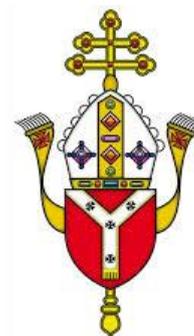


St Mary of the Angels Catholic Primary School

Shrewsbury Rd, Bayswater W2 5PR



Date of inspection by Westminster Diocese: 29 June 2017

Summary of key findings for parents and pupils

A. Classroom religious education is good

- Teaching is typically good across the school.
- Teachers create a very positive climate for learning and pupils are interested and eager to learn.
- Pupils make good progress during their time at the school given their starting points.
- Pupils are proud of their school and happy to share their love of learning about their faith.
- Pupils' religious literacy is good and they are confident in their use of religious language.
- Pupils get a good start to their learning in the Early Years Foundation Stage (EYFS)
- Teachers have good subject knowledge in religious education.
- Good systems are in place to make sure that the teaching of religious education meets the needs of the children alongside the requirements of the Curriculum Directory.
- Accurate monitoring and moderation informs planning in religious education.
- Staff are supported in their professional development to further their knowledge and expertise in religious education.
- The learning environment for pupils is of a high standard and engages pupils in their learning.

Classroom religious education is not yet outstanding because

- Opportunities are limited for independent research and for pupils to take more responsibility for their own learning.
- Feedback and pupil responses are not consistent across the school.

B. The Catholic life of the school is outstanding

- School leaders and governors are fully committed to the Catholic education mission of the Church.
- The school fully meets the 10% of curriculum time as required by the Bishops' Conference of England and Wales.
- The school places religious education at the centre of its curriculum.
- The school's mission statement 'Following Jesus in all we think, do and say' is central to school life.
- The religious education leader is committed to the Church's mission and developing the subject in a consistent way throughout the school.
- Worship and prayer is experienced in a purposeful and meaningful way by the whole school community and is central to the life of the school.
- Prayers are an established part of the school day and pupils participate respectfully and with reverence.
- The partnership with parents, parish, deanery and diocese contribute to the Catholic life of the school and the wider community.
- Parents are overwhelming in their support of the school and the Catholic education it offers their children.
- A generous budget ensures that resources and accommodation match that available to other subjects.
- The school provides excellent opportunities for pupils to serve others through their involvement in a range of activities.
- Pupils are beginning to clearly articulate their contribution to the Common Good.

A. Classroom religious education

What has improved since the last inspection?

The school's self-evaluation is now completed and shared with stakeholders. The teaching of other faiths has been well developed and is supported by a range of resources and growing and emerging links with local faith groups. All pupils now have opportunities for quiet and contemplative prayer throughout the school with prayer spaces in all key stages. The implementation of guided meditation is allowing pupils to have times of quiet reflection throughout the school day.

The content of classroom religious education is good

The content of the religious education (RE) curriculum for this Catholic school fully meets the requirements of the Religious Education Curriculum Directory (RECD). The religious education leader carefully plans for the curriculum. There is evidence to show creativity in the teaching and learning of RE but this could be further developed. The structure, planning and content of the RE curriculum and in lessons is good and well planned but lacking in opportunities for pupils to express their own ideas, to collaborate with one another and to challenge themselves effectively. RE displays, prayer areas and prayer books are prominent in each classroom and the school has ensured they have maximised the inside and outside spaces to provide good quality areas for RE. There is a clear plan to support the teaching of other faiths such as Judaism and Islam throughout the school, supported by visits to the places of worship of other faiths groups in the local area. This was evident in pupil books and through discussions with pupils. Good quality displays enhance the place of RE in the curriculum.

Pupil achievement in religious education is good

Pupils clearly enjoy their religious education classes and have very positive attitudes to learning, joining in discussions and settling down to their work with enthusiasm. This was especially evident in the Early Years Foundation Stage (EYFS) classrooms, where the children moved easily between tasks and spoke confidently about what they were doing. Pupils make good progress over time in religious education as evidenced by half termly assessments, pupils' work and oral contribution in lessons. Work in religious education is moderated regularly internally and the school is involved fully in diocesan moderation activities. Attainment is generally at least as good as other core subjects. Pupils' religious literacy is growing particularly in terms of their oral contribution; however, greater opportunities could be provided to enable pupils to demonstrate this in their extended writing.

