



Holy Innocents' Catholic Primary School

URN: 141907

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

23–24 May 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

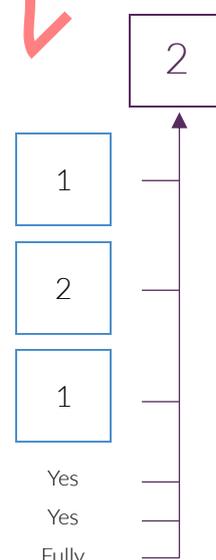
Collective worship (p.7)

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

- The distinctive Catholic identity of the school and its commitment to Catholic social teaching is proudly lived and celebrated.
- Pupils' behaviour is exemplary throughout the school. Pupils want to learn and make a difference.
- The school is a genuinely and deeply spiritual community of prayer.
- The clear vision for the Catholic life and mission is shared by the whole community, including parents and carers.
- Pupils demonstrate a genuine enjoyment of religious education. Their written work shows they have great pride in their learning.

What the school needs to improve

- Investigate further opportunities to enhance teaching to ensure outcomes in Religious Education continue to improve.
- Governors must be more rigorous in recording their monitoring of prayer and liturgy to ensure clear plans for improvements in identified areas.
- Create a pupil-led liturgy group that will build on existing excellent practice by introducing further opportunities for pupils to prepare and lead prayer and liturgy.

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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

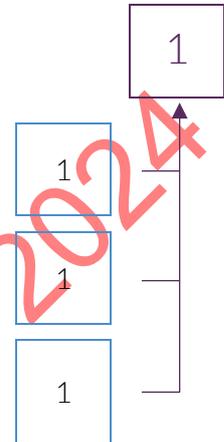
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 fully embrace the Catholic life and mission of the school. They show a deep respect for and sincere commitment to serving others, ensuring Catholic social teaching is a way of life and not just a title. This is reflected, for example, in proudly achieving the Oscar Romero award at participator level. The impact of excellent pastoral care is evident in the unbounded joy of pupils when they speak about the care they receive. A pupil described the school as 'happy, kind and diverse and ensures opportunity for all'. Pupils' profound sense of Christian service is reflected across the school. They genuinely care for each other, for example in the way Year 6 pupils look after younger ones at lunchtime. This school empowers pupils to have a voice. They know they matter. The Mini-Vinnies are models of Christian service. They are actively involved in the school and take their responsibilities very conscientiously and enthusiastically. They are currently responding to a request from a visiting priest by promoting the needs of a school in Kenya through their sponsored walk. They have engaged parents and parishioners with an on-line just giving page for the 'children-to-children' campaign.

The mission statement, 'Loving and Learning through God', is a golden thread that runs through the entire life and work of the school. It is evident in this happy and harmonious ethos that Christ is the beating heart of the community. People's understanding of the school's mission is evident in their joyful enthusiasm of service. All staff are excellent role models of mutual respect and forgiveness for pupils. They have a strong sense of service to each other and in the way pastoral care for all pupils is deeply effective. One teacher said, 'I am proud to be a member of this school because we have such an amazing community'. The school environment is an abundance of bright and exciting displays around school which reflect the Catholic character of the school. The parish priest and deacon and the neighbouring Sisters of Mercy provide deeply effective support in promoting the school's Catholic life and mission. There is a tremendous commitment to the most vulnerable and needy in both policy and practice, particularly the care shown to children and families through the nurture room and highly effective one-to-one support. Pastoral programmes, such as, relationships and sex education are in place and appreciated by parents.

Leaders and governors demonstrate their sincere commitment to the mission of the Church. They understand and accept their responsibilities as Catholic leaders. They are proud of the school and its focus on kindness and love. Governors are supportive of the head teacher and are able to hold him to account. They know the school, its strengths and areas for progress. They visit regularly to witness gospel values being lived. They receive the link governor's termly reports. The head teacher has a clear vision for genuine Catholic education and is committed to growing young disciples for the future. He is strongly supported by senior leaders and all members of the community. Staff are overwhelmingly positive about the school and enjoy the family atmosphere created by leaders. They acknowledge that their welfare is looked after. They appreciate the opportunities to develop professionally and recognise that leaders are considerate of their workload and well-being. New teachers speak warmly of the support they receive in their responsibilities in a Catholic school. The school effectively engages with all parents and carers. As a result, parent and carers have a good understanding of the school's mission. They feel included, involved and are overwhelmingly supportive of it.

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Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

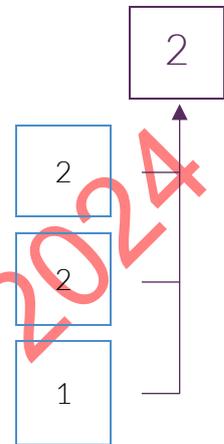
How well pupils achieve and enjoy their learning in religious education

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 speak positively about their learning. They actively engage in lessons and demonstrate a desire to improve their knowledge, understanding and use of religious literacy. Pupils say they learn how Gospel values help them in their daily lives. They are inquisitive and demonstrate a love of learning. In one lesson, pupils enthusiastically rose to the challenge of trying to understand the link between freedom and responsibility in response to an extract from Galatians. It was also evident in a reception class in the way pupils engaged in talking to their partner to help them learn. Pupils value their teachers highly and develop excellent relationships based on trust and respect. As a result, pupils' behaviour is exemplary. They collaborate well and show an excellent degree of independence. Outcomes for religious education are good for most pupils and in line with the school's reading and writing. Overall, most pupils make at least their expected levels of progress with an increasing number exceeding. The school is aware that further staff training opportunities will result in improved outcomes for all pupils. A significant strength is that pupils with special educational needs and/or disabilities hugely benefit from highly effective support that ensures they can access the same curriculum as their peers.

