



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 101800

Regina Coeli Catholic Primary School
173 Pampisford Road
South Croydon
Surrey CR2 6DF

Inspection date: 21 April 2015

Chair of Governors:	Mr Tom Tamplin
Headteacher:	Ms Frances Hawkes
Inspectors:	Ms Ann Oddy
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EDUCATION COMMISSION

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SECTION 48

Introduction

Description of the school

Regina Coeli Catholic Primary School is a voluntary aided school situated in the Croydon Deanery of the Archdiocese of Southwark. It is maintained by Croydon Local Authority. The principal parishes which the school serves are St Gertrude's, South Croydon; St Dominic's, Waddon and St Columba's, Selsdon. The proportion of pupils who are baptised Catholics is 99%. The average weekly proportion of curriculum time given to Religious Education is 10% in both Key Stage 1 and Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 411. The proportion of pupils eligible for pupil premium funding is below the national average. 14% of pupils receive extra support in class; this is also below the national average. The proportion of pupils from ethnic minority backgrounds is above average but few of these are at the early stages of learning English as an additional language.

Date of previous inspection:

28/04/2010

Overall Grade:

2

Key for inspection grades

Grade 1
Grade 2

Outstanding
Good

Grade 3
Grade 4

Requires improvement
Inadequate

There is much to celebrate at Regina Coeli School. Its warm and inclusive atmosphere welcomes visitors and all members of the school community. The Catholic ethos of the school is proclaimed by the many attractive displays relating to Religious Education, prayer areas around the school offering pupils opportunities for reflection and the commitment of all to the Catholic life of the school.

The school has been through difficult times and experienced a period of considerable change. It has received considerable support from other Diocesan schools. With the federation with The Federation of St Elphege's and Regina Coeli Catholic Schools now securely in place, the school continues to move forward and rapid school improvement is evident. The Headteacher has clear vision and direction and has developed a cohesive and committed staff team. Staff are enthusiastic and energised in their quest towards a common goal. The Catholic life of the school has been renewed and strengthened. A planned programme of liturgies and assemblies is in place. Parents are pleased to be included in these. One spoke of the "excellent Catholic ethos" of the school and many reported being very happy with the Catholic nature of the school. Stronger links with local parishes have been made and the parish priests are invited and welcomed into the school.

Religious Education is central to the life of the school and permeates all aspects of school life. Standards reached by pupils are now good. The school has identified raising standards as a focus for development, particularly with regard to more able pupils attaining the higher levels. Governors are totally committed to their role and passionate in their desire to serve the school in its quest for excellence. Part of the planned programme of school development is a review of the school's Mission Statement.

Pupils enjoy coming to school and value it as a friendly and caring community. Their behaviour was exemplary throughout the inspection. Areas for development noted in the last inspection have been addressed.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Continue with their identified priority of reviewing the school's Mission Statement in view of its partnership within the family of schools in the federation.
- Continue to raise standards of attainment within the Religious Education curriculum, particularly with regard to higher attaining pupils and making full use of the newly established systems of assessment and pupil tracking to monitor progress.

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

Pupils are active participants in the school's Catholic life. They take part in preparing class liturgies, Masses and prayers and understand that these are central to their school life. They are offered opportunities to take on responsibilities within school and fulfil these willingly and conscientiously. Examples include the school's Library Reading Buddies and its Young Leaders programme. Pupils are caring towards each other and understand how they can contribute to making Regina Coeli a community where all feel valued. They appreciate the need for forgiveness and respect for others. Their study of other faiths enables pupils to recognise and respect the religious beliefs of others. Visits to other places of worship and visitors from other faiths enhance the Religious Education curriculum and provide meaningful experiences to help foster tolerance and understanding. Pupils are aware of the needs of others and the importance of helping those less fortunate than themselves, engaging in active fundraising for a range of charitable causes.

The school has been active in strengthening links with local parishes and with other local Catholic schools, helping pupils to feel part of a wider Catholic community.

How well pupils achieve and enjoy their learning in Religious Education

Pupils enjoy their Religious Education lessons and take a pride in their work. The school has recently introduced new systems of assessment and pupil tracking. As this becomes embedded it will form a clear picture of pupil progress and attainment. Current data for this academic year indicates that most pupils are achieving age related expectations, with some achieving at the higher levels. The school is aware of the need to provide challenge and high expectations and is already ensuring that lesson planning includes this. All groups of pupils are able to access the curriculum, with Special Educational Needs (SEN) pupils appropriately and sensitively supported to enable them to achieve their potential. In the lessons observed, pupils showed high standards of religious knowledge and literacy. They were able to reflect on their learning and appreciated the importance of Religious Education to their own lives. Pupils were confident in talking about their learning and showed considerable depth of understanding of the topics studied. Imaginative activities captured the pupils' interest and enhanced their learning.

