

St Peter-in-Chains Catholic Infant School

Elm Grove, Hornsey, London N8 9AJ

Date of inspection by Westminster Diocese: 9 June 2022



Summary of key findings for parents and pupils

A. Classroom religious education is good

- A good and varied religious education curriculum is offered to ensure pupils are actively engaged.
- The curriculum ensures progression and development is structured.
- Most pupils make good progress in their knowledge of the Catholic faith; religious literacy is well developed.
- Attainment is as good as in other core subjects.
- Pupils' attitudes to learning are consistently positive.
- St. Peter's participates regularly in effective internal and external moderation.
- Teaching is effective in ensuring pupils are engaged in their learning.
- The contribution of religious education to the Catholic life of the school is strong, its influence permeates all aspects of the learning environment.
- Governors are actively involved with strategic purpose in the support of religious education.

Classroom religious education is not yet outstanding because

- High-quality in-class discussion is not always consolidated by planned tasks that promote learning at a deeper level.
- There are not yet enough opportunities for the learning environment in Early Years Foundation to consolidate religious understanding.

B. The Catholic life of the school is good

- The quality of Catholic education is good, providing pupils with a good range of opportunities to experience a Catholic way of living.
- Prayer and worship opportunities are regular and central to the school's understanding of itself as a Catholic school.
- St. Peter's School promotes strong links with parents, diocese and parish.
- Respect of the individual is central to the school's way of being, gifts of others are recognised and celebrated.
- Pupils demonstrate a good understanding of the Common Good and its theological foundation.
- Leaders encourage staff and pupils to have an understanding of the distinctiveness of this Catholic school.
- Governors share in the strategic leadership of religious education with energy and enthusiasm.

The Catholic life of the school is not yet outstanding because

- Opportunities for pupil leadership are not yet embedded to become daily practice in school.
- Opportunities for vibrant and engaging worship and prayer that ensure prayer life is sufficiently deepened and developed are not yet embedded.

A. Classroom Religious Education

What has improved since the last inspection?

From the last inspection St. Peter-in-Chains Catholic Infant School had the following recommendations: to use monitoring and target setting to ensure every child achieves their full potential and to make sure marking refers to the religious education content of work and is able to move pupils on or deepen their understanding. Inspectors found that the school has made good progress towards using moderation both internally and externally. All marking is not yet developmental or effective at helping pupils to deepen understanding - this remains an area for development.

The content of classroom religious education is good

The curriculum directory forms the basis of the content for religious education in St. Peter-in-Chains. Leaders ensure that this includes the study of Judaism and Islam at age-appropriate level. Bibles are used effectively, and most lessons are scripture based. Resources to enhance the delivery of religious education are sometimes limited. Leaders have ensured the content of RE is structured to ensure progression. However, tasks set sometimes limit pupils' ability to express themselves at deeper levels.

Pupil achievement in religious education is good

By the time they reach Year 2, most pupils have achieved well when measured against the school's own internal systems. The school is using levels of attainment and no pupils are working at higher levels. The school has begun to consider measuring progress against the new diocesan 'Standards Document' framework and there is some evidence of pupils working at a greater than expected level. Pupils in Year 2 take pride in their religious education work, they respect their books and work is neat. Pupils eagerly discussed how Peter felt as they listened to scripture. They linked this learning to times in their own lives when they made the wrong choice. Pupils showed respect for one another and listened well to each other as they explained how they made amends for past mistakes. Inspectors looked at pupils' books and observed that tasks did not always meet the needs of all learners. Pupils are religiously literate and challenge tasks are based on extension of the main activity. As a result, tasks provided do not always provide deeper learning opportunities. Attainment is generally as good as in other core subjects, pupils have a positive attitude to learning and this impacts favourably on the progress they make.

In Early Years Foundation there are missed outdoor learning opportunities, pupils do not always have an area set up outside to consolidate their religious education learning. Pupils are attentive and learn well during the input at the beginning of their RE lesson. They are eager to answer questions and make good use of the 'prayer bear' to do so.

