



## DENOMINATIONAL INSPECTION REPORT

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

URN 100632

St Andrew's Catholic Primary School

Polworth Road

Streatham

SW16 2ET

Inspection Date: 23<sup>rd</sup> September 2022

Chair of Governors: Ann-Marie Walsh

Headteacher: Joshua Levenson

Inspectors: Colette Doran-Hannon

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**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 Andrew's Catholic Primary School is a voluntary aided school. It is situated in the Lambeth Deanery of the Archdiocese of Southwark. It is maintained by Lambeth Local Authority. The principal parishes which the school serves are English Martyrs, Streatham and St Bartholomew's Norbury. The proportion of baptised Catholics is 95%. The proportion of the curriculum given to Religious education is 10% in each Key Stage.

The school enrolls children from age 4 to 11 years. The number of pupils currently on roll is 402. The proportion of pupils eligible for the Pupil Premium grant is 12%. The percentage of pupils with a special educational need is 23%. The proportion of pupils from homes where English is an additional language is 75.9%, well above the national average.

Date Published 2nd November 2022



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Andrew's Catholic Primary School is an outstanding Catholic school because:

- School leaders are deeply committed to the school mission. Provision for Catholic life is given the highest possible priority.
- The behaviour of children both in lessons and around the school is exemplary.
- Children with additional needs are well supported in lessons to achieve their full potential
- Pupils work in all aspects of Religious Education is presented exceptionally well.

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

- Leaders should ensure consistency in the provision of religious education, across the school for more able pupils.
- Marking and feedback should be used as an opportunity to further improve outcomes for all pupils.

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## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### Catholic Life

1

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

1

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

1

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

1

### 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

1

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

1

The quality of provision for Collective Worship.

1

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

1

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## CATHOLIC LIFE

1

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

St Andrew's is a thriving family community where children are valued and parents feel welcomed. The Catholic life of the school is central to the aims and values of the Leadership team. As a result, pupils are offered opportunities to live the Catholic mission in school and beyond. Parents value the contribution school life makes to the development of pupils. Pupils are happy and confident in the school as a result of the nurturing from all members of staff. Pupils value and respect each other and the adults in the school. They are praised for mannerly, respectful behaviour and are encouraged to recognise this in one another. Pupils are taught relationships and sex education and health education at an age appropriate level. Evidence indicates that as a result of these lessons pupils are respectful of their own and others' bodies and the changes that happen over time.

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

The mission statement is central to daily life at St Andrew's. The mission statement and the values are displayed around the school and are frequently referred to. Older pupils have the opportunity to lead acts of collective worship in the school. They are very well supported by the subject leader who ensures their communication skills are developed. The school is a community of prayer; staff regularly pray together before meetings. Pupils, including those in Early Years, know the prayers of the school and engage well with the spiritual life of the school. Sacred displays are well looked after across the school and focal points in classrooms are used as part of lessons, making them central to the life of the school. All staff promote the highest standards of behaviour and mutual respect. One parent commented, "Every child is welcomed every day, each of them known by name". The most vulnerable pupils in the school are well supported. The school benefits from a trained bereavement support worker and Connect-Ed from the Catholic Children's Society is used to support children's mental health. Pastoral programmes for personal, social, relationships and sex education and health education are strongly guided by the Catholic ethos of the school.

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

Leaders at all levels are committed to the mission of the Church. The Catholic ethos of the school is a source of inspiration for staff, pupils and parents alike. Parents feel welcomed and engaged in school life; a small minority would like further opportunities to engage. Staff have opportunities to develop professionally and diocesan initiatives are embraced by the school. Governors challenge and support leaders to ensure that the provision for Catholic life is the best that it can be. Improvements in the Catholic life of the school are well structured by the subject leader and she is well supported in her role by senior staff. Governors know of the ongoing developments in Catholic life and have the opportunity to ask questions.



