

# Oratory Catholic Primary School

Bury Walk, Cale Street, Chelsea. London SW3 6QH.

Date of inspection by Westminster Diocese: 30 June 2022

## Summary of key findings for parents and pupils



### A. Classroom religious education is good

- Pupils are provided with a good and varied curriculum based on the *Religious Education Curriculum Directory*.
- A new RE scheme has been introduced since the last inspection and the school offers clear support for staff in its delivery.
- Most pupils make good progress in their knowledge of their Catholic faith.
- Attainment is at least as good as other core subjects.
- Pupils' religious literacy is good, and they are confident in their use of religious language.
- Pupils are positive learners and engage fully in individual, group and whole class work.
- Pupils' achievement is good when evidence of progress is measured against appropriate benchmarks, levels of attainment and the school's own internal system.
- Leadership of the subject ensures that staff are well supported, and teaching is monitored to ensure high expectations from all staff.
- The contribution of religious education to the Catholic life of the school is strong and its influence permeates the learning environment of the school.

### Classroom religious education is not yet outstanding because

- The new diocesan standards are still to be embedded.
- There is room for further development of 'on the move marking' so pupils know how to improve on their work.

### B. The Catholic life of the school is outstanding

- The Oratory Catholic Primary 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.
- The mission statement of 'We work together, we play together, we laugh together, we pray together' is the essence of the school and is lived daily by all members of the school community.
- 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.
- 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 close links between school, parish and home supporting RE and the school's Catholic life.
- Parents and carers are proud to be part of the community and actively share and support the mission of the school.
- 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?

A new Religious Education scheme has been introduced since the last inspection; this now offers greater stretch and challenge. Planning has informed the creation of flipcharts which support teachers in their pace and questioning during lessons. An 'on the move' marking and feedback policy has been introduced. The adoption of age-related standards has supported teachers in readily identifying next steps for pupils' learning.

### The content of classroom religious education is outstanding

The Oratory has a purposeful RE curriculum which fully meets the 10% requirements of the Curriculum Directory and diocesan guidelines. A new RE has been introduced since the last inspection and the school offers clear support for staff and teachers regularly revisit topics to build on learning and challenge for religious literacy. 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. There is a wide range of evidence of how topics are revisited throughout the delivery of the curriculum over all key stages to show progression and greater depth of provision. It is delivered in an inspiring and creative way and ensures all pupils progress in learning from year to year. 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 monitoring systems in place.

### Pupil achievement in religious education is good

Pupils' achievement is good when evidence of progress is measured against appropriate benchmarks, levels of attainment diocesan standards and the school's own internal system. The school uses the age-related standards to measure pupil achievement. Attainment in RE is generally at least as good as in other core subjects. Teachers are creative in the way they use resources to support pupils' learning. The RE lessons provide a range of learning styles, addressing needs and abilities to pupils learning, including individual, group, and whole class work. Pupils' attitudes to learning are consistently positive and have an impact on the progress they make. Teachers have high expectations of pupils and stretch pupils' knowledge and understanding of religious education. Pupils can articulate their Catholic beliefs and values as evidenced in discussion in lessons.

### The quality of teaching is good

Teaching is consistently good and most pupils make good progress and achieve over time. The staff participated in the Foundation Stones training programme. This has broadened and deepened their understanding of key concepts beyond the scheme of work and subsequently they now have a very good understanding of the core purpose and fundamental teachings of RE in a Catholic school. Teachers have high expectations, planning and teaching lessons that deepen pupils' religious literacy. There is a positive climate for learning in lessons and pupils are engaged and eager to do well. There was evidence of this in a year 2 lesson when pupils were asked for responses to how they know and understood how Jesus is helping them. In a year 4 lesson, there was evidence of excellent questioning on the communion of saints which resulted in some thoughtful and insightful responses from the pupils. There was evidence of extended writing in a Year 5 lesson, where pupils were set a task of writing a letter to a friend explaining what they had learned about Hinduism. Pupils are mainly provided with oral feedback which is based on the schools 'on the move' marking policy.

Homework in Key Stage 2 is centred on the school prayer journals. Effective teaching strategies engage pupils in their own learning so that pupils learn well in lessons.

**The effectiveness of leadership and management in promoting religious education** is good

There is a clear vision for education at the school, of which Religious Education sits firmly at the centre. The headteacher and deputy have both been recent subject leads for RE and have worked hard to establish the essential systems and structures to ensure a quality religious education programme. There is a shared focus on improving teaching and learning and the school has created a series of interactive flipcharts which support teachers in their questioning of pupils in RE lessons. There are strong systems in place for induction and for staff professional development. Teaching is monitored regularly over time and good systems are in place to support teachers. The curriculum is very well supported, with a large amount of time invested in personalising the scheme to the priorities of the school.

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

- Develop consistency in teaching and learning.
- Further develop opportunities for written work particularly for higher ability pupils.

## B. The Catholic life of the school

### What has improved since the last inspection?

The school now holds annual class Masses to which parents are invited. Pupils are involved in planning and preparing the readings for these. Parents are also invited to class assemblies, nativity plays, the Christmas carol service and Easter liturgies, some of which are held at church and others at school. The school's mission statement 'We work together, we play together, we laugh together, we pray together' was developed by pupils in the school. The school commissioned artwork to highlight its status. It is included on the school website, newsletter and in each assembly. Children can articulate the mission statement and how it relates to their everyday experiences inside and outside school.

