



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 100732

**Our Lady and St Philip Neri Catholic Primary
School
208 Sydenham Road
Sydenham
SE2 5SE**

**Inspection
date:** 11th March 2016

Chair of Governors:	Mrs Sarah Nolan
Headteacher:	Mr Matthew Ringham
Inspectors:	Mrs Ann Oddy Mrs Penny Rickard

EDUCATION COMMISSION

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SECTION 48

Introduction

Description of the school

Our Lady and St Philip Neri is a voluntary aided Catholic primary school situated in the Lewisham Deanery of the Archdiocese of Southwark. The school is maintained by Lewisham Local Authority. The principal parishes which the school serves are Our Lady and St Philip Neri and the Resurrection of Our Lord, both in Sydenham. The proportion of pupils who are baptised Catholics is 86%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 342. 16% of pupils receive support for special educational needs, this is above the national average. 80% of pupils are of minority ethnic heritage, of these the largest groups are of Black African or Black British heritage. 20% of pupils have English as an additional language.

The school is on two sites, with the Infant school approximately a mile away from the Junior school. The Headteacher was appointed in September 2015.

Date of previous inspection:

29th March 2011

Overall Grade:

1

Key for inspection grades

Grade 1 Outstanding
Grade 2 Good

Grade 3 Requires improvement
Grade 4 Inadequate

Overall effectiveness of the school in providing Catholic Education

GRADE
1

Our Lady and St Philip Neri is an outstanding Catholic school. It is a warm and welcoming school with a rich and varied Catholic life. Its Catholic identity is clear in the many high quality religious artefacts around the school and the many attractive displays relating to Religious Education and the school's Catholic life.

It is an inclusive community, caring for all its members. Pupils are nurtured and encouraged to develop both spiritually and academically. Pupil behaviour is excellent. Pupils care for each other and relate the teachings of Jesus to their behaviour, making it a happy and friendly school.

Standards in Religious Education are high. Pupils enjoy their lessons and achieve well. All pupils are encouraged and supported to achieve their full potential.

The school has very close links with the parishes that it serves and both Parish Priests are frequent visitors to the school. Parents are very appreciative of the school and the Catholic education it offers. One wrote, "It is a good school with Christian values. I am proud to have my children in this school" and another parent commented, "There is a good community spirit in the school."

Governors are fully involved in the life of the school and show commitment and dedication to their role.

Areas for improvement identified by the last inspection have been addressed.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Embed the use of developmental marking and ensure its consistency across the school.
- Include Religious Education and the school's Catholic life as a regular agenda item for Governing Body meetings to inform and assist the governors' role in monitoring and evaluation.

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

Our Lady and St Philip Neri school provides a welcoming and supportive learning environment for its pupils, enabling them to develop spiritually and academically in a community with a strong Catholic ethos. The mission statement is at the heart of school life and is known and understood by the pupils. Pupils are proud to belong to their school community and to play an active part in its Catholic life. They know they have responsibilities to the school, to each other and the wider community. Pupils are offered many opportunities to take roles of responsibility and respond very positively to this.

Lunchtime clubs and activities are organised by the pupils, with Young Leaders responsible for equipment and activities. Pupils are guided in preparing and leading liturgies and class worship as they progress through the school, so that older pupils are able to take considerable responsibility in preparing class liturgies and penitential services.

Pupils help and care for each other and appreciate that this contributes to making their school a happy and friendly community. They know the importance of forgiving and seeking forgiveness and can relate this to their Religious Education lessons and the teachings of Jesus. They know they have a responsibility to consider the needs of others and are active in fund raising for a wide variety of charities and in responding to appeals for those in need.

Pupils know that their school is part of a wider community and are enthusiastic in playing their part in events involving other schools and the Diocesan community. They recognise and value the school's Catholic tradition and identity. Year 6 pupils celebrated Mass at St George's Cathedral as part of their local deanery, their diocese and the global Church.

Pupils' spiritual development is fostered by close links with the parishes. The Parish Priests are frequent visitors to the school, supporting its Catholic life. Pupils regularly attend Mass at the Church of Our Lady and St Philip Neri and the school newsletter is available to parishioners in both Churches.

