



St Cecilia's Catholic Primary School

URN: 102993

Catholic Schools Inspectorate report on behalf of the Most Rev. John Wilson, Archbishop of Southwark

14–15 December 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.2)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.3)

The quality of curriculum religious education

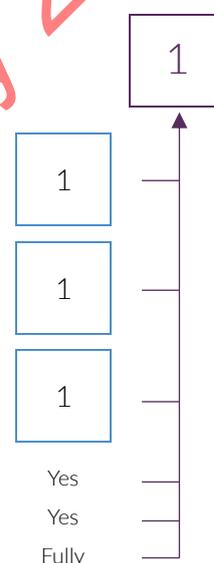
Collective worship (p.4)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- Exemplary pastoral care is offered to pupils, staff and parents alike, strong and positive relationships are at the heart of this school.
- Strong religious education subject development leading to clear and achievable targets for improvement.
- A strong sense of community with St Cecilia's Catholic mission and life lived out within school and beyond its gates.
- Pupils show care and respect for one another, rooted in their understanding of their responsibility to bear witness to Jesus Christ.

What the school needs to improve

- To provide pupils with opportunities for self-directed tasks, including leadership of their response to Catholic Social Teaching.
- To increase levels of challenge for pupils in religious education lessons through extending the expectations in terms of their written responses to their learning.

Date Published: 11th January 2024

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

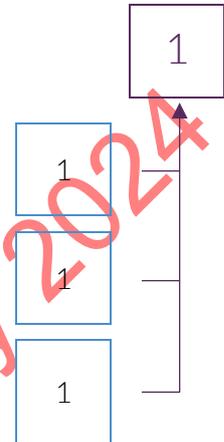
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils understand and act upon the distinctive Catholic identity and mission of their school. They greatly value St Cecilia's ethos and actively participate in its Catholic life. They are proud ambassadors and embrace opportunities to show their faith by the way they live, including their charity work for Macmillan, Cafod and the Cardinal Hume homeless charity. They relish raising funds for their neighbouring hospice as well as raising spirits with their heartfelt presentation of readings and carols in Advent. Pupils are happy and confident because they know that they are valued and cared for. They are friendly, whilst respectful, and particularly embrace learning about other faiths, cultures and beliefs. The behaviour of the pupils is exemplary. Pupils have a clear understanding that their school community is committed to the teaching and example of Jesus, who they learn about through the Gospels and in the strength of partnership between the school and the parish. Through the opportunity to be chaplains they actively contribute to the life and mission of the school, pupils thrive. They are particularly proud of their work on ensuring that prayer focal areas are inspiring and well cared for. Pupils know the importance of the school Mission Week, whereby each year group focuses on an event to raise awareness of the needs of others, such as the homeless. Mission Week also inspires the pupils in its opportunity to explore Catholic Social Teaching. Pupils are now ready to lead self-directed projects to further deepen their understanding and promotion of the Catholic Social Teaching principles.

Christ is at the heart of St Cecilia's. The newly updated and child friendly mission statement; 'In Christ we are learners, believers and friends,' is clear and lived out. It is an active expression of the Church's mission and pupils are afforded many opportunities to bear witness to it. For example, the awards they receive for being a good learner, a good friend and a good believer. Members of staff are role models in embracing and acting upon the mission statement as seen in their warm welcome and daily reference to it. They go the extra mile for all members of the community, viewing everybody as

members of their extended family. The school environment reflects its distinctively Catholic identity and evidence of celebrations and inclusivity mark St Cecilia's as being compliant with the teachings of the Church. Relationships, sex, and health education is likewise compliant and delivered through the 'Life to the full' programme. Emotion coaching is having an impact on the pupils' wellbeing and they know they have someone to turn to should the need arise, including either by dropping a note in their class worry box or sending a direct message to the head teacher or deputy head teacher.

