenging and independent learning so that pupils, especially more able pupils, can achieve at greater depth.

Date Published: 1st May 2024

## 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

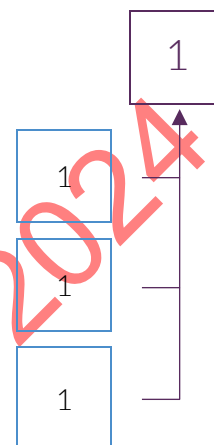
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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



Pupils are clearly happy in this joyful Catholic family. Respect for everybody is evident throughout. Pupils apply the principles of Catholic social teaching in responding to the needs of others. They act with kindness and justice towards each other, creating a calm, secure environment. Older pupils show mature leadership in ensuring younger and more vulnerable pupils are safe. This is further evident in the work of pupil leaders through the school council, Mini-Vinnies and Faith leaders, all of whom play an effective part in growing the Catholic life of the school. They help organise activities in response to the needs of others in the wider community, for example, through Cafod, the local foodbank and the Pear Tree Home. Each class, including nursery and reception, has its own Lenten activity, for example, a daily walk and a joke book sale. Year 6 pupils talked proudly of how they have organised sponsored games of Bingo, an idea they suggested themselves. Parents are overwhelmingly positive about the high-quality Catholic education provided by the school. They recognise the impact of the school in the way their children are guided in understanding why they should care. A parent said, 'My children are always excited to go to school'.

The school's mission to create a caring and spiritual school is lived by the whole community. A sincere commitment to Catholic social teaching is evident in the way pupils and staff are creating a family that plays, learns and prays together. All members of staff demonstrate a willingness to ensure the wellbeing of everybody. They give genuine pastoral care to pupils, especially to the most vulnerable. This is recognised by parents, one of whom commented, 'I am really pleased with the staff of the school'. Forgiveness and reconciliation are the foundation of an effective approach that results in exemplary behaviour. Staff are overwhelmingly dedicated to the Catholic ethos of the school. One teacher said, 'I am proud to work in a school where Christ is at the heart of all we do'. Staff feel a profound sense of belonging. They are cared for and sincerely care for each other. The visual manifestation of the Catholic faith is everywhere. Throughout every part of the school, the Catholic identity is evident. Classrooms have a well looked after prayer area and Religious Education topic displays, including pupils' work. These provide a focal point for prayer and reflection. The provision

for relationships, health and sex education is carefully planned and appropriately delivered using TenTen resources.

Leaders and governors have a clear vision for the school and ensure the educational mission of the Church is at the heart of daily life. Governors are dedicated to the development of the Catholic life of the school and are deeply committed to their mission to lead and serve. They know the school well from head teacher reports and visits to the school. The head teacher provides highly effective Catholic leadership. He is well supported by senior leaders and all members of the community. His dedication is widely recognised and understood by everyone in the school community. Staff feel valued, trusted and supported as a result. One referred to a 'massive sense of belonging'. In their welfare of pupils and of each other, school leaders demonstrate loyalty, commitment to all and a willingness to serve. Several staff send their children to the school which reflects their confidence in the high-quality education it provides its pupils. Leaders ensure that all new staff are inducted into the Catholic Life of the school. Non-Catholic staff say they feel well supported through the provision of training and resources.

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## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

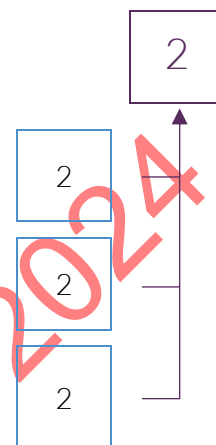
How well pupils achieve and enjoy their learning in religious education

#### 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



Pupils hold their teachers in high regard and develop excellent relationships with them based on mutual trust and respect. Pupils clearly enjoy their religious education lessons as shown by their very positive attitudes and behaviour in lessons. Pupils are attentive, happily engage in learning and are eager to share their knowledge and understanding of religious themes and issues. They behave in an exemplary manner because they are motivated and inspired to learn by teachers who make excellent use of praise and affirmation. Appropriate to their age, pupils are becoming more able to use religious vocabulary in context, such as forgiveness, reconciliation and the features of the church. Outcomes in religious education, including for pupils with special educational needs and/or disabilities, are good. Although all groups of pupils make progress in line with other core subjects, increasing the proportion of higher ability pupils achieving at the highest level at the end of Key Stage 2 is a priority in the school's development plan. Pupils particularly enjoy group work and class discussions as well as value the guidance and support provided by teachers. Presentation of work in books is of a consistently high quality and reflects pupils' pride in learning.

The school provides a distinctively Catholic education delivered by hardworking teachers. They are committed to helping pupils flourish and progress in religious education. In one lesson, for example, early years pupils were introduced to Christ's journey into Jerusalem in an imaginative and engaging way. Children were engaged throughout. Although most teachers plan and deliver imaginative, well thought out lessons with a range of activities, the level of challenge in questioning and written tasks across the school are mostly knowledge-based. Opportunities for activities designed to inspire higher level independent thinking are often missed. More focus should now be on more tasks that offer deeper challenge, especially to ensure more of the higher ability pupils achieve at a greater depth. Building on prior learning and the introduction of key vocabulary are important strengths of their teaching. Teachers consistently plan very good lessons linked to pupils' current assessment so that pupils learn very well. Good quality resources, including other adults, are used effectively to guide pupils in their work. There is a strong process of assessment which monitors and highlights the progress of each pupil, including those with special educational needs and/or disabilities. The school

has an effective system for tracking attainment and progress that provides valuable data to identify trends, progress and attainment for individuals and groups.

