



# DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on behalf of the Archbishop of Southwark

URN 142456

St Winifred's Catholic Primary School

Newstead Road

Lee

London SE12 0SJ

Inspection date: 10 February 2020  
Chair of Governors: Mr John Ryan  
Headteacher: Miss Margaret Hanrahan  
Inspectors: Mr Stephen Beck  
Mrs Maureen Jackson

## EDUCATION COMMISSION

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### Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St Winifred's Catholic Primary School is larger than the average-sized primary school. It is designated a new school following the infant and junior schools amalgamating to become one primary school in April 2016. It is a two-form entry school which has grown from 1.5 forms and is situated in the Lewisham deanery of the Archdiocese of Southwark. It is in the Lewisham Local Authority. The principal parish which the school serves is Our Lady of Lourdes, Lee (52%). Currently, 26% of pupils are from the parish of St Mary's, Blackheath with the remainder coming from other nearby parishes and ethnic chaplaincies.

The proportion of pupils who are baptised Catholics is 68%. The average weekly proportion of curriculum time given to Religious Education is at least 10% in all key stages. The school takes pupils from 3 to 11 years. The number of pupils currently on-roll is 436.

The attainment of pupils on entering the school is generally below average. The proportion of pupils with special educational needs and/or disabilities is average with 22% of pupils receiving extra support in class. Most have speech and language issues, or behavioural, emotional or social difficulties. Seven pupils have education, health and care plans and 13% receive pupil premium funding.

The school serves an ethnically diverse community, with a wide range of minority ethnic groups represented. The largest groups are those of Black British and White British heritage. Just under half the pupils speak English as an additional language, although very few are at an early stage of learning English. The school has a breakfast club and after-school club which are managed by a private company on behalf of the school.

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## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Winifred's is a good Catholic school because:

- It is a warm, welcoming, inclusive school where the mission and ethos of Catholic education is at the heart of the community. Staff and pupils are valued and nurtured.
- Worship is central to the life of the school. The quality of collective worship is good. Pupils' responses to prayer and liturgy are heartfelt. Liturgical knowledge and understanding are well developed through the expertise of the staff. Pupils are beginning to take a more active lead in planning and leading worship especially at a class level, guided by staff. They demonstrate developing skills in planning, preparing and delivering collective worship.
- The quality of the Catholic life of the school is good because the welfare and personal development of each pupil is at the heart of the school's ethos and the staff are united in implementing this across all areas of school life. The strong Catholic identity is evident in displays and images around the school, including some informative 3D displays. Relationships are strong and supportive. The headteacher and senior staff are good role models and communicate a clear vision and purpose to staff and pupils.
- The quality of Religious Education is good and the areas for development since the last inspection have been addressed. The school's self-assessment accurately identifies its strengths and leaders are determined drivers of ongoing improvement.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Continue to embed the new assessment procedures to impact on planning, in order to better target teaching to meet the needs of all pupils, particularly the more able.
- Build on pupils' strong subject knowledge through the use of a broader range of teaching strategies that will develop pupils into more active, rather than passive learners, thereby providing a greater level of challenge to further improve progress and attainment over time.



**Overall Effectiveness**

How effective the school is in providing Catholic Education. 2

**Catholic Life** 2

The extent to which pupils contribute to and benefit from the Catholic Life of the school. 2

The quality of provision for the Catholic Life of the school. 2

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school. 2

**Religious Education** 2

How well pupils achieve and enjoy their learning in Religious Education. 2

The quality of teaching, learning and assessment in Religious Education. 2

How well leaders and governors promote, monitor and evaluate the provision for Religious Education. 2

