



Catholic Schools Inspectorate inspection report for More Park Catholic Primary School

URN: 141472

Carried out on behalf of the Rt Rev. John Wilson, Archbishop of Southwark on:

Date: 14 July 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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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

- This is a school where staff and pupils understand their mission statement and live it
- The behaviour of pupils is exemplary, showing politeness and courtesy to everyone they meet
- The parental support is a real asset of the school
- Pupils display reverence and respect during prayer and liturgy at all times
- The Gospel values permeate the whole school

What the school needs to improve:

- Build on the work done by pupils planning and leading collective worship by providing them with opportunities to also evaluate it

- Make links to prior learning, through a variety of teaching styles, so that pupils have a deeper understanding of their faith
- Create a multi faith programme of study that develops progressively throughout the school.

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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

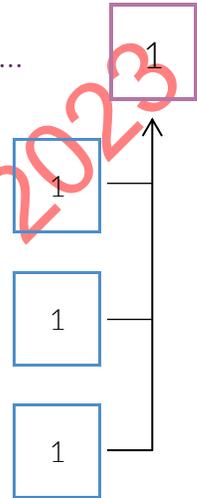
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 demonstrate a real love for the school and clearly understand the part they play in living out the school mission statement, 'With God's love, we can be our best'. They show a joy for learning and their behaviour in lessons, at worship and around the school is exemplary. The pupils' relationships with each other and staff shows a clear understanding that they are all made in the image and likeness of God. Parents greatly value this, as one parent commented, "Every child is shown respect and kindness, they are not just told they are special as God's children but are shown it too". The Catholic ethos of the school is obvious from the moment you enter the building. The artwork based on the parable of the Lost Sheep that greets you in the foyer is a reminder that everyone is welcome in a spirit of generous hospitality and is reinforced by the pupils when they say they look out for each other. This is particularly evident in the recently formed post of welfare lead where the pupils with greatest needs are cared for in a nurturing capacity including the use of play therapy.

The highly successful school Buddy System was featured during an end of year collective worship when the Early Years children publicly thanked the Year 6 leavers for the support and friendship, they had received in their first two years of schooling. Since 2021 the school has participated in the Oscar Romero Award programme promoted by the diocese. The school has already been awarded participator level and developer level and is now working towards innovator level. Pupils are familiar with the principles of Catholic Social Teaching, but further work needs to be done to ensure that they can articulate how the principles relate to their lives and the lives of others.

The Eco Club actively promotes recycling by producing posters reminding everyone to care for the planet as well as picking litter at breaktime and maintaining a compost box.

Anti bullying ambassadors are available for pupils to approach if they have a problem. They provide a teddy bear that pupils may hug if they are feeling low. When asked about bullying pupils commented that it is not an issue as they feel comfortable approaching ambassadors and staff with any concerns they may have. Pupils make good use of the Listening Ear box to express any worries anonymously. Senior staff confirmed that the box is checked regularly and responded to swiftly. A kindness box is used to nominate someone for an act of kindness, and pupils are awarded at assembly weekly. Relationships are strong throughout the school between pupils, staff and parents. This is evidenced in the parental survey where one parent commented, "What is more subtle and more special is that the Catholic values permeate through from the staff and are then shown by the pupils ". The school council helps to select the charities that the school wishes to support each year. Activities include collection of food boxes from every form to donate to a local food bank, a sponsored walk to raise funds for Cafod and a non-uniform day to raise money for cancer research. One member commented, "We have a say, we can collectively decide what we do for our school community".

Leaders are deeply committed to their faith and to the Catholic life of the school. They lead by example and several parents commented that every child is made to feel valued by senior leaders welcoming them daily by name as they enter the school and by personalising every progress report with a bespoke comment for each child.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

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.....

1

Religious education lessons are clearly defined as being different to other lessons. All religious education lessons begin with a prayer, a focal area, candles, readings and calm music. The spiritual experience allows the pupils to have time and space for reflection. Opportunities are provided and confidently accepted for pupils to offer spontaneous prayers at the start of lessons. This sets the tone for the rest of the lesson and behaviour for learning is outstanding.

The school has adopted an oracy programme which encourages pupils to speak confidently and clearly in front of their peers and adults. Most pupils speak positively about religious education lessons and the variety of activities used to promote learning. A parent commented, "My daughter enjoys role playing in religious education and always comes home telling me about all the opportunities for prayer and worship". Pupils work independently and value the structure given in lessons. Pupils with educational needs can access the subject fully and are ably supported by teaching assistants in all classes. There is recap of previous learning in most lessons and live marking is regularly used to extend and challenge pupils' understanding of learning. In some cases, pupils' responses could be longer.

