

St Martin of Porres Catholic Primary School

Blake Rd, New Southgate, N11 2AF

Date of inspection by Westminster Diocese: 7 March 2018



Summary of key findings for parents and pupils

A. Classroom religious education is good

- The school delivers effectively the religious education content of the Religious Education Curriculum Directory.
- The religious education programme is up to date and appropriate.
- The teachers know their pupils well and are careful to plan lessons related to their level of development and needs.
- The teaching of religious education is good with occasions of excellence.
- The monitoring and assessment of pupil progress is sound.
- Pupils enjoy their religious education lessons and make good progress.
- The school is making good progress in its ambition to make religious education more dynamic and creative.
- The leadership and management of religious education is good, and senior leadership team works effectively to raise the place of the subject.
- The governors support, challenge and encourage the provision of religious education effectively.

Classroom religious education is not yet outstanding because

- The monitoring and assessment of religious education is not yet consistent and coherent across the school.
- Further appropriate resources for the teaching of Catholic social action need to be considered.
- The provision of sufficient Bibles in the classroom needs to be made.

B. The Catholic life of the school is outstanding

- The school has successfully taken forward a process of becoming more aware of its Catholic identity in every area of its life.
- The school ensures 10% of classroom teaching time is devoted to religious education, so meeting the requirements of the Bishops' Conference.
- The school places religious education at the heart of its curriculum.
- Pupils are articulate and confident in saying what their faith in Jesus means.
- The school has developed the taste for prayer in the pupils, who are able to both lead and formulate prayer with ease.
- The school has set up the 'Mini-Vinnies' who enthusiastically lead and share their faith with aplomb.
- There is a very clear sense among the pupils of their duty to serve the common good arising for their discipleship of Jesus.
- The placing of pictures, posters and quotes from Catholic sources provides an outstanding ethos of identity.
- The spirit of generous Christian service is reflected in the very constructive involvement of the parents in the life and charities of the school.
- Partnership between the school, the parents and the parish is solid and appreciated.
- The school rejoices in the care and guidance it receives from the parish priest and its chaplain, his assistant priest.
- The governors are unswerving in their focus and devotion to supporting the development of the school's Catholicity.

A. Classroom Religious Education

What has improved since the last inspection?

The previous inspection made two recommendations. The first was to move to a new scheme of work in line with the liturgical year and the Religious Education Curriculum Directory (RECD). The second was to work with the diocesan advisers to improve further assessment of religious education (RE) to assist pupils to self-evaluate and take the next steps in their learning. The school has fully implemented the first recommendation and is making good progress on implementing the second.

The content of classroom religious education is good

The school ensures it fully delivers the requirements of the RECD by supplementing the new RE programme it has adopted with other resources and materials. It has carefully reviewed the needs of the pupils and adapted its teaching strategies closely to them. Teachers confidently employ creative approaches to engaging the pupils with the materials, including role-play, use of the Prayer Garden, art and drama. The pupils are carefully encouraged to create powerpoint displays on particular topics, for example on the Dead Sea Scrolls. Cafod resources are effectively used to teach about other communities round the world. The assistant parish priest who is also the school chaplain provides in depth opportunities for both the teachers and pupils to gain greater insight in the topics in hand.

Pupil achievement in religious education is good

Evidence in some pupil books and in most lessons demonstrates that pupils know what to do to improve their work in religious education through next step marking and pupil response to teacher questioning and comments. In particular the Year 2 books demonstrate a good level of religious literacy and the pupils use religious language appropriately. Teaching is creative and most lessons were appropriately scaffolded to help pupils deepen their understanding of the key concepts and skills explored in religious education. Higher order questioning in some lessons allowed pupils to demonstrate their religious literacy and move their learning on. Some books demonstrated levelling attainment against the diocesan agreed understanding but this was not evident in all year groups. Pupils' behaviour is good and they show involvement in their lessons, demonstrated well in their articulation when asked to describe what they are learning. Lesson planning showed good evidence that differentiation is built in, both in teaching and in differentiated follow up work.

