



# Catholic Schools Inspectorate inspection report for St Margaret Clitherow Catholic Primary School

URN: 146179

Carried out on behalf of the **Cardinal Vincent Nichols, Archbishop of Westminster** on:

Date: 20-21 April 2023

<b>Overall effectiveness</b> The overall quality of Catholic education provided by the school.....	<b>2</b>
<b>Catholic life and mission (p.3)</b> How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
<b>Religious education (p.5)</b> The quality of curriculum religious education.....	2
<b>Collective worship (p.7)</b> 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	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

## Summary of key findings

### What the school does well

- The mission of the school to 'love, learn, respect and follow Jesus' permeates the entire school community, is lived authentically on a daily basis and clearly has a very effective impact throughout the local community and beyond.
- Pupils are confident in planning and leading initiatives to promote the Church's call to action and fully understand the theology underpinning their actions.
- Pupils are engaged and enthusiastic about RE and make good progress as they move through the school.
- Leaders, including governors and trustees, are ambitious for the school and work collaboratively to ensure an inclusive environment where all feel valued and welcomed.

- The centrality of prayer and liturgy in the school enables pupils to confidently articulate how this has inspired them to have a deep respect for one another and take action for the common good.

#### What the school needs to improve:

- Continue to develop pupil leadership roles in the school to promote a wider range of actions for further charitable support.
- Pupils should take increased ownership of their learning and be given opportunities to develop critical thinking skills.
- Leaders need to increase the rigour of how pupils are assessed in order to plan lessons that are challenging and ambitious.

## 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

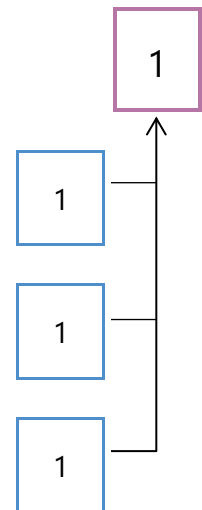
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

### 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 at St Margaret Clitherow actively live and promote their school's mission. They understand how to 'love, learn, respect and follow Jesus' who says, 'Love one another as I have loved you', in their actions towards one another, the staff and the wider community. They are able to articulate with confidence that they feel secure, valued and respected and, as a result, want others to feel the same. Pupils explained how, as a result of their learning around being 'stewards for God's creation', they wrote to the local council to arrange litter picking around the neighbourhood. They also spoke about their involvement in a local care home where they took flowers made by each pupil in the school for Mother's Day. Pupils use their initiative and understanding of mission to raise money for a variety of charities, including MacMillan Cancer Research, NSPCC and CAFOD. The school's emphasis on mission, steeped in the themes of Catholic Social Teaching, ensures that pupils have a deep understanding of the theology which underpins the actions they take. Pupils eloquently explained how work on a display board with the title 'Dignity of the human person' was important because some people do not get offered jobs because of their skin colour or disability. Pupils describe their school as a 'place where everyone can love and feel safe' and where 'we become better people' and 'we all work for the common good.' The use of the school's well resourced prayer room provides an outstanding place of calm and reflection and is utilised very effectively by pupils.

The school's mission statement is a living witness for all staff in the school and this is evident in every aspect of the curriculum and wider school life. One member of staff said, 'I truly believe our lovely school strives every day to enhance the spiritual lives of our children and we continually all strive to live out our mission statement.' An example of this in practice is the way the head teacher has initiated a food bank within the school in response to local community needs. This is in addition to the wide range of support given to families who benefit from the expertise and care of the staff.

All stakeholders describe the school as a 'family' which extends beyond the school gates. There is an overwhelming sense of welcome and inclusivity in the school where pupils and staff of all faiths and none, feel very much part of the fabric of the school. Pupils know they can rely on staff to help them when needed and appreciate how well they are known and understood. The school environment is purposeful and serves the mission of the school through vibrant and thought provoking displays of children's work. The prayer room is central to the life and mission of the school and supports the pupil chaplains and staff in their effort to provide creative and spiritual opportunities for enhancing pupils' moral development. The provision for RSE is very well considered and meets diocesan requirements.