### The place of religious education as the core of the curriculum

is outstanding

Religious education receives the 10% curriculum time in Key Stage 1 and 2 as required by the Bishop's Conference. RE is at the heart of the Oratory school and influences and enhances the quality of Catholic education offered. The headteacher and 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. It is evident to all staff, parents and pupils that religious education is the core of the curriculum, through its status on the timetable, allocation of curriculum time and resources. Parents are extremely supportive and appreciative of the importance placed on RE and were extremely positive about the prayer journal and the ways in which their children could discuss moral issues at home. The leadership of religious education is extremely well supported as are staff in their professional development for the teaching of religious education. 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. The vision of the headteacher, leadership team and governors are instrumental in ensuring that worship and prayer are central to the life of the school and these are well planned and resourced. The liturgical year, and Catholic tradition are fully integrated into school worship, including: a liturgical year display updated by RE prefects, annual stations of the cross, May procession, class saints and Christmas and Easter play and events. Links to art are very important in worship. Pupils add to their own art displays throughout the liturgical year. The pupils pray in a variety of ways; each class has a prayer box containing resources for pupil led acts of worship with daily devotionals. Each pupil in Key Stage 2 and Year 2 has a prayer journal which they complete weekly for homework and guidelines are available for parents to support them. First Communion preparation is provided by school staff and the chaplain, and the First Communion breakfast is planned by the parents.

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

The school places huge importance on the call to human flourishing. Pupils' gifts and talents are shared and celebrated; awards are distributed at assembly and achievements are recorded in the newsletter. The school has recently organised a talent show that all pupils can participate in. Pupils are actively engaged in helping and supporting others and have an excellent understanding of the theology underpinning their actions. They have collected food for a local food bank and support the Catholic Children's Society. The school council plans support for local charities such as Glass Door, the CRIS Cancer Foundation and 'I can dance' which supports children with disabilities through dance. Pupils in Year 6 and Reception Year all participate in the 'owl and owlet' initiative where pupils in Reception are partnered with a Year 6 pupil and meet and work with them throughout the academic year. The chaplaincy team spoke eloquently about helping others and stated that all their gifts and talents are celebrated and they are encouraged to share with others. Pupils are taught about and celebrate a range of festivals and events from different cultures; they have a good understanding of other faiths and respect other cultures and beliefs.

**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**

Relationships across all members of the school community - pupils, staff, parents, and governors - are very strong. The school has built outstanding relationships with parents and carers evidenced by the excellent parent survey results. Parents and carers actively share and support the mission of the school and have a high regard for the relationships between home and school. Those parents who met with inspectors spoke highly of the different ways the school provides for their children, how it nurtures the faith of the pupils and how this impacted on their own spiritual development and family life. Parents and carers are invited to class Masses and liturgies and other school events. There is an active parents' association through which parents support the school and they have recently funded a statue of Mary for the school. The school's parent representatives offer practical and emotional support for fellow parents and they feed back to the school through half termly parent forums. The governors and the senior leadership team are fully committed to developing their role as a diocesan school and the staff can benefit from professional dialogue with staff from other diocesan schools, sharing ideas and good practice. The school has a close partnership with the Oratory parish where both the First Holy Communion Mass and a monthly Sunday Family Mass are celebrated. The school chaplain attends school regularly to say Mass and to support liturgy and prayer.

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

The mission statement of 'We work together, we play together, we laugh together, we pray together' is the essence 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 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 coherent and emphasizes the school's commitment to excellence and to leading pupils to the fullness of life. There are excellent systems in place to support the induction of new staff and to develop and enhance the contribution of all staff, including those from other Christian traditions and other faiths. This enables all to participate in, and contribute to, the Catholic life of the school. There is a real and living sense of community

which comes from the leadership and permeates all aspects of 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?**

- Encourage greater participation by pupils in leading worship and liturgy.
- Further develop the role of the Chaplaincy team in the school.

## Information about this school

- The school is a one form entry Catholic primary school in the locality of Chelsea.
- The school serves the parishes of the Brompton Oratory, Kensington and Our Most Holy Redeemer, Chelsea.
- 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 58%.
- The number of teachers with a Catholic qualification is 1.
- There are 16% of pupils in the school with special educational needs or disabilities of whom 3 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is 19% which is well below average.
- The number of pupils speaking English as an Additional Language is 51% which is well above national average.
- There is 4% rate of families claiming free school meals.
- 9 pupils receive the Pupil Premium (4%).

<b>Department for Education Number</b>	2073379
<b>Unique Reference Number</b>	100491
<b>Local Authority</b>	Kensington and Chelsea

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4- 11
<b>Gender of pupils</b>	211
<b>The appropriate authority</b>	The governing body.
<b>Chair</b>	Reverend Michael Lang
<b>Headteacher</b>	Mrs. Jane Griffiths
<b>Telephone number</b>	02075895900
<b>Website</b>	<a href="http://www.oratory.rbkc.sch.uk">www.oratory.rbkc.sch.uk</a>
<b>Email address</b>	<a href="mailto:www.info@oratory.rbkc.sch.uk">www.info@oratory.rbkc.sch.uk</a>
<b>Date of previous inspection</b>	3 February 2016
<b>Grades from previous inspection.</b>	
<b>Classroom religious education</b>	Good
<b>The Catholic life of the school</b>	Outstanding

## 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 7 lessons or part lessons were observed.
- The inspectors attended one assembly and no 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**

**Mrs Sue Cunningham**

Lead Inspector

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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