The quality of teaching is good

The school's mission statement 'Growing in the knowledge and love of Jesus' is known by all the pupils and it is displayed in every classroom and in the main school hall. The pupils are able to explain what the mission statement means to them, "Our mission statement is a goal for the whole school to follow which is linked to our Catholic faith and helps us to fulfil Jesus' mission." Teaching overall is good, and some outstanding teaching was observed. This has led to pupils achieving well during their time at St Martin of Porres. The headteacher, the RE lead and the school chaplain support their teaching. The school will continue to seek superior resources to support their teachers. Teachers displayed good subject knowledge and have strong relationships with the pupils. One child said of the teachers 'My teacher makes our RE teaching really fun. She uses great resources such as 'Godly Play' which helps us to relate to the characters' feelings in the Bible.' Challenge is provided through next step marking and through driver words although this is not consistent in all classes. The school chaplain has now started to work with children working at greater depth to further develop their theological understanding. Each class has a BQ (Big Question) book and the children actively use it. This book forms part of the discussion with the chaplain. Teaching assistants provided effective support in the classroom to the pupils.

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

There is a focus and drive in the delivery of religious education which is coming from the headteacher and the senior teacher/RE coordinator who together are managing the delivery of religious education. The headteacher has been in post for less than two years but in that period she has led the school to a new level of creativity and dynamism in RE lessons. Working with the teachers and with the support and assistance of the governors the lesson planning and classroom pedagogy has been reviewed, revitalised and taken forward. There is a clear vision on the part of the senior leadership team of where the religious knowledge and faith development of the pupils is going and they have strategic plans in place to achieve this. The RE link governor is the parish priest and he provides encouragement and confidence to continue on the road the school is on to raise RE to a higher level. The staff RE handbook is particularly clear on policies and initiatives to make improvements, and the staff are further helped both by having good RE teaching modelled and ongoing in-service provided. Good support is provided to those teachers who are not Catholic enabling them to engage in the life and teaching of the school.

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

- Continue to improve the consistency and coherence of monitoring and assessment of religious education.
- Review the provision of resources, in particular the availability of Bibles in some of the classrooms.
- Consider the use of further resources for taking forward how pupils understand the living out of the teaching of Jesus, for example the Faith in Action material offered by Caritas.

B. The Catholic life of the school

What has improved since the last inspection?

There were no recommendations for improvement regarding the Catholic life of the school in the previous inspection report. However there have been a number of recent improvements. The creation of house teams with names of saints chosen by the pupils has led to a higher focus on what it means to be a Catholic school. There have been new initiatives to bring closer home-school-parish relationships, including the introduction of home prayer packs and closer ties with a neighbouring Catholic school.

The place of religious education as the core of the curriculum

is good

The evidence for concluding that religious education is at the core of the curriculum came from the pupils themselves who were articulate in explaining what their religious education and faith meant to them. They were able to clearly say with confidence that they were disciples of Jesus Christ and following his teaching. The school is fully compliant with the requirements of the Bishops Conference that at least 10% of curriculum time be devoted to religious education. The school has encouraged a number of initiatives to enhance Catholicity, including the 'Mini-Vinnies' to be described later and resources from the Ten-Ten theatre company. Other initiatives have focused on creating and developing cross-curricular ties with other subjects. These initiatives ensure that the school can be judged as making very good the place of religious education at the core of the curriculum.

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

is outstanding

Prayer and worship is at the heart of the school. Pupils are actively involved in preparing and leading whole school and class liturgies. The outstanding Mini-Vinnie prayer service and the Year 5 collective worship demonstrated this. Pupils were able to explain how Jesus has guided them in their faith and prayer life. The 'prayer pods' around the school in each class demonstrated very well the importance of praying together as a whole school to thank God and to reflect on their faith. Each classroom has a prayer focus table and the pupils were always keen to show what it meant to them. The home prayer packs for the pupils to share with their families were a wonderful way of instilling the importance of prayer with school, family and parish. Pupils and staff are not just observers in prayer and liturgy but participants which was demonstrated with the voluntary call to prayer during the Mini-Vinnie prayer service. Class masses said by the school chaplain in which the pupils are involved in the preparation are a regular feature. During Lent there is a voluntary morning Mass on Wednesdays in the school which a number of staff, parents and pupils attend. The prayer garden is a place of quiet and pride for the whole school community. Pupils can talk about the Christ like qualities of St Martin of Porres and the house saints, all of whose lives they know well.