Leaders, including governors and trustees, know the school exceptionally well and are very clear and ambitious about the school's mission. They have a dynamic partnership with the diocese and engage in a variety of diocesan training and development opportunities. The school's links with the parish are exceptional. In conversation with the parish priest and chair of governors it was very evident that part of the success of the school's mission lies firmly in the strong sense of community that has been built together to serve the Church's mission, not only within the school but within the local community and beyond. There was an overwhelmingly positive response to the parent survey with many comments supporting the school's outstanding commitment to the Catholic life and mission. One parent commented that 'I have been blessed finding this school for my son', and another said, 'Children are empowered to have a thorough understanding of the Church. Within the school community, prayer has had a profound and visible effect on the development of my child, which I am very happy with'.

## Religious education

The quality of curriculum religious education

**Religious education key judgement grade:**.....

### Pupil outcomes

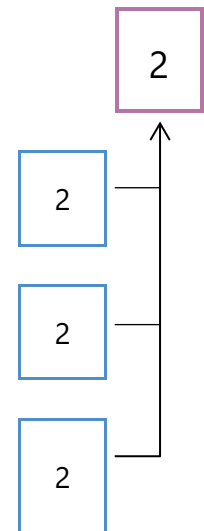
How well pupils achieve and enjoy their learning in religious education.....

### 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 enjoy Religious Education (RE) lessons and demonstrate a secure knowledge of themes and topics taught. This was evident from their enthusiasm learning about Islam during the inspection and their ability to recall key features of the religion as well as the range of work in their books and during pupil voice discussions. Whilst learning about other faiths, pupils demonstrate how they embody the call to love one's neighbour and it is evident that they live out this inclusivity in their relationships with one another. Pupils make good progress and are beginning to know what to do to improve their work. This is not yet fully embedded in the school's marking policy. Pupils have started to use a self-assessment sheet but this needs further development to aid pupil progress. Pupils' religious literacy is good and they can apply this to reflect spiritually and discuss their knowledge. Most pupils are able to link this to their everyday life so they can act on what they have learnt. Pupils can explain their learning confidently and participate fully in lessons. Behaviour for learning is very good and when pupils are given the opportunity to work collaboratively they are able to ask questions which enhances their learning. During the inspection, there were missed opportunities in the Early Years' outside area for child-led activities, giving children ownership of their learning. Pupils' work is presented well and there is a wide range of activities which promotes creativity. The school has recently introduced a new form of assessment which is still in its infancy. Pupil attainment is at least in line with core subjects.

Teachers have good subject knowledge and plan well-sequenced lessons. For the teaching of other faiths, teachers utilise the knowledge and expertise of members of staff and pupils which enriches the pupils' experience. Teachers use questioning effectively so that most pupils improve their learning. Where this made the most impact, teachers used a range of assessment for learning techniques where pupils were actively engaged in their learning. Some staff pose open ended questions that probe pupils' knowledge and understanding. They actively encourage pupils to question themselves and pose the question, 'What can you now go out and do?' Observations and interviews show pupils are keen to learn, can work

collaboratively or independently and enjoy discussing the content of the lesson. Teaching assistants provide good support, have good subject knowledge and are well deployed to support pupils' learning. They question skilfully to extend learning and clarify misconceptions. Pupils are given a variety of ways to record their work and take pride in what they do. Resources are used effectively to enhance learning, for example a pupil and staff member using their own prayer mats to demonstrate how Muslims pray.

Leaders and governors ensure that religious education meets the requirements of the Bishops' Conference and that it has full parity with other core subjects. The governing body and Trust regularly receive reports on achievement and progress from the head teacher and this feeds into the self-evaluation cycle. RE training is a priority and new staff have had experience, for example, of an online induction programme and attended a prayer and liturgy course. The RE Leader is extremely passionate and has a clear vision for teaching and learning. She is able to use her expertise to support staff in delivering good practice. The RE curriculum ensures pupils make progress. Pupils have a good knowledge of bible stories; for example a Year 3 pupil when asked how we know Jesus is caring said, 'He healed a blind man.' In Key Stage 2 pupils confidently make links between stories and can apply their learning to how we should live our lives today. Leaders provide engaging enrichment activities that enhance learning in RE, for example the school's engagement with Caritas. RE is monitored in line with other core subjects. There are regular and planned lesson observations, drop-ins and work scrutiny. Outcomes are reviewed with all staff so that professional development within school can be planned to support and challenge all pupils and staff.