The quality of teaching is good

The quality of teaching across the school is good. In a Year 6 lesson good pace and questioning from the teacher allowed pupils to understand how 'real events' can impact positively on people's behaviour. Teachers have high expectations of pupils' work and behaviour and want them to do well. Pupils enjoy religious education lessons, are attentive and engaged and show a growing level of religious literacy. The children are confident in asking questions and the good subject knowledge of the staff means that they are confident in answering these and addressing any misconceptions there might be. Year 5 pupils told an inspector that learning about other faiths taught them that there were many things that were similar to their own Catholic faith and that this was "very important for people to understand." New teachers are supported in the planning and delivery of RE lessons by the RE leader who recognises the strengths and weaknesses and areas for development required. RE is monitored regularly by the RE leader and members of the leadership team. Teachers regularly

make links to prior learning. Feedback to pupils and pupil response to feedback is not consistent across the school and is an area for development. Teaching in the Early Years classes was good and the children receive a good start to their school life in both a secure and well set out environment. There were good opportunities to learn both indoors and out and all staff in these areas were effective in encouraging the young children to learn effectively through play based activities and discussions.

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

The leadership of religious education is good. The subject is well led by an enthusiastic RE leader who is motivated to improve the teaching and learning of religious education. He is supported very well by the headteacher and other senior staff as well as by the parish priest. The supportive governing body are kept up to date with attainment in RE through meetings and reports as well as their frequent 'duty governor' visits to the school. There is regular monitoring in place across the school, the deanery and diocese. The school takes advantage of the training provided by diocese and the RE coordinator also provides in school support. All staff and pupils share high expectations of their school. There is a strong feeling within the school that the learning in RE supports the Catholic mission of the children.

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

- Develop opportunities for independent research, collaboration and sharing of ideas enabling children to take more responsibility for their own learning.
- Ensure that marking that moves learning on and is consistent across year groups.

B. The Catholic life of the school

What has improved since the last inspection?

The school mission statement has been reviewed and updated and is embedded as an integral part of school life. It is known and shared by all, 'Following Jesus in all we think, do and say.' Pupils are now able to articulate and express the many ways that they achieve their duty to 'call to serve.'

The place of religious education as the core of the curriculum

is outstanding

The school fully meets the 10% of curriculum time as required by the Bishops' Conference of England and Wales. The centrality of faith is woven through all aspects of the curriculum and the strong relationships across the school community. The governing body generously funds the provision for religious education and the Catholic life of the school, in line with other core areas. Catholic teachers have good subject knowledge and are encouraged to undertake the Catholic Certificate of Religious Education (CCRS) The school clearly places a high emphasis on the centrality of the Catholic faith to its mission and life. The school community does it best to live out its mission statement of 'Following Jesus in all we think, do and say.'

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

is outstanding

Prayer is central to the life of this school and an integral part of the school day. During the inspection pupils attended Mass for the Feast of Saints Peter and Paul and Year 3 pupils were invited to wear their First Holy communion outfits. Pupils are involved in the planning and preparing of class assemblies, liturgies, Masses and prayer services. Parents are very appreciative of the opportunities to share these events and are invited to comment in a dedicated book after the service. Senior leaders ensure that there are ample opportunities for prayer and worship at all levels. Assemblies and class worship are well planned for and regular features of school life. The recent introduction of guided meditation and opportunities for spontaneous prayer in the dedicated prayer areas around the school show the schools commitment to further enhancing this area. The development of a 'nurture hut' in the Key Stage 1 playground is envisaged to be a quiet space for children to think and reflect and is an integral part of the school's spiritual journey. The school recently held a successful 'Art and Spirituality' week, which included guided meditation sessions facilitated by the parish priest for upper Key Stage 2 pupils and an additional session for parents and staff. A parent who met the inspectors was eager to share her appreciation of how her child was being nurtured in her faith and spiritual journey and following a recent tragedy that the school 'came together as a community in prayer.' The beautiful mosaic recently completed in the school playground reaffirms the schools mission to 'Follow Jesus in all we think, do and say' and is an example of the schools faith journey as well as reflecting the diverse community bound by their shared faith.