The quality of teaching is good

There is a positive climate for learning in lessons and pupils are interested, engaged and eager to do well. In Early Years Foundation routines are embedded which makes for a calm supportive learning environment. Pupils enjoy sitting in a circle and inspectors observed a lesson where pupils considered how they might be a friend to others just as Jesus was to His friends. Some related activities were set up inside. The lack of any scripture link was a missed opportunity to deepen

learning in religious education. In Key Stage 1 inspectors observed that leaders had ensured the curriculum progressed to meet the needs of pupils. The theme of friendship had been further developed to consider responses to various situations and references to scripture helped pupils make links to how Jesus behaved towards His friends. The Bible was used effectively in a Year 2 lesson observed where the teacher read from Matthew 18:21-22. Prior questioning helped focus pupils who had to consider how Peter would have felt when he heard Jesus speak. Tasks were based on the learning objective. Pupils set to work with enthusiasm as they completed their tasks, however there were missed opportunities for more able learners to work at a deeper level.

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

Leadership has clarity of purpose bringing two Catholic schools together. Leaders have just completed a building project and are in the process of merging policy and practice to unite both schools. Leaders ensure that religious education influences all aspects of the school. They are committed to the school's key role in the educational mission of the Church. RE delivers a developmental content to pupils. St. Peter's uses the 'Come and See' scheme of work to deliver its religious education programme and teachers in Key Stage 1 use scripture to help pupils make links that are relevant to their everyday lives. Governors are strategically involved in religious education in this school, and they have contributed to writing the self-evaluation. The headteacher has ensured that there are good systems in place for effective induction processes for non-Catholic staff and that planned moderation activities impact positively on outcomes for most pupils.

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

- Ensure that the high-quality class discussion is consolidated by planned tasks that promote learning at a deeper level.
- Provide more opportunities for the learning environment in Early Years Foundation to consolidate religious understanding.

B. Catholic Life of the School

What has improved since the last inspection?

The recommendations from the last inspection were for the school to use the website to further promote the Catholicity of the school, to look at ways of developing pupil voice within the school and to enable pupils to plan and lead acts of worship and eventually assemblies. Inspectors found that the website is being used to promote Catholicity. The school has begun to develop pupil voice and pupil leadership however this is not yet embedded.

The place of religious education as the core of the curriculum

is good

The school meets the 10% Bishops' requirement for religious education. The subject has good status within the school and parent community. It has a good budget in line with other core subject areas. Accommodation is good, however the release time for the leader of religious education is minimal and this limits effectiveness. Governors are committed to supporting the review and development of quality religious education. There is a newly appointed governor for RE who has already begun to work with leaders and is well placed to support and review the development of religious education.

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

is good

Prayer and worship are central to the school's understanding of itself as a Catholic school. St. Peter's entrance area has inviting multi-cultural displays that respect and recognise the achievement of all. Visitors to this school are left in no doubt that they are welcomed into a Catholic community. A colourful Easter display reflected on the Easter season leading up to Pentecost and classrooms showcased pupils' artwork on Pentecost. Another display celebrates pupils' gifts and talents, clearly providing opportunities for pupils to shine and value the contributions of all. St Peter's meets its commitment to ensuring that prayer and worship are a daily part of pupils' experience at school. Inspectors observed an assembly where pupils signed as other sang a hymn to gather in God's name. Scripture was from St. John's Gospel and links were made to a recent Pentecost Mass celebrated by the parish priest. Pupils listened attentively and they were eager to respond to the Word. Pupils made good links to their everyday lives, helped considerably by the high-quality questioning from the teacher. Pupils entered the space quietly and calmly, and clearly enjoyed their worship. The mission was clear, and worship was well structured, however there were no opportunities for pupils to lead or take part in spontaneous or reflective prayer. The celebration of the liturgical year is strong, staff alongside the parish priest put a great deal of effort into ensuring that celebrations are important.