There is a culture of ambition and high aspiration that is evident throughout all religious education lessons. Teachers have high expectations of pupils' behaviour and learning and mostly deliver lessons that engender pupils' interest and enjoyment. The impact is that no pupil is allowed merely to listen but becomes a willing partner with others. Teachers are generally confident in their subject expertise and have a shared understanding of how pupils learn. Pupils readily rise to these expectations and respond to teachers who regularly share and celebrate pupils' work. Although pupils are motivated to strive to be the very best they can be, the school understands that for outcomes to remain on an upward trajectory, there needs to be greater consistency in delivering high quality lessons for pupils of all abilities. Teachers adapt tasks and explanations that supports learning for different groups of pupils. They are supported by additional adults who are deployed in giving targeted support that ensures they can access learning. Assessments ensure early and accurate identification of pupils' progress that leads to targeted challenge and support for pupils. This is complemented by regular acknowledgment of pupils' work which accurately follows the school's marking policy.

Leaders and managers at all levels are striving for ambitious and constant improvement in outcomes and levels of progress for all pupils. They understand and fully embrace their responsibility in teaching the faith so that 'values of the faith continue to permeate as we walk in the footsteps of Christ'. Governors fulfil their policy aim to 'situate Christ at the centre' of everything they do. They are active in monitoring standards of teaching and learning and effective in their role in both supporting and challenging the senior leaders. They are kept informed through the head teacher's reports to the governing body, through the curriculum committee and experienced link governor. The head teacher is passionately committed to high quality religious education as evidenced by the strong partnership with the subject lead that ensures religious education has a high profile throughout the school and continues to make a significant contribution to the mission of the Church. The subject leader has a clear vision for religious education. She works tirelessly to ensure any new initiatives are in place and staff come to understand them. Professional development opportunities are valued by staff and are accessed enthusiastically by them.

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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

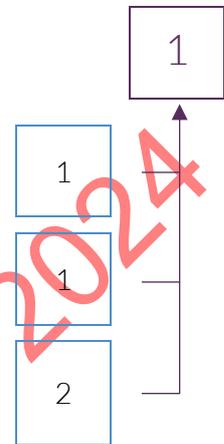
How well pupils participate in and respond to the school's collective worship

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 enjoy those occasions when they gather to pray. They know these are special times and approach them with due respect and reverence. Pupils are regularly involved in the presentation of assemblies and class prayer. Pupils show great maturity enthusiasm and confidence, for example, the Monday liturgy assembly and the Friday assembly. Prayer leaders play a significant role in leading prayer within the classroom and monitoring prayer spaces. They are excellent role models. They read at Mass and write the bidding prayers. Pupils know many traditional prayers of the Church, but they are confident writing their own prayers as shown in the class prayer books. They both sing beautifully and show maturity in reflecting in silence. For example, during the Friday assembly there was respectful silence while pupils offered their own spontaneous intercessions. Pupils have a good understanding of the Church's liturgical year, its seasons and feasts. The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability or faith background. One parent said, 'My children participate in Mass and other liturgies and get the opportunity to lead prayer and worship with their class and the wider school.'

Prayer and liturgy are a precious and integral part of the life of the school. They have a purpose and a clear spiritual message. The themes chosen for worship reflect a good understanding of the liturgical seasons and the Catholic character of the school as reflected in the school weekly virtues such as kindness and honesty. All staff, including those who are not Catholics, are exemplary role models in their prayer and worship practice. The calendar of provision is clearly planned according to the Church's liturgical seasons and appropriate to the differing ages of the pupils. Parents spoke warmly of the strong parish links. Provision is enhanced by the chapel in which the Blessed Sacrament is preserved for adoration. Pupils have the opportunity to say a decade of the rosary each Friday lunchtime. Pupils lead the Monday liturgy assembly as witnessed during the Key Stage 1 assembly. Each term starts with Mass at the church. The links with the parish are one of the many strengths of the school. The Parish Deacon serves the school community weekly. A teacher commented, 'They are given invaluable experiences and sacred space and time to be witnesses to the faith.'

Leaders and governors demonstrate an understanding of the fundamental responsibility they have as leaders of prayer and liturgy. They have a clear vision for and are passionate about providing a wide range of opportunities for all members of the community, including parents and carers, to pray together and individually. They share common aims and goals, providing the community with high quality spiritual experiences. They understand the significance of prayer and liturgy in a Catholic school and have a good understanding of the Church's liturgical year, seasons and feasts. Governors monitor and evaluate the provision through regular visits to the school and school reports, although they acknowledge they can be more rigorous in how they do this. The head teacher ensures prayer and liturgy are an integral part of each day and include all pupils. He is supported by all staff who serve as role models for pupils. The subject leader reviews practice across the school as evidenced by the Prayer and Liturgy action plan. She provides valuable spiritual formation for staff that enables them, including new and non-Catholic staff, to guide the pupils in contributing to and participating in prayer and liturgy.

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Information about the school

Full name of school	Holy Innocents Catholic Primary School
School unique reference number (URN)	141907
School DfE Number (LAESTAB)	3055201
Full postal address of the school	Holy Innocents Catholic Primary School, Mitchell Road, Orpington, BR6 9JT
School phone number	01689813040
Headteacher	Ryan Langford
Chair of Governors/Trustees	Reverend Barry Chalkley
School Website	www.holyinnocents.bromley.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Holy Innocents Catholic Primary School
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	18 May 2017
Previous denominational inspection grade	2

The inspection team

Damian Fox
Suzy Sanders

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