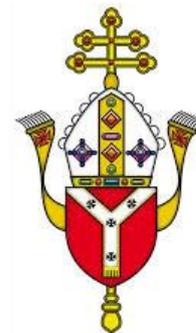


Westminster Diocese Inspection Report

Mount Carmel Catholic Primary School

Little Ealing Lane, Ealing, London W5 4EA

24th April 2015



A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade 2

The overall effectiveness of classroom religious education in developing pupils' religious literacy is good. This is because the headteacher and new subject leader have put in place systems which are delivering a good quality curriculum. This is resulting in a good level of religious literacy and understanding for all groups in the school and a high level of confidence among staff. Religious education is at the heart of the curriculum and is well funded through resources, time and staffing. Senior leaders are excellent role models for all staff and effective monitoring and support of new teachers has led to teaching which is good and sometimes outstanding. Pupils show interest and enthusiasm in religious education lessons. Teachers' subject knowledge is of a high standard which is reflected in pupil progress and attainment which is good for all groups. By Year 6 pupils' religious literacy is of a good standard and they are able to reflect on and discuss aspects of Catholic faith traditions. The governing body provides a balance of challenge and support and is active in the life of the school. The new link governor has a background in religious education and is familiar with current developments. She is able to make an effective contribution to the school's self evaluation.

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade 1

The school's overall effectiveness in this area is outstanding. The commitment of the headteacher, leadership team and governing body to its Catholic identity is evident in all aspects of its work. Catholic faith is at the centre of the whole school curriculum overview and strong emphasis is placed on developing pupils' experiences of the teachings and traditions of the Church. Prayer is central to the life of the school with engaging and collaborative worship experiences offered throughout the year. The school encourages respect for all members of the community and values each individual. There is a strong commitment to social justice and the concept of the Common Good is understood by pupils. Relationships and behaviour are very good within the school and pupils enjoy the many opportunities available to serve the school and wider community. Parents are overwhelmingly positive about the school and express appreciation of the way their children's faith life is nurtured. Self evaluation is accurate and displays an understanding of the nature of a Catholic school within Westminster diocese. There are strong links with the parish where most Catholic pupils live.

Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent one day in school, visited fourteen lessons, seven acts of worship and carried out seven interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of Mount Carmel Catholic Primary School Ealing was carried out under the requirements of the Canon 806 and Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Inspection Team

Mrs Pamela Brannigan	Lead Inspector
Mrs Liz Doonan	Associate Inspector

Description of School

This Voluntary Aided school is two form entry with nursery in the LA of Ealing and the locality of Northfields. The school serves the parish of St Peter and St Paul, Northfields. The proportion of pupils who are baptised Catholic is 99%. The proportion of pupils who are from other Christian denominations is 1% and from other Faiths 0%. The percentage of Catholic teachers in the school is 76%.

There are 457 pupils on roll, with 4 pupils with statements of Special Educational Needs and Disabilities (SEND)/ Education Health & Care Plans (EHC). The proportion of pupils from ethnic minority groups is above average. The number of pupils speaking English as an Additional Language is average. There is a below average rate of families claiming free school meals. Twenty pupils receive the Pupil Premium.

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DFE Number:	307-3500
URN Number:	101919

Headteacher:	Mrs C Walsh
Chair of Governors:	Mrs M Pound

Date of previous inspection:	22 nd January 2010
Previous Inspection grades:	I

Key for inspection grades:	<i>Grade 1</i>	<i>Outstanding</i>
	<i>Grade 2</i>	<i>Good</i>
	<i>Grade 3</i>	<i>Requires improvement</i>
	<i>Grade 4</i>	<i>Causing Concern</i>

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What has improved in classroom religious education since the last inspection?

The only area for development from the last inspection in 2010 was to more accurately assess Attainment Target 2, 'Learning from Religion'. The school has responded by ensuring that pupils are given good opportunities to reflect on beliefs and values. In addition the school has put in place a number of initiatives to improve classroom education. These largely relate to supporting staff as they link religious education to the revised Curriculum Directory and improve assessment and planning. The headteacher and new subject leader have created a system to track progress effectively which is enabling pupils who underachieve to be identified quickly and given additional support. The headteacher has also put in place an action plan with a rigorous schedule of monitoring which is resulting in lessons which challenge abler pupils as well as providing for all groups. Six teachers have the CCRS qualification and the headteacher has a degree in theology and Catholic leadership. Regular continuing professional development is provided for all staff. The introduction of the 'Come and See' programme with supporting material is resulting in a good rate of progress and achievement for all pupils. Communication with parents has improved in recent years with termly religious education newsletters which include suggested home activities as well as information on the school's website.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade 2

The Curriculum Directory forms the basis of the content for religious education through the 'Come and See' programme with the four areas of study clearly identified and referenced in planning. The programme is presented in a variety of creative and imaginative ways and pupils are aware of how their new learning is based on what has gone before. A good range of resources are well used to make sure all opportunities for learning are met. Staff are provided with a high level of support throughout each section of the programme to make sure that they are secure in their knowledge of the agreed understanding of levels of attainment. The curriculum is enriched and supported in a variety of ways including sessions at the parish church and a visit from a Catholic theatre group.

Pupil achievement (as well as attainment and progress) in religious education

Grade 2

Pupils have a good level of achievement. Religious education monitoring and tracking show that pupils attain a similar level as in other core subjects. Internal tracking shows almost all pupils make expected progress over all key stages with a small number working at level 5. Moderation takes place at school, deanery and diocesan levels to ensure accuracy. Attainment is good and current data shows that this should be sustained or improved.

This good achievement is made possible because of the high expectations of the leadership team and the rigour with which teaching, assessment and planning are monitored. Teachers encourage pupils to use the correct religious language and vocabulary and have good subject knowledge themselves. Pupils show interest and enthusiasm during lessons and know what they have to do to improve their work. In all lessons observed a wide range of appropriate activities linked to scripture enabled pupils

to make good progress. Older pupils are able to make references to the New and Old Testament and then with Catholic teaching and beliefs.

The quality of teaching

Grade 2

Teaching is good and sometimes outstanding. Teachers have high expectations and pupils make good progress which is evidenced in their work books. Children get off to a good start in Early Years Foundation Stage which is built on as pupils' progress through the school. Staff have good knowledge of scripture and non Catholic teachers are very well supported by the headteacher and subject leader. Teachers give good, developmental feedback to pupils both orally and in their marking. In all lessons observed during the inspection there was a calm, positive climate for learning and behaviour is excellent. Support staff are very well deployed and make valuable contributions to pupils' learning. Teachers make careful links with previous learning at the beginning of lessons and ensure that all groups are engaged and interested. Tasks are differentiated to enable good progress to take place. However, in some cases tasks set did not allow pupils to demonstrate achievement of the higher levels of attainment. Homework is set regularly which is encouraging pupils to become independent learners.

The effectiveness of the leadership and management of religious education

Grade 2

The leadership and management of religious education is very good. This is due to the commitment of the headteacher and subject leader who monitor teaching, workbooks, planning and pupil progress and ensure good support is given where needed. Carefully planned continuous professional development is ensuring that all staff are fully able to support pupils in religious education lessons. The school leadership is fully committed to enabling staff to obtain the CCRS qualification and supports them in this process. The detailed school improvement plan clearly identifies issues for action and evaluates current provision for religious education. Governors are committed to the school and know it well. They support the strategies currently in place to ensure high standards in religious education and across the school as a whole.

What should the school do to develop further in classroom religious education?

- Continue to support new staff in developing their understanding of the levels of attainment through whole school and phase moderation.
- Ensure that tasks set allow pupils to demonstrate their achievement of the higher levels of attainment.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What has improved since the last inspection?

There were no specific areas for development in this area in the last inspection. However a number of initiatives have been put in place in recent years. A portfolio on 'The Catholic Life of the School' has been assembled by pupils and is shared with visitors. A prayer room is now available for pupils each lunchtime and is supervised by recently appointed 'Pupil Chaplains' who also choose quiet background music. The school has fostered stronger links with parents who receive frequent invitations to assemblies, liturgies and a range of celebrations. Parents also receive regular questionnaires where their views are solicited on a range of areas linked to religious education and the Catholic life of the school. In recent years pupils have been given greater opportunities to prepare and deliver collective worship than previously. In partnership with the parish priest there are regular whole school masses in which pupils have a significant input and parents show their support by good attendance. Homework tasks which involve parents and families are enabling parents to become more familiar with the content of classroom religious education. The mission statement is well known by the whole school community.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade I

It is evident that the school views religious education as the heart of the curriculum and school life. This is reflected in the staffing and budget devoted to religious education and the excellent quality of resources available to staff. Across the school 10% of curriculum time is devoted to religious education which is planned and monitored with rigour. Teachers have very good subject knowledge and receive regular in-service continual professional development to support the planning, teaching and assessment of religious education linked to the aspect of the Curriculum Directory being taught. The excellent quality of prayer tables and classroom displays indicate the importance the school gives to religious education. Governors, including the parish priest provide active support in reviewing and developing religious education.

