



Catholic Schools Inspectorate inspection report for St Mary's Catholic Primary School

URN: 100499

Carried out on behalf of the Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 23-24 February 2023

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| Overall effectiveness The overall quality of Catholic education provided by the school..... | 2 |
| 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..... | 2 |
| Religious education (p.5) The quality of curriculum religious education..... | 2 |
| Collective worship (p.7) The quality and range of liturgy and prayer provided by the school..... | 1 |
| 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 | Fully |

Summary of key findings

What the school does well

- Staff are positive role models and are committed to the implementation of the mission statement in every aspect of the life of the school.
- Pupils actively engage with opportunities to develop the Catholic life and mission of the school.
- Pupils are developing good knowledge, understanding and skills that reflect the learning required from the *Religious Education Directory*.
- Pupils respond well to the experiences of prayer and liturgy offered by the school.
- This is a school that has moved beyond doing prayer to being a school of prayer.

What the school needs to improve:

- Develop more effective systems both at a classroom and whole school level for evaluating pupil progress.
- Develop written feedback so that pupils have a clear understanding of how well they are doing and what they need to do to improve.
- Further embed Catholic Social Teaching within the curriculum and life of the school.

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.....

2

Pupil outcomes

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

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



Pupils understand the school as a Catholic school. They can articulate the mission of the school and value its distinctiveness. As a result, pupils actively engage with opportunities to develop the Catholic life and mission of the school. They appreciate being consistently presented with the role model of Jesus as a way of living their lives. The pupil faith ambassadors provide a good example to other pupils in leading on issues related to the Catholic mission and life of the school. Pupils are engaged in charity work, such as for the local food bank, showing concern for those in need. Pupil behaviour is excellent; they are kind to each other. They are fully aware of the values of the school and as a result demonstrate deep respect for each other and celebrate each other's achievements. Pupils are happy in this school.

The school has a good mission statement that clearly articulates the Church's educational mission; the mission 'learning together in faith and love' is known and lived in the school. Staff are positive role models and are committed to the implementation of the mission statement. There is a clear sense of community evident in the quality of relationships and welcome received by visitors and newcomers. There is scope to further embed Catholic Social Teaching across the curriculum and the wider school so that pupils have a clear understanding to the theological underpinning of Christian action. Pastoral care is strong and there is a clear commitment to the most vulnerable. The school has good facilities to support pupils such as the sensory room. Parental support for St Mary's is good; parents appreciate the work of the school. There is a strong partnership with the parish. The school environment, in its use of symbols and displays, strongly reflects the mission of the school as a Catholic school. The provision for RSE meets the diocesan requirements.

Leaders and governors have a clear vision of St Mary's as a Catholic school. They embrace their duty

to work towards developing the school to its full potential as a Catholic school. There are good systems in place to support the schools' Catholic identify. The school is engaged in some diocesan initiatives. Leaders and governors have worked hard to develop partnerships with parents and the parish. There is a commitment at a leadership level to Catholic Social Teaching as seen in policies and, in particular, the care for the most vulnerable. Staff development is used to good effect and pastoral care of the staff is very good. As a result, staff morale is high. All staff have a target related to the Catholic life of the school as part of their appraisal. Governors make a very good contribution to the Catholic life and mission of the school; they are conscientious and committed in their role. Catholic life and mission are discussed and scrutinised at both committee level and full governing body meetings.

Religious education

The quality of curriculum religious education

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|---|---|
| Religious education key judgement grade..... | 2 |
| Pupil outcomes How well pupils achieve and enjoy their learning in religious education..... | 2 |
| Provision The quality of teaching, learning, and assessment in religious education..... | 2 |
| Leadership How well leaders and governors promote, monitor, and evaluate the provision for religious education..... | 2 |

Pupils are developing good knowledge, understanding and skills that reflect the learning required from the *Religious Education Directory*. Scripture has a central place in supporting the development of knowledge in lessons. Pupils revisit prior learning, and so are enabled to know more and remember more; for example, in an observed Year 6 lesson pupils discussed their prior learning from other key stages, making links with the presence of Jesus in their lives. Pupils are given opportunities to work collaboratively, in ‘talk partners’ or in groups at the start of lessons which leads to a good level of independence in written work later. In an observed lesson on the Mass for example, pupil peer talk facilitated links made between the Last Supper and Mass. Pupils' behaviour in religious education lessons is excellent. They are enthusiastic learners and actively engaged in discussions about their lessons in the context of how they relate to their own lives. Work is well presented in their books with elements of creativity, for example, pupils interpreting the work of artists to develop the concept of salvation. Pupils achieve at least average attainment in RE when compared with other core subjects.