**Collective Worship** 2

How well pupils respond to and participate in the schools' Collective Worship. 1

The quality of provision for Collective Worship. 2

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship. 2

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## CATHOLIC LIFE

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.**

- St Winifred's school has been on a significant journey since the last inspection, including the amalgamation of the infant and junior Schools, expansion from 1.5 to 2 forms of entry, a significant building programme and the unification of staff from two separate schools.
- The highly committed, very dedicated headteacher, supported by the governing body, has successfully seen through these developments with foresight and passion for which she is to be commended. At no time have leaders lost sight of the Catholic nature, purpose and ethos of their Catholic school and they have kept this at the forefront of all they have done.
- The self-evaluation provided for this inspection demonstrated a good understanding of the school's strengths. It would now benefit from the incorporation of clear areas for development, action points and timelines which are then linked to the school's Religious Education action plan.
- The school's headteacher is respected by all members of the school community and leads the school well. She is supported by a developing Religious Education leader who is growing in her role, having taken over from a long-serving Religious Education leader in January 2020.
- Pupils are proud of belonging to St Winifred's Catholic School and they talk positively about the links with the parish and the local community.
- They are aware of the school's mission statement as it is in a prominent position in classrooms and around the school. They bear witness to their faith within the school through their good behaviour and positive relationships with their peers and the adults who teach and care for them.
- Pupils are actively engaged in fundraising activities and are beginning to instigate and plan these in response to local, national or global campaigns, thus taking on roles of responsibility and leadership that develop the Catholic life of the school.
- Most pupils have an understanding and some can articulate, what it means to have a vocation and understand the importance of using their skills and talents for the service of others.
- Through their work in Religious Education lessons, most pupils have an understanding that religious beliefs are important to many people and that some people may have different beliefs from their own.
- During the inspection, pupils showed a good understanding of the religious seasons and could talk about how these impacted on their behaviour and preparations for different times of the year.
- Pupils get a good start in a vibrant early years setting and this is built on successfully as pupils move through the school.



**The quality of provision of the Catholic Life of the school is good.**

- The quality of provision for the Catholic Life of the school is good and the school's current mission statement expresses the educational mission of the Church.
- St Winifred's reflects its mission and identity through obvious signs of its Catholic character. The school is a welcoming, friendly, organised learning environment with beautifully presented spaces around the school.
- The school is a supportive family community on a journey to fully live out the church's mission. This is evident in the quality of relationships in the school and the regard it has and way it caters for, the pastoral needs of staff.
- Staff promote good standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- A parent commented, *'The school is welcoming to parents. We especially enjoy coming in to see assemblies and the work that has been done.'*
- Staff participate in activities which reflect the Catholic life and mission of the school through staff meetings, staff prayer times and dedicated Catholic in-service.
- The school provides many opportunities for the spiritual and moral development of pupils and staff. The curriculum is enhanced through Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) programmes that reflect Catholic teachings and principles.
- The school is currently reviewing its RSE policy with a view to incorporating the 'Ten Ten' resources to update the programme in line with current requirements and diocesan guidance.
- The introduction of 'Mini Vinnies' to the school at the start of this academic year has been welcomed by the pupils. They were clear regarding the links to the Society of St Vincent de Paul (SVP), which they had heard about in the parish and were keen to 'make a difference and be involved', They were full of ideas for the future and are ready now to take a lead rather than being led.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is good.**

- The school's Catholic life is rooted in total love for the pupils and has enabled the staff and governors to provide a very high standard of pastoral care for all the pupils and parents. As a result, staff and pupils live, work and learn in a faith-filled Catholic environment where everyone feels the love of God.
- Governors and school leaders are committed to the Church's mission in education. They make a significant contribution to the Catholic life of the school and possess the experience needed to drive the school forward. They are committed to their school and able to challenge as well as to support where necessary.
- St Winifred's is a happy school where staff are continually developed spiritually, morally and professionally by senior leaders and the parish priest.
- Notably, a significant number of staff and governors play important roles in their parishes, for example as members of the SVP and as catechists. Parents see this as beneficial to the school and parish, recognising in conversations that there is a strong relationship between them.