## RELIGIOUS EDUCATION

2

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

Most pupils make good progress in religious education lessons. Pupils with special educational needs and disabilities are well supported in lessons, and make good progress. Adults are deployed well in lessons. Pupils across the school say that they enjoy Religious education lessons. As a result, the vast majority of pupils engage well in lessons. In the few incidents where some pupils were not engaged, supporting adults skilfully guided them back onto task. In some lessons observed, opportunities were missed to challenge more able pupils, through questioning or through task design. Presentation in books is very good across the school, pupils take pride in their books because of the importance placed upon the subject in the school. Pupils told the inspection team that they particularly liked Religious education lessons because of the links with other subjects, such as art, music and drama.

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

The school designs the religious education curriculum using The Way, The Truth and The Life series. The subject leader supports non-Catholic staff to ensure that the knowledge and skills taught are accurate. Lessons are planned consistently and assessment is used to ensure that teaching is mainly good. In some lessons observed, questioning was particularly skilful and allowed pupils to think more deeply about their responses. When children had misconceptions, rephrasing or repeating questions was evident allowing most pupils to succeed. All teachers have good expectations of pupils in religious education lessons. While all work is marked, children would benefit from feedback which challenges their thinking, allowing for further improvement. Assessment at the end of each half term is monitored for pupil progress and allows leaders to identify trends.

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

Leaders ensure that the Religious education curriculum meets the Bishops' Conference requirements and that curriculum time is protected. Books are moderated across classes so that areas for development can be identified. Religious education is planned to meet the needs of the vast majority of groups in the school. Planning is consistent and coherent across the school from Early Years to Year 6. Religious education is given the same priority as other core subjects in the schools and the subject leader is given adequate release time to monitor and evaluate the subject. Religious education forms part of the school development plan on an annual basis. School leaders are not complacent about their successes. They acknowledge that more able children could be further challenged and more developmental marking could improve outcomes further. The subject leader has opportunities to work with deanery schools and attends professional development training at diocesan level.



## COLLECTIVE WORSHIP

1

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

Pupils at all ages are given the opportunity to lead collective worship in class. The school's approach to collective worship highlights the importance that it is given in the school day. Children's work for collective worship demonstrates how the approach is consistent and progressive across the school and promotes high levels of engagement and interest from pupils. The quality of singing demonstrates the enthusiasm of pupils of all ages. Participation in communal prayer is very high with the vast majority of pupils engaging in the actions to accompany the prayer when the whole school was gathered together. It is clear that pupils from an early age are fully engaged, witnesses to their faith. As one pupil said "No one gets left out" and "We can pray together and we can be a whole school together". Pupils have the opportunity to engage in a range of prayer styles including meditation, spontaneous prayer and Mass with their year group several times. Pupils write their own prayers regularly, for example many children have reflected on the death of Queen Elizabeth and written prayers which will be placed into a school time capsule.

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

Collective worship is very well planned across the school. It reflects not only the liturgical year but also events, such as the Ukraine crisis, that impact the lives of the pupils. The subject leader is very skilled in ensuring that staff are confident in provision for collective worship across the school. Consequently, staff have a thorough understanding of the purpose and the variety of prayer. Children take part in year group Mass in the local parish and parents often attend. Some parents would welcome the opportunity to attend even more collective worship events in school.

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

The local priest supports the development of staff in delivering high quality collective worship. The class prayer books demonstrate how accessible prayer is to children of all ages. These sessions are planned thoroughly and allow the opportunity for reflection. Prayer bags are sent home regularly so that children can write prayers with their family and share them with their class the next day. One parent commented "My children love bringing the prayer bag home and writing their own prayer which they can share in class the next day". Leaders are very proud of the children's response to the collective worship in the school. The parish priest commented that it is "The treasure" for the community. The development of collective worship is a key aspect of the subject leader's development plan, for example last year following the return from COVID, an emphasis was put on understanding the Mass for pupils, resulting in children having a very good understanding of the Sacrament of the Eucharist.