



DENOMINATIONAL INSPECTION REPORT

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

URN 101800

Regina Coeli Catholic Primary School

173 Pampisford Road

South Croydon

CR2 6DF

Inspection date: 9th February 2023

Chair of Governors: Tom Tamplin

Headteacher: Tessa Christoforou

**Inspectors: Hilary Blake
Helen Frostick**

EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR

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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

Regina Coeli Catholic Primary is a two-form entry school in the Archdiocese of Southwark. In 2014 the school joined the Federation of St Elphege's. There is one governing body across the federation.

Regina Coeli currently has 405 learners on roll; of these 66% are baptised Catholic. Most pupils identify as Christian with very few of no faith or faith unknown.

Catholic pupils are drawn from four local parishes: St Gertrude's Sanderstead, St Dominic's Waddon, Holy Family Sanderstead and St Columba's in Selsdon. The school has established strong parish links, especially with St Dominic's and St Gertrude's.

Pupils come from a variety of backgrounds representing 14 of the 17 possible ethnic groups. Pupils eligible for Pupil Premium funding account for 20%. The percentage of Special Educational Needs and Disabilities pupils is increasing and at 16% is above the national average.

The school identifies 10% of the teaching timetable is dedicated to the teaching of religious education in all key stages.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Regina Coeli is a good Catholic school because:

- Fulfilling the call to put faith into action and achieving its stated mission permeates school life. This extends beyond the immediate experience of pupils, through the practical and pastoral outreach to the wider community, especially school families.
- Staff are loyal to the school and dedicated to the children in their care, working hard and with enthusiasm to encourage and inspire them to be their best selves.
- Pupils are enthusiastic and open to the range of liturgical experiences offered to them; they are eager to take responsibility for contributing to and leading worship in accordance with their maturity and experience.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Share the best practice observed during the inspection to ensure consistency in achieving the highest standards in teaching and learning and to deliver an outstanding experience for more pupils.
- Standardise the use of developmental marking to support and challenge all pupils in self-assessment and higher order thinking.
- Build pupils' confidence in planning and leading acts of worship, allowing them greater autonomy to use their ideas in preparing liturgies for their peers.



Overall Effectiveness

How effective the school is in providing Catholic Education.	2
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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.	1
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.	2
The quality of provision for Collective Worship.	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	2



CATHOLIC LIFE

1

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

- Pupils' behaviour reflects the influence of living and working in a Catholic school community. They link the teachings of scripture to everyday actions with ease and accept a personal responsibility to share God's love through their interactions.
- Almost without exception, the behaviour of pupils is very good. They respect themselves and each other and are sensitive to one another's needs. Parents value the family feel of the school where pupils benefit from friendships and support across year groups and a thriving buddy system is established.
- Pupils take responsibility for aspects of charities work which they can direct and control, for example proposing how funds can be raised; making posters to promote such events.
- Almost all pupils deeply value and respect the Catholic tradition of the school and the chaplaincy provision. They know their parish priest well and enjoy the strong links that exist between, parish, home and school.

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

- The school mission statement is a clear and inspiring expression of the educational mission of the Church. It is highly visible throughout the school, displayed in public spaces and classrooms.
- Staff revisit and review the mission statement through study days on Catholic life. They are fully committed to its implementation across the curriculum and the whole of school life.
- There is a strong sense of community at all levels, evident in the warm and respectful relationships that exist between teaching and support staff, pupils and families.
- The school has invested in strengthening and extending its pastoral provision in response to an increased need within the pupil population for emotional support and wellbeing.
- Parents describe the school as inclusive, including specific provision for pupils of other faiths: 'even the little things make a huge difference'.



- Commitment to the most vulnerable in communities close to home and internationally is evident through initiatives such as the Regina Coeli Food Hub and the annual programme of charitable fundraising. Staff demonstrate sensitivity in their commitment to Catholic Social Teaching and to the dignity of every human person.
- Pastoral programmes, relationships, sex and health education, follow diocesan recommendations and meet DfE requirements. Objectives are carefully planned and celebrate Catholic teachings and principles. Parents say they were fully consulted on the changes and are aware of the curriculum content.

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

- The school's leadership is deeply committed to the Church's mission in education. In accordance with federation priorities, development of the Catholic life of the school is viewed by leaders and governors as a core leadership responsibility and the provision for the Catholic life of the school is given the highest possible priority.
- Understanding the Catholic life of the school is also part of the induction for new staff members, Catholic and non-Catholic. As a result, all staff understand the mission, share its purpose and are keenly and actively involved in shaping and supporting it.
- In support of the parish sacramental preparation programme, the school is facilitating the First Holy Communion programme this year.
- The school has highly successful strategies for engaging with parents and carers. Pastoral staff arrange coffee mornings, often with speakers, to provide support and advice for families.
- Staff are always present to meet and greet pupils as they arrive in the morning, welcoming each child by name. Parents value the efforts taken to acknowledge each individual child and set a positive start to the day; they praise the school for its character and ethos: '(it) relays the Christian faith in a wonderful way.'
- A feature of Regina Coeli is the loyalty it inspires in its pupils, parents, staff and governors, many of whom have a long association with the school. Second and even third generation families and former pupils returning to work at the school, speak of an environment that is welcoming and inclusive.
- The school engages fully with the diocese and adopts diocesan policies and initiatives.



