

St Michael and St Martin Catholic Primary School

Belgrave Road. Hounslow. TW4 7AG



Date of inspection by Westminster Diocese: 6 May 2022

Summary of key findings for parents and pupils

A. Classroom religious education is outstanding

- Pupils are provided with a rich, relevant and dynamic curriculum based on the *Religious Education Curriculum Directory* that engages and ensures excellent progress in religious literacy.
- Pupils' achievement is outstanding, this is evidenced in the school's internal and diocesan moderation systems.
- Teaching is both creative and inspiring and a variety of teaching strategies are used to match pupils' needs. Pupils make rapid progress in their RE lessons.
- Pupils are enthusiastic learners and are exceptionally well versed in religious language and understanding.
- Pupils' behaviour is outstanding, and they are fully engaged in their lessons. Interactions during lessons both between staff and pupils and peer to peer are exceptional.
- Highly effective systems and structures are in place to frequently monitor, track and ensure pupil progress in religious literacy.
- There is a clear and dynamic vision for religious education which is shared by all staff and governors.
- The subject leader and leadership team work extremely hard in pursuing excellence.
- The headteacher, leadership team and governors are excellent role models as Catholic leaders and are fully committed to the school's mission and aims.

B. The Catholic life of the school is outstanding

- St Michael and St Martin school is a welcoming vibrant community, which provides its pupils with an outstanding experience of the richness of a Catholic way of living and believing.
- Programmes of study are fully embedded, with excellent resources supporting pupils' learning.
- The displays in the school are outstanding and create a welcoming and warm environment.
- Worship and prayer are central to the life of the school and offer pupils engaging innovative and creative experiences of the richness of Catholic tradition.
- All pupils understand the importance of prayer and the liturgical year forms the basis for all opportunities for prayer and reflection.
- The school recognises the value and dignity of each member of the community and all pupils have an opportunity to share their unique gifts and talents for the good of all.
- There are clear links between school, parish and home to support RE and the school's Catholic life.
- The mission statement of 'Learning our faith, Living our faith, Loving our faith' expresses the school's understanding of itself as a Catholic school. It is lived daily by all members of the school community.
- The headteacher and senior leadership team are passionate in their vision of enabling the whole school community to experience the richness of opportunities that flow from a Catholic way of living.

A. Classroom Religious Education

What has improved since the last inspection?

Pupils are confident and religiously literate in their RE learning; this was evident through conversations with pupils in their lessons, and from looking at the high standards of work. Scripture is widely used in RE lessons providing pupils with opportunities to develop their understanding of what it means to be a 'person of faith' by linking their actions to consequences in day-to-day situations. The RE scheme is now fully embedded into classroom practice and teachers can ensure that appropriate provision is made for pupils of all abilities. There has been a focus on providing regular professional development to enable staff to deliver the taught RE curriculum to the highest possible standard.

The content of classroom religious education is outstanding

St. Michael and St Martin has a purposeful RE curriculum which fully meets the 10% requirements of the Curriculum Directory and diocesan guidelines. The teaching of RE underpins the teaching of all other curriculum areas and as such, is viewed as the 'core of the core'. The programmes of study are well embedded and provide a systematic study of God, the life and teaching of Jesus and the Church, the central beliefs that Catholics hold and the relationship between faith and life. It is delivered in an inspiring and creative way and ensures all pupils progress in learning from year to year. Exemplars of knowledge organisers have been delivered over time and are highly effective. The use of 'big questions' is a strong feature of the curriculum in developing the philosophical thinking skills of pupils. Resources are creatively used to facilitate excellent links to the key aspects of the Curriculum Directory resulting in a progressive and cohesive programme for each key stage, including the age-appropriate study of other religions. Teaching is checked regularly over time and there are excellent monitoring systems in place.

Pupil achievement in religious education is outstanding

Pupil achievement is outstanding. The evidence of pupil progress is demonstrated in internal systems, deanery, and diocesan moderation, and indicates that pupils make rapid and sustained progress. Pupil behaviour is outstanding, and they are fully engaged in their lessons. The interactions observed during lessons between staff and pupils and peer to peer are exceptional. The pupils are enthusiastic learners and are exceptionally well versed in religious language and understanding. Pupils can articulate their Catholic beliefs and values as evidenced in their books and in discussion. They take great pride in their work and their books are beautifully presented. Pupils are provided with knowledge organisers bespoke to the topic being taught and are expected to use the new vocabulary that goes with each topic. Pupils spoke about the knowledge organisers being particularly helpful when they had to prepare for an assessment. The robust scrutiny of pupil achievement and termly pupil progress meetings ensure intervention is put in place for those working below their targets.