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

is outstanding

The school provides excellent opportunities for pupils to serve others through involvement in activities and events designed to actively engage them in helping those in need. Through the school golden rules pupils have a developing awareness and understanding of Jesus' commandment to 'Love one another as I have loved you' in their daily lives. Pupils are able to articulate the many charities they support including, Westminster Foodbank, Love in a Box, Cafod, Save the Children and The Catholic Children's Society. Pupils show an understanding of following Jesus' footsteps and

demonstrating they are proud to be Catholic. Pupils speak enthusiastically about the call to serve and their understanding of the theology underpinning their actions. They have an excellent understanding of the Church's call to action. The school has recently adopted 'Mini Vinnies' and this group of children are enthusiastic about their role and the impact they can have in their school community.

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

The school has excellent links with both the parish and with parents. The parish priest speaks highly of the school staff and their work to develop Catholic practice. He is a regular visitor to the school and supports the RE leader well. The strong link between the school and parish contributes greatly to the sense of community and belonging that the school creates. The recent parent survey is overwhelmingly positive about the school and a parent who spoke to the inspectors was very happy with 'the excellent Catholic values based education' that her child received. The strong partnership is typified by the high parental attendance at school events. Parents are encouraged to reflect upon prayer services by contributing to the collective worship book, which is a source of pride to the school. Parents value the 'Wednesday Word', which is sent home each week and the communication through curriculum newsletters and weekly newsletters. The school has excellent diocesan links and participates in a number of activities at diocesan level, attending moderation and training events, and maintaining regular contact with diocesan advisers.

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

is outstanding

School leaders and governors are fully committed to the Catholic education mission of the Church. The mission statement is central to the school community and underpins every aspect of the school's daily life. The opportunities on offer enable staff and pupils to experience a Catholic way of life in their day-to-day living. The headteacher along with senior leaders drive forward the mission of the school to develop the pupils in its care. Support is provided through coaching and mentoring, especially for non-Catholic colleagues and those new to teaching or new to working in a Catholic school. Governors are committed in their support for the school's Catholic life. They visit regularly and are a visible presence in the school and at Mass and assemblies.

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

- Develop the role of the newly formed 'Mini Vinnies' to allow children to understand social justice issues, the St Vincent de Paul Society and leading their peers to living faith through action.
- Continue to develop the range of worship offered to pupils giving them more independence in the preparation and planning.

Information about this school

- The school is a one and a half form entry Catholic primary school in the locality of Bayswater.
- The school serves the parishes of St Mary of the Angels, Bayswater and Our Lady of Sorrows, Paddington and Our Lady Queen of Heaven, Queensway.
- The proportion of pupils who are baptised Catholic is 91%.
- The proportion of pupils who are from other Christian denominations is 9% and from other faiths is 1%.
- The percentage of Catholic teachers in the school is 73%.
- The number of teachers with a Catholic qualification is 2.
- There are 53% of pupils in the school with special educational needs or disabilities of whom 8 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 well above average.
- There is an average rate of families claiming free school meals.
- 67 pupils receive the Pupil Premium (22%).

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| Department for Education Number | 213 / 3532 |
| Unique Reference Number | 101137 |
| Local Authority | Westminster |

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| Type of school | Primary |
| School category | Voluntary Aided |
| Age range of pupils | 3 -11 |
| Gender of pupils | Mixed |
| Number of pupils on roll | 301 |
| The appropriate authority | The governing body |
| Chair | Mr Ike Offiah |
| Headteacher | Mrs Mary Wilson |
| Telephone number | 020 7641 4482 |
| Website | www.stmaryangels.co.uk |
| Email address | office@stmaryangels.co.uk |
| Date of previous inspection | 14 June 2012 |
| Grades from previous inspection: | |
| Classroom religious education | Very Good |
| The Catholic life of the school | Very Good |

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 12 lessons or part lessons were observed.
- The inspectors attended Mass.
- 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

Lead Inspector

Mrs Monica McCarthy

Associate Inspector

Mrs Geraldine Pears

Associate Inspector

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Vaughan House
46 Francis Street,
London
SW1P 1QN

T: 020 7798 9005

E: education@rcdow.org.uk

W: <http://rcdow.org.uk/education>