RELIGIOUS EDUCATION

2

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

- Behaviour for learning throughout the school is very good. Pupils can concentrate for extended periods. They listen well and are confident to offer and explore ideas. They are skilled at making links to prior learning. Pupils' enjoyment of their lessons is evident in their engagement and enthusiasm.
- Pupils are religiously literate, often beyond their years. In Key Stage 1, pupils can recall the names of the evangelists and -recall the words Jesus spoke at the Last Supper. They can give examples of how they are called and are able to bear witness to their beliefs in their daily lives, through prayer and action. They recognised the commandment to 'love one another', and quickly related this to 'kind hands, kind hearts' in the playground.
- By upper Key Stage 2, pupils are confident and competent 'Bible experts'. Many bring their own bibles into class to support their studies and are sufficiently familiar with scripture to locate and justify their choices of passages when making links and recalling prior learning.
- Pupils' attainment, as indicated by teacher assessment, is at least good for almost all pupils, with a very high proportion assessed as attaining greater depth. The quality of pupils' current work, both orally and in their books, supports this assessment and is sometimes outstanding.

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

- All lessons follow a common format which sets that time apart from other lessons: spiritual music is played and the lighted candle centres the lesson on Christ.
- In the best lessons, excellent subject knowledge enables teachers to employ great energy and enthusiasm in their teaching which in turn inspires active learning in their pupils. Skilful questioning and sincere affirmation of pupils' responses encourages pupils to be brave and confident in their contributions to class discussions.
- Teachers employ a range of strategies including the use of talk partners, individual and collaborative work, and modelling of responses. The best lessons are interactive and creative and include practical activities such as roleplay, hot-seating and freeze frames for younger pupils, to consolidate and embed their learning.



- Consequently, most pupils make at least good progress with evidence of above age-related expectations in their responses and written work.
- Where developmental marking is used effectively, pupils' responses often show higher level thinking and improved understanding.
- Other adults are effective in supporting pupils to understand and achieve tasks successfully.
- Parents comment: 'my (child) finds RE very enjoyable and helpful. It gives (them) an opportunity to understand the Catholic faith and also other faiths.'

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

- Leaders and governors ensure that religious education is comparable to other core curriculum subjects, in terms of provision for professional development and allocation of resources.
- The newly appointed (September 2022) curriculum leader for religious education is ambitious to maintain the aspirational vision for the subject and is supported by the previous subject leader and the leadership team.
- The subject leader meets with other leaders across the diocese, the federation and deaneries to share good practice and for moderation of pupils' work, which validates the results of internal moderation.
- The subject leader presents termly reports to the governing body. Additionally, the link governor for religious education spends a half day focus visit in school each term, meeting pupils, looking at their work and discussing all aspects of the subject with the RE lead and leadership team.
- The school improvement plan includes a comprehensive report on progress towards targets set in the prior year and new targets for the current year. These practices ensure governors are fully informed.



COLLECTIVE WORSHIP

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

- Collective worship led by classes within each key stage, is a regular practice in the school. Consequently, pupils are accustomed to the flow of liturgy. They gather calmly and act with reverence. Most pupils are engaged, and all are keen to participate in leading collective worship.
- Pupils welcome the gospel by making the sign of the cross on their foreheads, lips and hearts and join in with the gospel response. Both parish priests and parents comment on the impact such practices have, making the experience of Mass and parish celebrations more meaningful for the children.
- Pupils are familiar with the traditional prayers of the Church but also display confidence in sharing personal and contemporary prayers in response to their own experiences or international events. They are able to include relevant scripture to support their prayer intentions. By upper Key Stage 2, pupils' prayerful reflections reveal a deep and personal faith: 'even though they have died, those people are still with us.'
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of many pupils, irrespective of ability or faith background. Parents comment '(the children) bring the Word home.'

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

- Collective worship is an established part of the daily experience for pupils and staff.
- The themes chosen for worship follow the liturgical year. Prayer focus tables and displays are dressed in the colours of the liturgical season.
- The school uses Scripture resources to reflect on and to look forward to the Sunday gospel, ensuring that, through familiarity with scripture and the Mass responses, pupils may participate fully in celebrating the Eucharist in school and the parishes. Details of the content of the children's weekly liturgical experience is shared extensively via the school website and the weekly newsletter.
- Staff model spontaneous and personal prayer and encourage pupils to do the same.



- Parents are invited to attend class Masses and liturgies and whole school Masses. They value these opportunities to join the school community in prayer.

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

- Leaders are skilled in leading and modelling quality collective worship. They share a good understanding of the Church's liturgical year, which is reflected in the range of celebrations and prayer opportunities offered to the pupils.
- Together with class teachers, leaders support and encourage pupils' in how to plan and lead Collective worship in each key stage.
- Leaders and governors regularly review collective worship as part of their self-evaluation processes. The allocation of time and resources for improvement is generous. Where a need for further development is identified, training is accessed through the Education Commission as well as peer support offered within school.

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