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

is outstanding

The school ensures that the pupils' spiritual, moral, social and cultural development is at the core of all that they do. Pupils have a phenomenal awareness of the call to justice and service at a local, national, and global level. They have a solid grasp of Catholic social teaching and are aware of their personal responsibility to contribute to the Common Good. The Year 5/Reception buddy system indicates very well their commitment to inclusion. During a prayer service lead by the 'Mini-Vinnies' they confidently explained their role and the vision of their group. They spoke passionately about

their very recent call to set up the night shelter in the parish hall. They also spoke of their visits to a residential home and collections for local homeless people. They linked this call of duty to Scripture with great insight. All pupils spoke wisely and meaningfully when discussing the common good. The pupils play an active part in the choosing of both charities and the fundraising events. The event posters further reinforce this and passionate ethos displays posted all-round the school. This same awareness led to a generous collection by the parents for the funeral expenses for a recently bereaved family.

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

A priority for the new headteacher and leadership team has been to reach out from the school to establish deeper relationships with the parish, the pupils' families, the neighbouring schools, the diocesan service and its advisers. They have succeeded in an outstanding fashion in this enterprise. The Friends of St Martins works closely with school leaders to develop and maintain a close relationship with the parents. Parents attended the Lenten Mass held in the hall before school began on the morning of the inspection and every Wednesday in Lent. Parents were very supportive of the school in the survey conducted for the inspection, 'The school helps us greatly to bring up our children in the faith'. A joint carol service was held with St Paul's Catholic Primary School in the parish. A number of the staff give of their time as catechists in the parish and ensure the close involvement of the school in the parish preparation of children for the sacraments. The school has been involved in helping re-establish deanery heads meeting as well as increased opportunities for deanery wide moderation meetings. The school's partnership with teacher training institutions is well established and the school regularly support student teachers from St Mary's University. The staff and governors attend appropriate diocesan educational events and see themselves very much as part of the Westminster Diocese family.

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

is outstanding

The leadership and management have been outstandingly effective in promoting the Catholic life of the school. Alongside the policy of improving the religious education there has also been a concerted strategy to make the Catholic nature of the school more explicit. Pupils were confident in explaining to us how the school helped them to understand and follow their religious identity. The leadership of the school by the support it has given to many initiatives for outreach for the pupils to put the teachings of Jesus into practice has achieved a sense of church that the pupils displayed and were articulate about. The governing body has been unswerving in its support of the headteacher and leadership team in taking forward this raising of the place of Catholicity in the life of the school.

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

- Continue to develop the outreach opportunities for the pupils to articulate and put into practice the teachings of Jesus Christ.
- Build up a history and a display about the foundation of the school – who founded it, when and in what circumstances.
- Continue to build further partnership with the parents, looking for new initiatives to improve home-school communication.

Information about our school

- The school is a one form entry Catholic primary school in the locality of New Southgate.
- The school serves the parish of St. Paul the Apostle Catholic Church, Wood Green.
- The proportion of pupils who are baptised Catholics is 97.7%.
- The proportion of pupils who are from other Christian denominations is 1.8 % and from other faiths is 0 %. The remaining pupil is from a family who has not declared a faith.
- The percentage of Catholic teachers in the school is 83 %.
- The number of teachers with a Catholic qualification is 2.
- There are 10 % 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 also well above average (51.4%).
- There is a well below average rate of families claiming free school meals.
- 8 pupils receive the Pupil Premium (3.65 %).

Department for Education Number	309-3508
Unique Reference Number	102150
Local Authority	Haringey

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3 -11
Gender of pupils	Mixed
Number of pupils on roll	222
The appropriate authority	The Governing Body
Chair	Mrs Marcia Pinto
Headteacher	Mrs Louise Fleming
Telephone number	020 8361 1445
Website	www.stmartinofporres.co.uk/
Email address	admin@st-martinporres.haringey.sch.uk
Date of previous inspection	October 2012
Grades from previous inspection:	
Classroom religious education	Good
The Catholic life of the school	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 eight lessons or part lessons were observed.
- The inspectors attended one assembly and a number of 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.

Deacon Anthony Clark

Lead Inspector

Mrs Sinead Steed

Associate Inspector

Miss Katie O'Sullivan

Associate Inspector

Diocesan inspection has four grades:

- outstanding
- good
- requires improvement
- causing concern

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