How well pupils respond to and participate in Collective Worship

Pupils are actively involved in the school's Collective Worship and participate with enthusiasm. They help to prepare class Masses and liturgies and show a good knowledge of events in the liturgical year. They are confident in writing and sharing their own prayers. In the act of Collective Worship observed, pupils were fully involved and responsive. Gathering music, a candle and a short period for reflection set the atmosphere of a special time and a special celebration. Pupils contributed in a variety of ways including music, role play and reading. The assembly was led by pupils and related to pupils' own experiences and daily life. Pupils were encouraged to take the message of the assembly out into the rest of their school day and beyond. Parents and staff were very much part of the Collective Worship of this school community. The assembly was a good illustration of the new planned programme of Collective Worship recently put in place. The programme

includes class weekly liturgies based on the following Sunday's Gospel. Pupils value the opportunity to listen, participate and reflect in a prayerful atmosphere.

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How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

Leaders, governors and managers are wholeheartedly committed to the Catholic life of the school and to the Church's mission in education. The school's Catholic ethos is evident in the school environment, its policies and practice and in every part of school life. Leaders and managers are active in developing and monitoring the Catholic ethos. Links with local parishes are being strengthened and parents are invited into school to be part of its worshipping and community. Effective induction of new staff ensures that all understand the importance of the school's Catholic ethos and that they feel welcomed and included. Governors and senior leaders are conscientious in their monitoring role and this contributes to school improvement planning. The Catholic life of the school is part of the school development plan. Progress is regularly reported to governors and forms the basis for discussion at governing body meetings. Development needs are accurately identified and included in school improvement planning.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

School leaders have established effective systems of monitoring and assessment and pupil tracking. As these become embedded in the school's assessment cycle they will contribute significantly to school self-evaluation and the raising of standards of attainment and pupil progress. The Religious Education coordinator is fully committed to developing her role and aware of the importance of Religious Education in the curriculum and to the life of the school. She is ably supported by experienced senior leaders and in turn provides effective support to the staff team. Her enthusiasm and dedication are evident. The Religious Education link governor and members of the monitoring committee are conscientious in their monitoring role, taking part in a range of activities including learning walks and book scrutinies. The joining of The Federation of St. Elphege's and Regina Coeli Catholic Schools has provided opportunities for shared moderation to facilitate and check accuracy of assessment of pupils' work as well as shared training to enrich curriculum provision. School self-evaluation is both honest and reflective. It identifies key areas for development based on monitoring and assessment data. A strategic action plan is in place to address these. This has led to rising standards in pupil outcomes and the school is well placed to take this further.

The quality of teaching and how purposeful learning is in Religious Education

Four lessons were observed as part of this inspection. In all lessons observed, teachers built on previous learning and demonstrated good subject knowledge. Lessons extended pupils' depth of understanding, using skilful questioning and encouraging them to be reflective. Lessons were related to pupils' own lives and experiences. Pupils were encouraged to explore their own feelings and empathise with those of others. A variety of teaching strategies and activities were used to engage and interest pupils. Pupils were keen to learn, focused on their work and enjoyed their lessons. Resources were good and effectively used. Pupils with SEN were supported appropriately. Standards of written work in pupils' books are high. Religious Education books are valued as special books and the presentation of work reflects this. Marking is affirmative, with some evidence of developmental marking showing dialogue between teacher and pupil. This good practice should be extended throughout the school.

The extent to which the Religious Education curriculum promotes pupils' learning

The school follows the 'Come and See' programme for Religious Education and the time allocated to Religious Education is in line with the requirements of the Bishops' Conference. In addition, the school's 'Learning Challenge Curriculum' encourages cross curricular links and puts Religious Education at the heart of the curriculum.

All pupils are enabled to access the curriculum. Careful and detailed planning addresses pupil needs. Differentiated activities are tailored to meet the lesson objectives and the needs of all pupils. Pupils' spiritual and moral growth is nurtured through curriculum Religious Education and a wealth of enrichment activities.

The federation with St Elphege's has assisted and enriched curriculum development, including the sharing of good practice and offering joint training opportunities. The school also makes good use of Diocesan training and works in partnership with other local Catholic schools.

The quality of Collective Worship provided by the school

The school has put in place a comprehensive programme of Collective Worship including assemblies, Masses and liturgies related to the liturgical year. Parents and carers are welcomed to these and appreciate the opportunity to join the school in worship which is well planned and well resourced. Pupils enjoy participating and are often involved in the planning and preparation. There are numerous opportunities for formal and informal prayer. Class prayer books containing prayers written by the pupils are part of class prayer life and pupils' prayers form part of Religious Education displays in the school. High quality prayer focus areas including pupils' own work are a feature of every classroom and reflect the topics studied and the Church year.

The act of Collective Worship observed was of a high standard. Pupils responded with reverence and respect, indicating its importance in the life of the school.