Teachers are confident in their subject knowledge and have a good understanding of how pupils learn; support and scaffolds are put in place including dual coding word banks to support pupils with special educational needs. In the Early Years Foundation Stage a range of high-quality resources are available for children to explore Bible stories through godly play. The development of pupil's spiritual and moral development in lessons is evident in all age phases, with teachers giving pupils time to think about their reactions and responses to stories from the Bible. Pupil effort is frequently celebrated in a variety of ways including, verbal feedback by staff in lessons, teacher comments in some books and celebration assemblies. There is a clear structure to lesson delivery with an

emphasis on enhancing pupils' religious literacy. Teachers use questioning during lessons to identify where pupils are in their understanding; however, pupils struggle at times to understand how to improve their work independently. Therefore, teachers need to establish consistency in the provision of challenging questions and well-planned tasks that match each pupil's needs in order to enable all children to achieve their full potential. Marking and feedback in some year groups is developmental; however, written feedback needs to be consistently given if pupils are to understand what they are achieving and their area for development. Assessment of each child is gathered through teacher assessment. However, systems need to be more robust to ensure teacher assessment of all pupils' needs, especially those working at greater depth, are accurate.

Leaders ensure that staff receive regular training in implementing the RE curriculum, where they work collaboratively together. Two leaders are currently studying for the Catholic Certificate in Religious Education to further support the staff in their planning and teaching of religious education lessons. Staff report they are well supported and regularly draw on leaders' expertise to improve standards. The senior leadership team and the subject leader for religious education have a clear vision for teaching and learning and the expertise to secure this vision. The curriculum is carefully mapped out against the expectations of the diocese and thus provides sufficient opportunities for learners to progress through subject content. The subject leader of RE meets termly with class teachers to evaluate outcomes. However, more analysis and a review of current structures, both at class and whole school level, are needed to ensure the school's provision fully meets pupils' needs. Governors' evaluation of religious education is helpful in supporting the subject leader for RE.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade.....

1

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1



Pupils respond well to the experiences of prayer and liturgy offered by the school and are very reverent in classroom prayer. Behaviour in prayer and liturgy is exemplary, showing the high value given to this key aspect of the school. Pupils demonstrate a good understanding of the pattern of prayer and liturgy; for example, they are very familiar with the structure used for classroom prayer and assembly - 'gather – word - response - mission'. Pupils demonstrate high levels of confidence in leading prayer and are skilled in planning and evaluating prayer and liturgy. There are regular opportunities for pupils to craft their own prayers. The schools' faith ambassadors (pupil leaders) have had a positive impact on pupils taking responsibility for prayer. Traditional prayers are known, and pupils can recite them confidently. Pupils actively participate in Mass through participation in relevant ministries. A key strength of the school is pupils' engagement with singing; this was seen in classroom prayer as well as in an assembly. Pupils can readily make links between the liturgy and the wider life of the school.

Prayer is an integral part of the school day at St Mary's. Pupils experience prayer at the start of the day, before lunch, after lunch and at the end of the school day. There is a well-planned strategy for learning and using traditional prayers. The school ensures that the richness and breadth of the Catholic tradition is covered in the experiences offered to pupils. In classroom prayer there is an excellent use of chimes to help pupils meditate and reflect. The use of scripture in prayer and liturgy is very well embedded across the school. An effective partnership with the local parish has resulted in regular classes Masses in the parish church, where pupils exercise the ministry of reader and altar server. Classrooms have well-appointed prayer spaces that pupils use to support their leading of prayer. The prayer garden and imaginative corridor displays ensure that the school is conducive to

prayer. Families are drawn into the prayer life of the school through several initiatives, including being invited to class Masses and assemblies.

Prayer and liturgy are an outstanding feature of the school because of the vision and commitment of leaders. They have developed a strong culture which values the importance of spiritual development and the space for prayer and liturgy. This is a school that has moved beyond doing prayer to being a school of prayer. Planning for prayer and liturgy is strong, as it is guided by the Church's liturgical year. There is good attention given to the learning of traditional prayers such as the Our Father and Hail Mary. Staff have regular formation on prayer and liturgy, which has had an impact in developing teachers' confidence in this area. The monitoring of classroom prayer has been very helpful in reinforcing expectations and developing a dialogue for professional development. Leaders and governors demonstrate their high regard for prayer and liturgy through ensuring that this area has sufficient budget.

Information about the school

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| Full name of school | St Mary's Catholic Primary School |
| School unique reference number (URN) | 100499 |
| Full postal address of the school | East Row, North Kensington, London, W105AW |
| School phone number | 02089690321 |
| Name of head teacher or principal | Ann Slavin |
| Chair of governing board | Simon Enright and Marie Costigan |
| School Website | https://www.st-marys.rbkc.sch.uk |
| Multi-academy trust or company (if applicable) | Click or tap here to enter text. |
| Type of school | Primary |
| School category | Voluntary aided |
| Age-range of pupils | 3-11 |
| Trustees | Diocese of Westminster |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 11 November 2016 |
| Previous denominational inspection grade | Good/Outstanding |

The inspection team

Matthew Dell

Lead inspector

Cynthia Ni Loingsigh

Team inspector

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 |