The Catholic life and mission of St Cecilia's is a standing item on governing body meeting agendas, ensuring that it remains core, strategic and purposeful. This is evidenced well on the school website and through the school's policies and procedures. Leaders and governors are positive and committed to their duty and fully embrace diocesan initiatives. They are keen to serve the diocese in a variety of ways for example the St Cecilia's school choir took up the honour of singing at the Archdiocese of Southwark Advent Service. As a part of their commitment to the school mission, leaders and governors at St Cecilia's work hard to engage with parents. They prioritise those in greatest need and how they can best serve them, materially and educationally. Leadership at all levels have created a kind and supportive place of work rooted in a strong, Gospel based value system. One member of staff said, 'St Cecilia's is a wonderful family. The ethos and mission are embedded in the daily life of the school.'

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Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

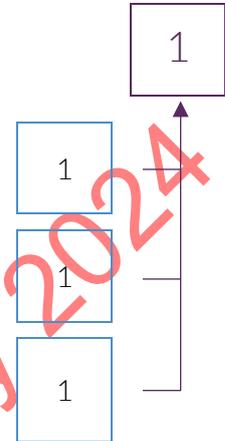
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils at St Cecilia's make excellent progress against their starting points. As a result, pupils, including those with special educational needs and disabilities, achieve the best possible outcomes. On the whole, pupils achieve above average attainment in religious education, in parity with other core subjects. Age appropriately, from nursery to Year 6, pupils are engaged and responsive, reflecting spiritually, ethically and theologically, drawing on their knowledge, understanding and skills. Pupils speak with confidence about what they have learned in religious education, using key concepts and relevant and extended vocabulary. They ask incisive questions and in response to, 'I wonder' questions, show their innate curiosity. Questioning is a strength of the school. Pupils take pride in their work and are highly motivated to produce their best. They are enthusiastic in lessons, responding particularly well to creative opportunities to explore their learning further. A pupil said that they enjoy religious education lessons because, 'you feel God all around you.' There is now the opportunity for children to be further challenged in the expectations for their written work in religious education tasks.

Teachers are confident in their subject knowledge and are a commanding and positive presence in the classroom. They deliver religious education lessons with passion and inspiration. They plan the curriculum creatively and intuitively to ensure that the pupils are given opportunities to learn in a variety of ways. High quality teaching at St Cecilia's is consistent across all year groups and teachers are highly skilled at enriching the 'Come and See' scheme of work, which is their starting point for their lessons. Lessons are given high importance with a reverent mood being established at the outset. Teachers draw on knowledge and skills grids well, which organises learning into next steps and provides an effective diagnostic method of ensuring that the pupils make progress. Moderation of assessment aids accuracy and validation of the robust systems in place. Teachers at St Cecilia's give space and time for routine and purposeful reflection, impacting on the pupils' moral and spiritual development. Staff have high expectations for the pupils, who in turn rise to the challenge and learn extremely well. Additional adults are used effectively, as are adaptive teaching methods and focus on

pupils having sufficient time to practise retrieval, ask questions and get the needed help to improve their knowledge, understanding and skills.

Leaders and governors at St Cecilia's ensure that the school is up to date in its curriculum delivery, for example offering staff professional development on preparation for the implementation of the *Religious Education Directory*. They use the training and development services of the diocese well. At St Cecilia's leaders and governors ensure full parity between religious education and other core subjects in terms of budgeting and resourcing. Religious education is the core of the curriculum at this school. The subject leader is highly driven and has an inspiring vision for outstanding teaching and learning in religious education and is effective in achieving it. They are highly respected by the staff who told inspectors that they are always approachable and willing to guide them. Through the professional development work they have orchestrated in network hubs, they share expertise to the benefit of other diocesan schools. Strategic action plans and well targeted planning illustrates the priority leaders and governors place on accurate self-evaluation and thorough self-challenge. The self-evaluation cycle involves book scrutiny, learning walks, pupil interviews and questionnaire analysis and is a joint exercise between leaders and governors. Governors offer support and challenge and fulfil their strategic role well. At least 10% curriculum time is dedicated to religious education in compliance with Bishops' Conference requirements.