The celebration of pupils' work at the end of each half term is a major strength of the school. One parent noted, "I think the religious education celebration assemblies are great and a perfect opportunity for each class to share what they have been learning with parents and carers". New staff and teachers, who are not Catholic, are well supported in their work. However, to develop further the expertise of early careers teachers and others, opportunities to observe religious education lessons in other schools within the partnership would benefit them greatly.

The school uses the 'Life to the Full' Catholic programme for relationships, sex, and health education which is carefully planned. It fully meets the diocesan requirements and is firmly rooted in the teachings of the Church. The school is now looking at ways to assess the impact of the programme.

The religious education subject lead has been in place since September 2022 and is well supported by the academy principal. She is totally committed to her role and has a clear vision. The link governor for religious education works closely with the subject leader, assisting with the monitoring and evaluation of the teaching and learning.

All leaders, including governors, recognise the importance of religious education and share the subject lead's passion in seeking the highest quality provision for all pupils in the school. This is backed up by the governors' commitment to ensure generous funding is made available annually to the subject. Leaders and governors ensure that the religious education curriculum meets the requirements of the Bishops' Conference, with 10% of the timetable dedicated to the subject across all years.

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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

Prayer and liturgy are central to the life of More Park Catholic school and valued by all. The senior leadership team have fully embedded the collective worship policy and all staff follow it consistently. Staff including senior leaders are inspiring role models of exemplary practice to other staff and pupils, as participants in and leaders of prayer and liturgy. Children from Early Years Foundation Stage upwards are actively engaged in all aspects of worship and respond with enthusiasm and respect. The willingness of pupils to offer spontaneous prayers during collective worship and class worship is a testament to their courage, confidence and faith.

The RE ambassadors along with other pupils work collaboratively to plan and deliver prayer and liturgy. They use a range of approaches including scripture, symbols, silence, meditation, reflection and song. Whole school worship includes thought provoking reflective questions which are age appropriate. Pupils discuss possible responses and feed back to the collective worship lead. To fully embed prayer and liturgy the RE ambassadors should now evaluate presentations so that they can identify possible areas for improvement.

All the pupils have been taught the gather, listen, respond and go forth approach and can confidently prepare and present their own collective worship. Pupils have a good understanding of the Church's liturgical year, seasons and feast days and they can describe how they are celebrated. Praying together is clearly part of the daily experience for all pupils and staff which in turn has a positive effect on the school community.

Every classroom has a prayer book which each child takes home to record their reflections in the evenings and weekends with their family and then share at school with the rest of the class. These books are highly valued by the pupils, and they are keen to show their family contributions. This is summed up by a parent, "My children are learning God's word through church, home and school in a unified way".

The school makes imaginative use of the space available to provide prayer corners in classrooms and spaces elsewhere that are owned by the pupils. The prayer garden is clearly a well utilised facility for pupils' prayer. During October and May the prayer group meets here to pray decades of the rosary to Mary. It is a well looked after and welcoming space with flowers in full bloom and familiar prayers on surrounding walls. There is a memorial garden in a secluded corner of the school where pupils can go to reflect and remember deceased family members, leaders recognize it needs upgrading so that it can be a place of joyful hope in the resurrection as well as a place of solemnity.

Leaders understand the strengths and areas for development in collective worship. Priority is given to high quality professional development and as a result all staff understand the centrality of prayer and liturgy to the life of the school. Staff are highly skilled and well supported to lead this. Leaders, including governors, have planned the school calendar carefully to ensure opportunities are provided to regularly celebrate the Eucharist. Some Masses are held in the parish church while others are in school and on the school field. There are Masses on feast days and holy days of obligation and a special thanksgiving Mass is held for the whole school to acknowledge pupils who make their First Holy Communion. Classes take turns attending the weekly Mass in church and parents welcome the opportunity to attend with their children. Several parents felt this is why there is such a strong bond between home, school and parish. The parish priest, who is also the link governor for religious education, holds reconciliation services during Advent and Lent. The highlight of the school liturgical year centres around the services celebrating the events of Holy Week with the parish priest in the school.

Information about the school

Full name of school	More Park Catholic Primary School
School unique reference number (URN)	141472
Full postal address of the school	Lucks Hill, West Malling, Kent ME19 6HN
School phone number	01732 843047
Name of head teacher or principal	Deborah Seal
Chair of governing board	Brigitte Park
School Website	www.moreparkprimary.co.uk
Multi-academy trust or company (if applicable)	Kent Catholic Schools' Partnership
Type of school	Primary
School category	Academy converter
Age-range of pupils	4-11
Trustees	Archdiocese of Southwark
Gender of pupils	Mixed
Date of last denominational inspection	January 25 2016
Previous denominational inspection grade	1

The inspection team

Dermot O'Neill	Lead
Michelle Wilson	Team

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