## 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

Worship and prayer are outstanding and are central to the life of St Margaret Clitherow. Pupils and staff respond with enthusiasm to being part of an authentically prayerful, inclusive community. The varied experiences of prayer and liturgy have inspired pupils to take action and they can articulate this with confidence. An example of this is the pupils' desire to grow their own vegetables in their commitment to being stewards of God's creation. During a whole school assembly on sustainability, a pupil was able to demonstrate how they had started this at home and encouraged peers to participate. Pupils conduct themselves with very high standards of reverence during whole school celebrations. They sing well, with enthusiasm, and enjoy a wide repertoire of hymns. Pupils know, understand and use a variety of formal and traditional prayers of the Church appropriate to their year groups. The school prayer, recited at every opportunity, is well known and understood. Acts of prayer and liturgy are varied and engage pupils' interest. Most follow the cycle of the liturgical year such as Easter, but opportunities are also taken to reflect on contemporary issues. Pupils are able to confidently plan, lead and evaluate liturgies, for example a class liturgy on St. George, the class saint, where pupils participated confidently and with reverence. Pupils could respond to the mission of following St. George, with one pupil, showing great humility, saying that, as a result of the inspiration he felt from the liturgy, he 'needed to be braver and have more courage in football because he wasn't good at that.'

Pupil chaplains lead a weekly prayer group for younger pupils, where they plan questions about the reading, linking it to the school mission statement and age-related prayers. It is well attended and is an excellent example of pupils taking the initiative and leading worship with confidence. All pupils are given the opportunity to plan and lead collective worship and this is fully embedded across the school. The experience of Catholic worship for the whole school community is thoughtfully considered and expertly planned. It is the vision of the head teacher that this is modelled by all teaching staff during whole school

liturgies and this is having an excellent impact on the prayer life of the school as well as encouraging outstanding relationships between staff and pupils. Well-chosen scripture passages in line with the liturgical year and quotes from religious figures link themes to support pupils in reflective moments of prayer. Pupil committees, including the pupil chaplains and Caritas ambassadors, provide opportunities for all pupils to use their gifts to enhance prayer and liturgy.

Training is provided systematically to support members of staff at all levels. Leaders ensure inspirational worship is included in induction for new staff and, as a result, they feel confident and inspired. Governors are clearly committed in their support for the school's cycle of prayer and liturgy and regularly attend Masses, assemblies and other forms of prayer and liturgy. The monitoring schedule is designed to support all aspects of worship within the school, including self-evaluation by the pupils. It is evident that leaders, including governors, place the highest priority on the quality and impact of prayer and liturgy, giving pupils a strong voice to become an integral part of the school's evaluation, which contributes to the outstanding practice within the school. Pupils attend Mass in the local parish regularly and can avail of the Sacrament of Reconciliation during Advent and Lent. In this exceptionally prayerful community, pupils are encouraged to contribute to assemblies and Masses in as many ways as possible. In discussion with leaders, governors and the parish priest, it is evident that they are all exceptionally proud of this vibrant, committed worshipping community.



## Information about the school

Full name of school	St Margaret Clitherow Catholic Primary School
School unique reference number (URN)	146179
Full postal address of the school	Quainton St, London, NW10 0BG
School phone number	02084503631
Name of head teacher or principal	Ilira Heath
Chair of governing board	Mary Boyle
School Website	<a href="http://www.clitherow.brent.sch.uk">http://www.clitherow.brent.sch.uk</a>
Multi-academy trust or company (if applicable)	Multi Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	All Saints Academy Trust
Gender of pupils	Mixed
Date of last denominational inspection	November 2016
Previous denominational inspection grade	Good/Outstanding

## The inspection team

Monica McCarthy	Lead inspector
Sue Cunningham	Team inspector

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement