

# St Mary's Catholic Primary School

Dukes Rd, Chiswick W4 2DF

Date of inspection by Westminster Diocese: 1 February 2017



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- Teachers create a very positive climate for learning and pupils are interested, engaged and eager to learn.
- The school has been innovative in ensuring that the Religious Education Curriculum Directory coverage is complete.
- Pupils' religious literacy is good and they are confident in their use of religious language.
- Pupils' attainment is broadly in line with other core subjects.
- Teaching is consistently good with evidence of outstanding practice.
- Pupils are rightly proud of their school and happy to share their love of religious education and their faith.
- The religious education leader, who is also the deputy headteacher, is committed to the improvement of teaching and learning.
- The religious education leader is effective in ensuring that staff are well supported and has implemented a rigorous programme of monitoring.
- Staff are supported in their professional development to further their knowledge and expertise in religious education.
- Support staff play an important role in fostering positive attitudes to learning.

### Classroom religious education is not yet outstanding because

- There is not yet consistency in a creative and inspiring approach to the teaching of religious education across all year groups.
- There is not sufficient challenge in some lessons to ensure pupils are reaching their full potential in curriculum religious education.

### The Catholic life of the school is good

- Religious education receives its full allocation of 10% of taught time at each key stage as required by the Bishops of England and Wales.
- Leadership and management of religious education are good with a strong commitment to further develop the Catholic life of the school.
- Daily prayer is central to the schools commitment to its Catholic faith.
- Pupils and staff value and respect one another and have a strong sense of their Catholic identity.
- The staff are excellent role models and there is a strong culture of care, concern and mutual respect, which results in some good learning and teaching.
- The school has very strong links with local parishes and deanery schools.
- Pupils participate in classes and assemblies with reverence and respect.
- The exceptional school choir enhances both school and parish worship.
- Partnership with parents is strong and they feel the school works closely with them to support pupils in their faith development.

### The Catholic life of the school is not yet outstanding because

- Pupils are not yet able to articulate the theology that underpins the Common Good.
- Pupil led worship is not yet established within the school.

## A. Classroom Religious Education

### What has improved since the last inspection?

Progress and attainment in religious education (RE) are now tracked electronically and outcomes are discussed regularly at pupil progress review meetings. The school has been innovative in ensuring that the Religious Education Curriculum Directory (RECD) coverage is tracked by devising an electronic programme, with the help of the information technology leader, which is proving to be successful. A rigorous programme of monitoring ensures that differentiation in lessons is now well established. The RE leader is determined and focused on the improvement of curriculum RE across the school.

### The content of classroom religious education is good

The school fully meets the requirements of the RECD. A range of resources is used to support and enhance the delivery of religious education and governors have ensured that an improved budget is in place to support the delivery of the curriculum. The school uses religious education programmes and checks that the four areas of study within the Curriculum Directory are covered within the planned units and topics. This includes the coverage throughout the liturgical cycle. The school marks events in the liturgical calendar as a community through attendance at Mass, assemblies and other opportunities for collective worship. Key vocabulary is highlighted well for pupils to encourage them to talk and write about their knowledge and understanding of their faith. There is a clear focus on the place and importance of Scripture and the pupils demonstrated familiarity with biblical texts and stories at age appropriate levels. Children are encouraged to wonder and question and there was evidence of this on a display of 'The Big Questions.' The school recognises the need to establish an outside prayer area and this is identified as an area for further improvement.

### Pupil achievement in religious education is good

Achievement in religious education is broadly in line with that for other core subjects. From their starting points, most pupils achieve well in religious education. Data is now being used effectively to track pupils' learning. Attainment and progress data are now an integral part of the appraisal process. Good achievement is evident where pupils were challenged to think deeply and to reason through a range of strategies. Pupils are taught about other faiths with evidence of Judaism being taught in an age-appropriate way. Pupils have positive attitudes towards their learning in RE and are eager to share their knowledge and faith. Pupil interviews reflected that they see RE as a very important part of their day and appreciate its importance in their daily lives. A Year 4 pupil said, 'I love RE lessons because they help me understand my religion better and help me get closer to God.' Pupils are supported through displays in classrooms and common areas across the school. Behaviour in lessons is very good. Increased moderation is taking place for RE and this is strengthening teachers' interpretation of the Agreed Understandings and assessment in RE. The school fully participates in both the deanery and diocesan moderation process.

### The quality of teaching is good

The quality of teaching is good overall with some examples of outstanding teaching demonstrated. There is some evidence to show creativity in the teaching and learning of RE but this needs to be more securely embedded across the school and is seen as an area for development. There are very good relationships among pupils and adults and these are used positively by teachers to create an atmosphere that promotes learning. Pupil behaviour in lessons was very good and there was a good quantity of work seen in pupil workbooks. Learning tasks and resources are differentiated and pupil's understanding of their learning is checked frequently throughout lessons. Support staff are well

deployed and pupils are all part of an inclusive learning environment. A Year 6 pupil was confident in using a tablet to translate for a non English-speaking pupil during a lesson, ensuring that the pupil was able to stay on task. Pupil's work is marked regularly with evidence of next step marking and pupil responses ensuring that pupils understand what they have to do to improve. Pupils are confident to ask questions and good subject knowledge from teachers ensures that misconceptions are cleared up during lessons. Non-Catholic teachers and those new to teaching are well supported by the RE leader in the planning and assessment of RE.

**The effectiveness of leadership and management in promoting religious education** is good

The very effective RE leader, who is also the deputy headteacher, has a clear vision for improvement and a drive to ensure that pupils are receiving the best religious education possible. A rigorous half termly programme for monitoring is ensuring that RE is at the forefront of school improvement. Teaching is monitored and evaluated regularly and guidance given to staff on how to improve. While inspectors agreed with the school's judgements in this section of the SEF, the RE leader has recognised the need for it to be more evaluative and to ensure that it is known and owned by all stakeholders. The development of staff is a strength of the school shown by its support for staff obtaining the Catholic Certificate in Religious Studies (CCRS). Religious education targets are part of staff appraisal and reflect the current priorities in the school action plan. The school fully embraces the support on offer from both the diocese and deanery and the RE leader also provides in house support for staff. There is a strong governing body that support the school and provide a good balance of challenge to leadership. The RE curriculum receives a budget allocation in line with other core subjects, reflecting its importance to the school. The school recognises its areas for development and are committed to moving the school further forward.

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

- Further develop opportunities for creative learning in RE across the school.
- Develop higher order questioning in lessons to ensure pupils are sufficiently challenged in their learning.

## B. The Catholic life of the school

### What has improved since the last inspection?

There were no areas for improvement for Catholic life of the school in the last inspection but the school has continued to improve its practice and what it offers pupils and families in this area.

### The place of religious education as the core of the curriculum

**is outstanding**

Religious education receives its full allocation of 10% of taught time at each key stage. Religious education is at the heart of the school and clearly influences the overall quality of provision for this Catholic community. The governing body is generous in its funding of RE in line with other core subjects reflecting its importance as a subject. Teachers have very good subject knowledge of religious education in accordance with the Religious Education Curriculum Directory for England and Wales. The governing body shares the school's vision to ensure the effective delivery of both religious education and the Catholic life of the school. Recent training has focused on the assessment and levelling of pupils' work and this focus is ongoing. New teachers are well supported in learning about the teaching of religious education. Support staff are included in training initiatives and recently undertook training in bereavement support.

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

**is good**

Prayer and worship are central to the life of the school. Pupils are taught a range of prayers and are encouraged to write their own at appropriate times. Pupils participate with reverence and respect during assemblies and prayer times. This was evident during the inspection when Year 3 pupils shared the meaning of the Mass during an assembly for pupils and parents. Pupils were well behaved, listened carefully and sang hymns with passion. The exceptional school choir is an example of worship that enhances both the school and parish worship at many levels. Classrooms have appropriate focus areas reflecting the liturgical year. There are many opportunities for classes to celebrate Mass both in school and in the parish church. The very good relationships with the parish priest and curate ensure that pupils have good links between school and church. The school mission statement is on display throughout the school but is not readily known by all pupils and is an area for development or revisiting, particularly when a new headteacher is appointed. The school is aware that pupil led worship and the development of pupil leadership opportunities is the next step in developing prayer and worship across the school.

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

**is good**

The pupils at St Mary's respect and value one another and have a strong sense of their Catholic identity. They are actively engaged in activities that help others by raising money for those who are less fortunate. The range of charities supported is wide, including The Upper Room, Hounslow Shelter project, The Catholic Children's Society and The Poppy Appeal. Children are articulate about their support for a school in the Philippines and they are rightly proud of their support for such a range of charities. Children can clearly explain why they are taking part in these fundraising activities but the theology underpinning the Common Good is not yet embedded in pupils' understanding. This is an area for further development for the school. The gifts and talents of pupils

are celebrated through a range of awards at weekly assemblies. Pupils on the school council are aware of their role and but opportunities are missed for them to have an impact as they were not able to articulate what differences they had made to school life. This is seen as a further way of developing the leadership role of pupils within the school.

**The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**

**is outstanding**

This is judged to be outstanding and the school should be proud of its work in this area. The school attends all diocesan events and participates fully in deanery and diocesan moderation. The school secures the services of its adviser for training for staff. Parish links are very strong and the very exceptional school choir enhances the level of worship across the community. The parish priest, together with the curate, are a valuable learning resource both to pupils and staff. Parents are very supportive of the work of the school and its relationship with the parish. Those parents attending the assembly on the morning of the inspection were highly complimentary about the work of the school and the support they are offered for their children. One parents stated, 'I am absolutely delighted with the religious education my child receives at St. Mary's and I think it is the strength of the school.' Other parents noted the very strong link between the church and school. Although only a small number of parent questionnaires were returned, they were all positive about the school and its work.

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

**is good**

Leadership and management demonstrate a strong commitment to the mission of the Church in education and is judged to be good. As deputy headteacher, the RE leader is focused on school improvement and particularly the drive to promote the Catholic life and ethos of St Mary's. School leaders ensure that all policies and practices support the Catholic mission of the church and are strong role models within the community. The school knows its strengths and areas for development well, although these were not always accurately reflected in the SEF. The interim headteacher and RE leader are excellent role models who lead by example. Governors make a good contribution to the work and Catholic dimension of the school. The school mission statement, 'Living and learning, inspired by our faith,' is displayed throughout the school but is not easily understood or articulated by pupils and is seen as an area for revisiting with the appointment of a new headteacher.

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

- Develop pupils' skills in preparing and leading prayer and worship across the school.
- Develop a deeper understanding in pupils of the theology that underpins the Common Good.
- Empower pupils to develop leadership skills by further extending the 'RE monitor' role and by considering pupil chaplaincy.
- Review the school mission statement ensuring that pupils understand and articulate it clearly.

## Information about this school

- The school is a one form entry Catholic primary school in the locality of Chiswick.
- The school serves the parishes of Our Lady of Grace and St Edward, Chiswick and St Dunstan's, Chiswick and St Joseph's, Grove Park.
- The proportion of pupils who are baptised Catholic is 98.3%.
- The proportion of pupils who are from other Christian denominations is 1.3 % and from other faiths is 0.4 %.
- The percentage of Catholic teachers in the school is 70 %.
- The number of teachers with a Catholic qualification is 4.
- There are 12.9 % of pupils in the school with special educational needs or disabilities of whom 2 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is below average.
- There is a well below average rate of families claiming free school meals.
- 17 pupils receive the Pupil Premium (7.3 %).

<b>Department for Education Number</b>	3133505
<b>Unique Reference Number</b>	102529
<b>Local Authority</b>	Hounslow

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3 -11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on roll</b>	233
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin O'Rourke
<b>Interim Headteacher</b>	Mr Paul Campbell
<b>Telephone number</b>	0208 994 5606
<b>Website</b>	<a href="http://www.stmaryschiswick.org.uk">www.stmaryschiswick.org.uk</a>
<b>Email address</b>	<a href="mailto:office@stmarys.hounslow.sch.uk">office@stmarys.hounslow.sch.uk</a>
<b>Date of previous inspection</b>	23 November 2011
<b>Grade from previous inspection</b>	Outstanding

## Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 8 lessons or part lessons were observed.
- The inspectors attended one assembly and an act of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

## Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

## Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Ann Staunton

Mrs Helen Lines

Mrs Kathleen Gilbert

Lead Inspector

Associate Inspector

Associate Inspector

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Vaughan House  
46 Francis Street,  
London  
SW1P 1QN

T: 020 7798 9005  
E: [education@rcdow.org.uk](mailto:education@rcdow.org.uk)  
W: <http://rcdow.org.uk/education>