The quality of teaching is outstanding

In each key stage there are outstanding teachers of religious education who have expertise and excellent subject knowledge. This is further enhanced through weekly professional development by the subject lead for RE. Teaching is both creative and inspiring and a variety of strategies are used to match pupils' needs. Pupils make rapid progress in their RE lessons. In the topic 'Bridging figures on our lives today as Christians' many creative lessons were observed where teachers had high

expectations of pupils, used higher order questioning and systematically checked pupils' understanding throughout the lesson. The use of the 'big questions' is a strong feature of developing the philosophical thinking skills of pupils. For example, in a year 3 lesson, pupils annotated some scripture and were asked to show the evidence of the resurrection; this stretched pupils' knowledge and understanding of the topic. Challenging questioning was also evidenced in many of the Key Stage 2 lessons. In a year 6 lesson, pupils were asked to analyse some saints and then discuss the impact that these role models had on the pupils' lives. Teachers assess pupil progress regularly and discuss assessments with them, so pupils know how well they have done and what that need to do to improve.

The effectiveness of leadership and management in promoting religious education is outstanding

There is a dynamic and creative vision for religious education in which the senior leadership team, staff and pupils strive consistently for excellence. The subject lead models excellent practice and works successfully to monitor, improve, and support teaching with regular staff training. The RE folders display a wealth of evidence that shows the centrality of religious education and its impact in the daily life of the school. There are strong systems in place for induction and for staff professional development. The school also has some highly effective systems and structures that regularly monitor, track and ensure pupil progress in religious literacy. All class teachers have a performance management objective related to progress in RE. The headteacher and the senior leadership team are excellent role models as Catholic leaders and are fully committed to the school's mission and aims.

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

- Continue to develop consistency of teaching and learning across all key stages.

B. The Catholic life of the school

What has improved since the last inspection?

RE is seen as the core of the curriculum and is fully integrated into other areas of the curriculum as appropriate. The school's evaluation is accurate, and all areas of Catholic life emphasise the commitment to excellence and to leading pupils to fullness of life. Pupils now volunteer themselves to plan, prepare and lead gospel assemblies and have greater input in preparing class assemblies and liturgical celebrations with guidance from their teachers. The chaplaincy team have a significant presence in the school and are more involved in promoting spirituality and encouraging the prayer life in the school. Mary's prayer garden has been established in a central area for all pupils to access and the rosary is said at breaktime during the months of May and October.

The place of religious education as the core of the curriculum

is outstanding

RE education receives the 10% curriculum time in Key Stage 1 and 2 as required by the Bishop's Conference. This is also evident in Early Years Foundation. RE is at the heart of St Michael and St Martin school and influences and enhances the quality of Catholic education offered. The leadership team articulate a clear vision of how gospel values underpin everything they do. The displays in the school are outstanding and create a welcoming and warm environment. The subject lead is well supported and has a clear vision for the leadership and development of staff through professional development opportunities. Programmes of study are fully embedded and the use of excellent resources such as the IT tablets and knowledge organisers support pupil learning and assessment. Parents are extremely supportive and appreciative of the high importance placed on RE which is resourced as a core subject, in line with English and Maths. The governors offer outstanding support and along with the leadership team continually review and develop the place of religious education in the school.

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

is outstanding

Worship and prayer are integral to the daily life of the school, underpinning its distinctive nature as a faith filled community based on gospel values. Pupils' liturgical formation is well planned to ensure the widest possible experience of the breadth and richness of the Catholic tradition. All pupils understand the importance of prayer and the liturgical year forms the basis for all opportunities for prayer and reflection. Pupils are offered opportunities for leadership as part of the school chaplaincy team and prepare gospel assemblies and collective worship as well as running whole school competitions and changing communal prayer tables. There are opportunities for the celebration of the Eucharist and the Sacrament of Reconciliation, together with other devotional activities such as the stations of the cross and the rosary. Pupils demonstrated a very reverent and prayerful attitude in the recital of the rosary in Mary's Garden and in a year 6 pupil led gospel assembly. Pupils are encouraged to write about their assembly or act of worship, and this is then shared with parents in the school's weekly newsletter. Parental engagement is key to worship in the school. They are invited in for school liturgies and class assemblies. There are excellent links with the local parish and pupils attend the church for the stations of the cross, the May procession and the annual carol service.