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Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

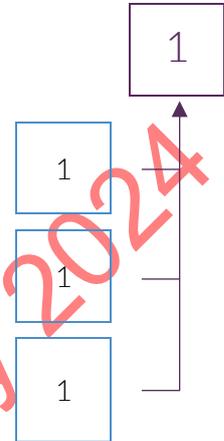
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



The varied experiences of prayer and liturgy provided at St Cecilia's engage the pupils deeply on their faith journey. They are reverent and prayerful in both traditional and more contemporary approaches to prayer which are well received by the pupils. A parent stated that, 'prayer is the DNA of the school and wherever they go, prayer goes with them.' Through their experiences and use of scripture, reflection and spiritually enhancing liturgical music, pupils have an excellent understanding of the Church's liturgical year, seasons and how it impacts upon their own lives. They take the initiative and work collaboratively to prepare prayer and liturgy. This includes writing the prayers of intercession which are movingly reflective of local and global events and challenges to humanity. Pupils at St Cecilia's are inspired and are able to make connections between the wider life of the school and how they can personally make a difference through prayer. The chaplaincy team thrive through their leadership roles in prayer and liturgy, the Remembrance Day liturgy and the Rosary Club. They are confident that they are making a difference to the prayer life of the school. They are an important part of the self-evaluation of prayer and liturgy at St Cecilia's. Well-chosen scripture passages, combined with TenTen Resources and informed by the liturgical season, lead to engaging and highly inspiring prayer and liturgy experiences for the pupils. This is further enhanced through links with other Sutton schools, for example the Year 2 Christmas workshop and Year 4 Easter experience. This has a positive impact on the pupils who gain a sense of the wider church community of which they are an integral part.

Staff at St Cecilia's creatively balance routine and innovative times of prayer with the breadth and richness of the Catholic tradition. They are exemplary in their practice and relevant staff are highly skilled in helping pupils to plan and deliver their own liturgy. They have also planned how to work with families to include them in the prayer life of the school, for example the travelling crib which goes home during the season of Advent, creates moments of awe and wonder both in and out of school. The faith year is displayed on the school website and gives parents a clear indication of the

opportunities for prayer in every month of the year. The school environment is used well to celebrate the glory of God with enticing displays and prayer focal areas.

St Cecilia's policy on prayer and liturgy is well-written, regularly reviewed and serves its purpose effectively as a reference point. Leaders and governors have a clear strategy for developing the skills of participation amongst the pupils as appropriate to their age and understanding. The school calendar was described by one parent as a 'Faith Calendar' and it ensures that opportunities are offered to the whole school community to celebrate the Eucharist. Parents and governors alike are invited to share in the prayer life of the school at key moments, for example the annual St Cecilia's Mass which is a particular highlight for all, as are Masses which take place in the school grounds. Professional development is highly prioritised by leaders and governors with a recent focus on liturgical formation. Monitoring the quality and impact of prayer and liturgy is embedded within the school's self-evaluation and strategic planning systems. Governors challenge and support senior leaders and fulfil their role effectively. Leaders and governors have been proactive in developing pupil led prayer through role play, drama and creative activities. They use the Church's liturgical sources well and are updating their projector and sound system and balance of traditional and more contemporary hymns to be more engaging for the pupils and staff.

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Information about the school

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| Full name of school | St Cecilia's Catholic Primary School |
| School unique reference number (URN) | 102993 |
| School DfE Number (LAESTAB) | 3193500 |
| Full postal address of the school | London Road, North Cheam, Sutton, SM3 9DL |
| School phone number | 02083374566 |
| Head teacher | Vince Burke |
| Chair of Governors | John Austin |
| School Website | www.stcecilias.school |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | N/A |
| Phase | Primary |
| Type of school | Voluntary Aided School |
| Admissions policy | N/A |
| Age-range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 17 January 2017 |
| Previous denominational inspection grade | 1 |

The inspection team

Helen Frostick
Benedicta Ajala

Lead
Team

Key to grade judgements

| Grade | England | Wales |
|-------|----------------------|--|
| 1 | Outstanding | Excellent |
| 2 | Good | Good |
| 3 | Requires improvement | Adequate and requires improvement |
| 4 | Inadequate | Unsatisfactory and in need of urgent improvement |