- The monitoring and evaluation of Catholic life takes place through lesson observation, learning walks, book scrutinies and professional conversations with staff and pupils. Continuing professional development is having a positive effect on the delivery of Religious Education and staff meet regularly to share ideas and plans and to moderate work.
- Pupils enjoy school liturgies. They are assisted and supported in their prayer life and are becoming confident in preparing and leading communal prayers. They appreciate being given time to pray, to celebrate and to reflect. On the day of the inspection, the pupils were able to discuss with ease aspects of the Catholic life of the school with inspectors and were aware of the Bishops' Conference call for 2020 to be a 'Year of the Word'.

Publication Date 4th March 2020



## RELIGIOUS EDUCATION

### How well pupils achieve and enjoy their learning in Religious Education is good.

- As pupils progress through the school, they are able to identify stories from both the Old and New Testament. They can explain how these stories affect their lives and in this regard, one class took the phrase *'Not every action needs a reaction'* from their lesson, applying it to their behaviour in the playground. It would be opportune to further develop pupils' scripture knowledge through options to research, analyse and compare scripture.
- Early assessments show that pupils begin school with attainment below age-related expectations in Religious Education. However, they make particularly good progress through the Foundation Stage and enter key stage 1 with a majority attaining in line with age-related expectations and some above. A parent wrote, *'I would like to express my sincere gratitude to the staff in the reception class for making my child's transition into school the best possible experience. He has gone from strength to strength. He is a sensitive child and school is a nurturing environment. We get a written update on the religious topics so we can discuss them at home.'*
- Progress continues throughout key stage 2 and by the end of Year 6 most pupils' attainment is in line with age-related expectations, with some achieving at a higher level.
- Progress is good for all groups of pupils including those who have special educational needs.
- Pupils report that they enjoy Religious Education and this was clearly illustrated during the inspection, when the majority of pupils were engaged and motivated during lessons. One pupil reported that the only thing that could make Religious Education lessons any better would be to *'do more drama in RE'*.

### The quality of teaching and assessment in Religious Education is good.

- The quality of teaching, learning and assessment in Religious Education is good. As the new assessment framework is embedded, teachers will find it easier to adapt their planning to better meet the needs of all pupils.
- On the day of inspection, no lesson observed was less than good. The best lessons were well planned, clearly linked to pupils' current attainment and teachers supplemented the Religious Education scheme. Building on prior learning and the use of talk partners is an undoubted strength at St Winifred's. Good use is made of interactive boards.
- Good behaviour for learning has been established and would allow for increased opportunities to be provided for pupils to deepen their learning through more open-ended tasks. Learning objectives were clear but there is some mismatch on occasions between topics and the tasks set. The school is a settled environment and greater consistency across the school could be established.



- Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. To maximise pupil progress they need to employ a broader range of appropriate teaching strategies.
- Good use is made of individual, paired and collaborative work and this could be further deployed. Most pupils are interested and concentrate well in lessons and this is further supported where achievement and effort are celebrated immediately, supporting good levels of motivation from pupils.
- In books, there is evidence of continuity in lessons and across sequences of lessons marking is positive. Pupils respond to this marking regularly.
- In the best lessons, observed teachers used questioning techniques well. However, there was limited adapted explanations using the language of the driver words to cater for the needs of all pupils and this would benefit from becoming routine practice in all classes.
- Other adults are generally used effectively to optimise learning for pupils who need intensive support, although this is not yet consistently impacting on pupil progress.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.**

- Leaders and governors are good at monitoring and evaluating the provision for Religious Education. They are enthusiastic and successful in promoting the high profile of Religious Education in the school.
- The curriculum meets the requirements of the Bishop's Conference, with at least 10% of curriculum time being given to Religious Education in all key stages. It contributes very effectively to the pupils' spiritual and moral development.
- Governors are regular visitors to the school and are committed to the improvement of the school, providing appropriate support and challenge to the headteacher and Religious Education leader.
- Leaders, including governors, conduct a range of monitoring activities which would benefit from being more systematic and coordinated.
- The school's self-evaluation document provided for this inspection indicates that leaders have a good understanding of the school's strengths. It would be beneficial to develop this document further to include identified areas for development that can be articulated with timescales to make this more of a working document linked to the school's Religious Education action plan.
- The curriculum leader for Religious Education has worked hard to ensure any new initiatives are in place and staff are supported regarding those changes. Having previously led the subject in the infant school, she has had whole school responsibility since January 2020. She is now getting to grips with the key stage 2 part of the curriculum and is appropriately giving priority to embedding the new assessment programme, developing moderation, a review of marking and possible pupil progress meetings.
- A high number of parental questionnaire returns were received expressing strong satisfaction with the school's religious provision. As one parent wrote, *'A well-grounded school. My older two children left the school with a good understanding of religion and relationships with people. This has kept them grounded in secondary*