The contribution to the Common Good – service and social justice –**is outstanding**

The school recognises the value and dignity of each member of the school community and all pupils have an opportunity to share their unique gifts and talents for the good of all. The school enjoys a multi-ethnic population, and all the languages and ethnicities of the pupils are celebrated and have a direct impact on the 'togetherness of the whole community'. Pupils live out the call to justice at a local, national, and international level and are actively engaged in helping and supporting others through the local food bank, Shelter, and the Samaritan's Purse. Pupils engage in acts of service but also have an excellent understanding of the theology underpinning their actions. They are also provided with the opportunity to become 'Laudato Leaders' where they are given responsibility to keep their school green. Both staff and pupils have a greater understanding of the social teaching of the church at home and abroad using the 'Caritas in Action' resource. The chaplaincy team and the school council are well established and take responsibility for developing awareness of social justice issues.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**is outstanding**

The senior leadership team work extremely hard to develop strong relationships with parents, the three parishes it serves and other local Catholic schools, particularly those in the deanery. Parents and carers are welcomed to school events at key times of the school year. The school encourages parental participation, regularly asks their views, and actively seeks ways to foster partnership with them. The school was extremely supportive of families during the two recent lockdowns. Weekly newsletters are distributed to parents and these contain a reflection and prayer. Parents were extremely appreciative of the school in conversations, and in a recent survey 92% agreed that the school actively promotes a strong partnership with parents. Those parents who met with inspectors spoke highly of the different ways the school provides for their children, how it nurtured the faith of the pupils and how this impacted on their own spiritual development and family life. The school liaises with the other Catholic primary schools and secondary school in the deanery and the school has regularly hosted training for these schools and participates in the Hounslow peer challenge. Governors take their responsibilities seriously and have actively engaged in training at both a local authority and diocesan level.

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

The mission statement of 'Learning our faith, Living our faith, Loving our faith' is embedded in every aspect of the school. It is understood by pupils and is lived daily by all members of the school community. It also makes a significant contribution to and impact on all policies and aspects of the school's daily life. The school's leadership is fully committed to the church's mission in education and demonstrates this in a dynamic and consistent way. Leadership is outstanding. The headteacher and senior leadership team are passionate in their vision of enabling the school community to experience the richness of opportunities that flow from a Catholic way of living. The school's self-evaluation is a coherent and highly accurate reflection of rigorous monitoring, analysis, and challenge. There are excellent systems in place to support the induction of new staff, and develop and enhance

the contribution of all staff, including those from other Christian traditions and other faiths, which enables all to participate in, and contribute to, the Catholic life of the school. The governors play an active role and offer excellent support and challenge to the leadership of the school in strategic matters. There are also clear systems in place for receiving the views of staff, pupils, and parents.

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

- Ensure there is a consistent approach to class-based worship.

Information about this school

- The school is a two-form entry Catholic primary school in the locality of Hounslow.
- The school serves the parishes of St Michael and St Martin, St Vincent de Paul and Our Lady and St Christopher.
- The proportion of pupils who are baptised Catholic is 100%.
- The proportion of pupils who are from other Christian denominations is 0% and from other faiths is 0%.
- The percentage of Catholic teachers in the school is 76%.
- The number of teachers with a Catholic qualification is 5.
- There are 14% of pupils in the school with special educational needs or disabilities of whom 4 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic 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.
- 36 pupils receive the Pupil Premium (7%).

Department for Education Number	313-3507
Unique Reference Number	102531
Local Authority	Hounslow

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 - 11
Gender of pupils	Mixed
Number of pupils on roll	472
The appropriate authority	The governing body
Chair	Mr P. Lemaire
Headteacher	Mrs N. Duggan
Telephone number	0208 572 9658
Website	www.stmichaelandstmartin.co.uk
Email address	office@stmichaelrc-hounslow.sch.uk
Date of previous inspection	January 2016
Grade from previous inspection	
Grades from previous inspection:	
Classroom religious education	Good
The Catholic life of the school	Good

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils, and parents for their co-operation over the conduct of the inspection.
- During the inspection 14 lessons were observed.
- The inspectors attended 1 assembly and 4 acts of worship.
- Meetings were held 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.

Inspection Team

The inspectors are appointed by the archbishop.

Mrs Mary Coyle

Lead Inspector

Mrs Linda McDonald

Associate Inspector

Miss Robina Maher

Associate Inspector

Information about inspection

The purpose of Diocesan inspection is to report to and advise the archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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