The experience of Catholic worship – prayer and liturgy – for the whole school community

Grade I

The provision for prayer, collective worship and the liturgical life of the school is outstanding and central to the school's understanding of itself as a Catholic community. Staff and pupils pray together in class several times a day and each classroom has an attractive prayer focus and display board which reflects the liturgical year. Pupils are taught to pray in different ways and are given opportunities to write their own prayers, many examples of which were seen during the inspection. During class worship and assemblies pupils are reverent, respectful and able to join in the traditional prayers of the Church. Mass is celebrated in school by the parish priest twice a term and older pupils attend parish Mass on a rota basis. The sacrament of Reconciliation is also celebrated in school during Lent and Advent. Pupils' spiritual and moral development is well provided for through

religious education and Catholic traditions. A 'Rosary Club' in May and October is very well attended as is the 'May procession' to celebrate the month of Our Lady. In recent years staff have received training on supporting pupils as they lead collective worship in class twice a week. 'Pupil chaplains' play a major role in preparing readings and prayers for whole school masses and assemblies. The quality and opportunities for prayer and worship are reviewed and evaluated regularly and action taken on areas for development. Home links are fostered by the 'Wednesday Word' which provides families to learn about and reflect on the gospel. They also have an opportunity in Advent to add a prayer to their children's class book which goes home with a different child each evening and highlights the importance of prayer and spiritual reflection.

The commitment and contribution to the Common Good – service and social justice

Grade I

The school community demonstrates an outstanding commitment to service and the Common Good. Pupils are actively engaged in fund raising for a range of charities including Acton Homeless Concern, 'Love in a Box' The Catholic Children's Society, Children in Need and Cafod. Conversations with pupils indicate that they have an excellent understanding that supporting these organisations show Christian witness in following Jesus' example. Older pupils show a good understanding of the theology underpinning the Church's call to action for justice and peace and see the need for them to be involved in the school and the wider community.

Pupils spoken to were very positive about the school and said they were all encouraged to respect each other and always do their best. They are familiar with the school's mission statement and are given opportunities to show leadership through a range of responsible roles including as peer mediators, prefects, lunch time monitors and members of the school council. They are encouraged to support each other and the 'Family Group' sessions often focus on the ways pupils can share their gifts and talents with the school community. Pupils are provided with a wide range of clubs and opportunities where their talents can flourish. Relationships throughout the school are very good and behaviour is excellent.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf

Grade I

The school promotes strong links with parents, parish, other schools and the diocese. Sustaining links with families is emphasised in the school improvement plan and, to this end leadership works closely with parents and carers to develop a shared understanding of the mission of the school. Questionnaires indicate that parents overwhelmingly support the work of the school and appreciate the provision for prayer, worship and Catholic Life.

Parish links are excellent. Until recently the parish priest was link governor for religious education and Catholic life. The parish newsletter regularly includes school news which enables parishioners to see it as a vital part of the community. They receive frequent invitations to school events and attend summer and Christmas fairs. Year 6 pupils visit a local community centre for carol singing and many are active in the life of the parish as altar servers. The parish priest meets the subject leader to plan masses and liturgies. He is a frequent visitor to the school and acts as a valuable learning resource as well as being actively involved with liturgical and sacramental life.

The school sees itself as a Catholic school within the Diocese and fully implements diocesan policy and guidance. Governors actively participate in diocesan training to enable them to fulfil their roles in the school. The headteacher and senior leadership attend diocesan in-service conferences and participate in deanery moderation meetings. Links with other deanery schools are very good. The

headteacher is secretary for the group which meets regularly to share good practice and consider how best to support teachers new to Catholic education. All staff in deanery schools celebrate Mass together at Ealing Abbey at the beginning of the school year. Links with the secondary school to which many pupils transfer at the end of Key Stage 2 are excellent with sixth form students working with pupils as part of their 'Faith in Education' programme.

The effectiveness of the leadership and management in promoting the Catholic life of the school

Grade 1

The leadership of the school is outstanding and demonstrates a clear vision for promoting its Catholic life. The mission statement, 'I have come so that they may have life and have it to the full' underpins the central role of religious education and Catholic life. In the light of the mission statement the new leadership team constantly review provision for its Catholic life and its impact on the whole community. All pupils are valued and nurtured to achieve their full potential. The Gospel message is shared with pupils, staff and visitors through assemblies, liturgies and the wider curriculum as well as religious education. Governors are fully committed to their role in the strategic leadership of the school and are well placed to support and challenge. Accurate self-evaluation enable leaders to put in place systems to ensure the school makes very good progress in both religious education and support for its Catholic life.

What should the school do to develop further the Catholic life of the school?

- Continue to develop the Catholic Life of the School portfolio which celebrates the school and is shown to visitors.
- Further improve the outdoor prayer areas to provide more opportunities for pupils to reflect on their environment and creation.