*school and their community'. Another wrote, 'Religious Education is integrated into all school life including discipline, support and learning. RE is not seen as a separate topic but integrates to life and learning'.*

Publication Date 4th March 2020



## COLLECTIVE WORSHIP

**How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.**

- Pupils' response to and participation in the school's collective worship is outstanding.
- On the day of inspection during the acts of worship observed, pupils gathered in and departed from the school hall respectfully and joyfully to music and hymns. They listened reverently to the Word of God in scripture and responded appropriately by reflecting quietly when given the opportunity, and shared their reflections in a dignified manner. They listened to one another attentively and went forth happily with the message they had received from scripture.
- At interview, pupils spoke about how they enjoyed their times of worship, particularly the times they were actively involved in it and also when they could be 'silent and calm'.
- Pupils are beginning to prepare and lead worship with a growing degree of independence at classroom level and the school plans to extend these opportunities.
- They use a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary. They appreciate this is part of the daily rhythm of school life. Pupils value and participate voluntarily in liturgy.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed deep sense of respect for those of other faiths and benefit from opportunities to visit other places of worship. This is reflected in the manner in which many pupils participate in prayer and liturgy.
- St Winifred's school is an inclusive place of mutual tolerance and respect.

**The quality of provision for Collective Worship and Prayer Life is good.**

- Acts of collective worship are central to the life of the school and make a good contribution to the moral and spiritual needs of the pupils.
- Praying together is part of the daily experience for all pupils and staff. Staff regularly pray together and find these experiences help their work.
- Acts of collective worship are well resourced and well planned. Pupils and staff recognise the importance placed upon them and are inspired and engaged during these experiences.
- Most pupils are keen to take part in or plan collective worship, which is centred on clear themes and messages consistent with the liturgical season.
- Collective worship is reflective and fully inclusive, enabling all pupils to take part.
- Each class has its own beautifully presented prayer book containing prayers written by pupils, who are given the opportunity to take the book home to compose a prayer for the book. These are shared in class regularly with classes taking this book up with them as they move through the school. As a parent commented, *'My child looks*



*forward to having the prayer book home to write her own prayer and to read other prayers.’ Another wrote, ‘Prayers are a daily occurrence in school and there are posters displaying Catholic values for example forgiveness.’*

**How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is good.**

- Leaders and governors are good at promoting, monitoring and evaluating the provision for collective worship.
- Leaders provide policies and guidelines to plan and deliver quality collective worship. Themes are shared to give worship a suitable direction.
- Leaders have a good understanding of the Church’s liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context.
- Leaders of collective worship within the school are good models of practice for members of staff and pupils. They offer support to less experienced or less confident teachers and provide regular professional development.
- They promote the pupils’ planning and leading of collective worship in an age-appropriate manner.
- Copies of the ‘Wednesday Word’ are provided for families to follow the Church’s liturgical celebrations and share at home.
- Leaders offer regular professional development to staff, incorporating liturgical formation and the planning for collective worship.
- A programme of collective worship for parents and carers to be invited to has been developed.
- Parents feel well informed about Religious Education through regular newsletters and information on the school’s informative website. One wrote, ‘*My family have seen nine members attend St Winifred’s through three generations and we could not ask for a better Catholic school.*’

Publication Date 4th March 2020