The contribution to the Common Good – service and social justice –

is good

Pupils respect each other and in 'star of the week' assembly celebrate each other's gifts and talents. Pupils have some understanding of the call to serve. They spoke to inspectors about their work fundraising for CAFOD and the walk for hunger; however pupils do not have enough leadership opportunities, teachers choose and develop links with the charities and this impacts on the clarity of their understanding of their own roles in this area. Pupils understand what is distinctive about being in a Catholic school; the parish priest is hugely popular, and influential in helping pupils understand

that the call to justice and service is an essential part of belonging to a Catholic community. He celebrates a teaching Mass to help pupils understand the structure of the Mass. Pupils could link parables to demonstrate some understanding of the theology underpinning their actions.

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 good

St Peter's promotes strong links with the parish, parents and carers. Parents are very supportive: 71 replies to the diocesan parent questionnaire were received. Inspectors met with parents at school drop off time and received glowing accounts of St. Peter's Infant School. Parents like the close-knit family atmosphere of the school and some travel distances to send their children to this school. Parents were very appreciative of the work carried out by the school during the recent pandemic to ensure high quality religious education lessons continued. They told inspectors that the teachers were hard working and committed to knowing every child as an individual. Parents told inspectors that St. Peter's is a welcoming school, and they feel comfortable to approach staff. They said they were well informed about what their children learn in RE lessons. Post-covid, St Peter's is actively seeking to encourage more parents into school. There are strong parish links. The parish priest is a regular visitor and pupils are taught that the parish is the main experience of the Church for Catholics. A parent commented 'there is a very strong relationship between the school and the parish and great work by the parish priest'. Another said the close relationship between the school and parish meant that 'the children have a sense of being part of the local church community'.

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

is good

St Peter's' mission statement 'we follow Jesus every day in all we do and all we say' is a good example of the school's understanding of itself as a Catholic school. St Peter's federated with St. Gildas' in 2018 and is in the process of streamlining all policies and practices. The programme of study for religious education was established in the first year of federation. The pandemic closures, staff restructuring, change of leadership and falling numbers impacted on rigorous analysis and self-evaluation. This work including a building project has not hampered leaders' determination to promote the Catholic life of the school. Governors and leaders celebrate the Catholic life by forging strong parish/school/parent links. They demonstrate a sound understanding of their strategic responsibilities as they develop the common identity of the newly federated schools and do not underestimate the journey ahead.

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

- Provide further opportunities for pupil leadership and ensure pupil leadership is daily practice in school.
- Provide opportunities for vibrant and engaging worship and prayer to ensure prayer life is sufficiently deepened and developed as pupils move through the school.

Information about this school

- The school is a one form entry Catholic Infant school in the locality of Crouch End, London.
- The school Federated with St Gildas' RC Junior school in September 2018 and has subsequently undergone substantial restructuring including two changes in leadership
- The school serves the parishes of St. Peter-in-Chains Church Catholic Church Stroud Green Parish.
- The proportion of pupils who are baptised Catholic is 69%.
- The proportion of pupils who are from other Christian denominations is 14% and from other faiths is 3%. The remaining pupils are from families who have not declared a faith – 14%.
- The percentage of Catholic teachers in the school is 50%.
- The number of teachers with a Catholic qualification is one.
- There are 8.75% of pupils in the school with special educational needs or disabilities of whom three have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is below average.
- There is an average rate of families claiming free school meals.
- Three pupils receive the Pupil Premium (4.3%).

Department for Education Number	3093506
Unique Reference Number	102148
Local Authority	Haringey

Type of school	Infant/Primary
School category	Voluntary Aided
Age range of pupils	4-7
Gender of pupils	Mixed
Number of pupils on roll	70
The appropriate authority	The governing body
Chair	Mrs Brid Daly
Headteacher	Miss Ellen Robertson
Telephone number	02083481902
Website	www.stpeterandstgildas.co.uk
Email address	admin@st-peter-in-chains-rc.haringey.sch.uk
Date of previous inspection	March 2017

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 3 lessons or part lessons were observed.
- The inspectors attended 1 act of worship or assembly.
- 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.

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Lead Inspector

Ms Angela Dodd

Associate Inspector

Mrs Katherine Sheridan

Associate Inspector

Ms Rosemarie Sorohan

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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