Governors and school leaders have a good partnership and share an ambition and commitment for improving outcomes in religious education. The headteacher and senior leaders are driven by the desire to see pupils achieve their highest possible grades, although they know not enough pupils are achieving at greater depth at present. They acknowledge that raising the level of challenge in lessons is now a priority. Leaders ensure that religious education is regularly monitored and supported by discussions, observations and learning walks. In partnership with the highly effective subject leader, they look at books and meet with pupils to improve consistency of teaching and assessment across the subject. Teachers confirm the commitment of leaders to provide regular opportunities for in house training and support. This enables them to gain more secure subject knowledge and improve teaching strategies. Although governors are aware of outcomes, they acknowledge they ought to be more strategically involved in monitoring how well pupils are doing. The study of other faiths is well established. This helps pupils understand and celebrate diversity and to treat the beliefs and practices of others with respect and tolerance.

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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

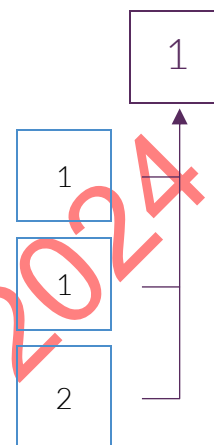
How well pupils participate in and respond to the school's collective worship

#### 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



Pupils happily participate in prayer and liturgy whether in assemblies or praying with their class. They do so with great reverence and devotion, praying sincerely, reflecting silently and singing beautifully. They give mature responses when sharing their thoughts and feelings. Pupils know prayer time is a special time and engage accordingly. It was evident in stations of the cross before school. The way pupils led and participated reflects their engagement in prayer and liturgy. Pupils stood silently listening to the message of Christ's journey through Holy Week. They know the responses and are able to explain how this affects their lives. Pupil faith leaders confidently play an important part in preparing and leading with prayers in the classroom and assemblies. For example, they are proud of the time when they took younger pupils to the church and organised an assembly for them. Pupils' understanding of the Church's liturgical year, its seasons and feasts is very good. Pupils regularly read and serve at school Masses. Prayer tables are beautifully cared for. Of particular note is the importance of music in school liturgies. The school's musical tradition in prayer and liturgy is a strength of the school.

Pupils confirm that prayer and liturgy are part of daily life in school and not something added on to the day. One member of staff added that 'since our last inspection, prayer and liturgy have a high profile, are well resourced and are a more obvious part of the daily routine in the classroom'. There is a well-planned diary of liturgical celebrations together with weekly assemblies for both the whole school as well as separate occasions at the beginning of the day and each religious education lesson. They are age-appropriate and contribute well to the pupils' learning and their spiritual development. The school is very well supported by the local parish priest who is a governor. The school makes good use of the nearby parish church, not only for school and class Masses, but also to familiarise all pupils with the rituals and traditions of the Catholic faith. It is also used as a venue for school celebrations. Prayer and liturgy are enhanced by music. The school has a successful band who support major celebrations. Pupils are invited to offer their own intentions publicly on the liturgy boards in classrooms. They also have opportunities for class masses and year Masses throughout the year.

Leaders and governors have a sincere commitment to the growth of this genuinely prayerful family. The wide range of opportunities for prayer shows leaders fully understand their role in ensuring prayer and liturgy are at the heart of daily life for all. The headteacher's vision for embedding spirituality in the lives of staff and pupils is understood and shared by the whole community. He models how to engage pupils in prayer that helps them develop a relationship with God, for example, through his weekly celebration assemblies. He is supported by all teachers who demonstrate their own deep understanding of service. This is evident in the way they conduct themselves and ensure that all pupils are included in preparing and leading. It is evident from observing assemblies and lessons, that members of staff are confident as leaders of prayer and liturgy. They understand their role in helping the growth of spirituality. Governors monitor the quality of prayer and liturgy through visits to the school, but how they evaluate provision and plan improvements is less formal. Governors acknowledge they need to be more strategic in ensuring the school is not just a caring family, but a deeply worshipping community.

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## Information about the school

Full name of school	Our Lady & St Philip Neri Catholic Primary School
School unique reference number (URN)	100732
School DfE Number (LAESTAB)	2093588
Full postal address of the school	Our Lady & St Philip Neri Catholic Primary School, 208 Sydenham Road, London, SE26 5SE
School phone number	02087784386
Headteacher	Matthew Ringham
<b>Chair of Governors/Trustees</b>	Pat Barber
School Website	<a href="http://www.olspn.lewisham.sch.uk">www.olspn.lewisham.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	11 March 2016
Previous denominational inspection grade	1

## The inspection team

Damian Fox  
David Hennessey

Lead  
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