Pupil behaviour is excellent. They are exceptionally polite and courteous to adults and each other.

How well pupils achieve and enjoy their learning in Religious Education

In Religious Education pupils make good progress and achieve well. Standards are high, with significant numbers of pupils attaining the higher levels.

Standards in Religious Education are similar to those in other core subjects. All groups of pupils make good progress, including disadvantaged pupils and those with special educational needs. Comprehensive systems of assessment and pupil tracking identify pupils for whom support is needed.

Pupils show good knowledge and understanding of Religious Education topics and are able to apply a wide range of skills to their learning. They enjoy the many creative opportunities offered as part of their Religious Education, including art, drama and music. Cross curricular links enrich the Religious Education curriculum.

Pupils enjoy their Religious Education lessons. They are keen to give their best and do well. The pupils see Religious Education as an important part of the school curriculum and appreciate its importance in their lives. Pupils' books show a pride in their work. Presentation is good and pupils' written work shows clear evidence of reflective thinking and religious literacy. Marking is regular and largely affirmative. There is some evidence of developmental marking and a dialogue between teacher and pupil. This should now be developed further and applied consistently throughout the school.

How well pupils respond to and participate in Collective Worship

Pupils understand the importance of Collective Worship as part of the school's Catholic life and as an expression of their own faith. They regularly prepare and lead worship and are skilled in choosing resources to enhance their class and school liturgies.

Pupils are familiar with the traditional prayers of the Church and are also confident in creating and contributing to their own prayers. They know that prayer is a means of communicating with God and value prayer as part of their relationship with him.

Music is a strength of the school and enhances Collective Worship. Pupils enjoy singing and do so with enthusiasm. In the act of Collective Worship observed, music was used to good effect and pupils enjoyed the hymns and their actions. Behaviour was good and the pupils responded well to the prayers that were read by pupils as part of the assembly.

Stations of the Cross held before school was based around photographs of pupils enacting the stations and offered a welcome opportunity for parents and pupils to come together in prayer at the start of the school day.

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 deeply committed to the Church's mission in education and to ensuring that the school's Catholic life reflects its strong Catholic identity and nurtures the spiritual development of the school community. Leaders and managers are excellent role models, demonstrating dedication and commitment to their role of spiritual leadership. Staff and governors are also members of the parish community, serving as readers, catechists and Eucharistic ministers, further strengthening school and parish links.

Governors are active in their attendance at school celebrations and know that this is part of their monitoring role. The Catholic life of the school should now also form a regular part of the discussion at governing body meetings to inform school self-evaluation. A planned programme of Collective Worship ensures that pupils are familiar with the Church's liturgical year and celebrate its feasts and seasons.

The Catholic life of the school is part of the school's systems of monitoring and evaluation. School development planning encompasses all areas of school life, bound together by the strong Catholic ethos of the school.

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

The school has a comprehensive monitoring and assessment schedule for Religious Education. Monitoring includes learning walks, book and planning scrutinies and lesson observations. The results of these are discussed and evaluated as part of the school's self-evaluation and inform planning for further improvement. Assessment of pupil progress takes place on a termly basis. This identifies pupils in need of support, ensures that appropriate levels of challenge are in place for more able pupils and maximises progress for all pupils.

Reporting provision and pupil attainment in Religious Education takes place, however this is not evident in records of governing body meetings. The school should now consider including Religious Education as a regular agenda item so that reports such as Diocesan advisor reports and Religious Education data can be discussed and evaluated on a more formal and regular basis.

Religious Education has a high profile in the life of the school and has a profound impact on the spiritual and moral development of pupils. A parent commented, "Religious studies are taught well in this school, which is reflected in the children's behaviour and their care towards others."

Strong school and parish links are actively fostered by leaders and managers and enrich pupils' learning and engagement in Religious Education. Close involvement with the parishes enhances the Religious Education curriculum, providing first hand quality experiences of the liturgical life of the Church. The Parish Priest of Our Lady and St Philip Neri is also the link governor for Religious

Education. He provides valued curriculum, liturgical and pastoral support for the school. The Religious Education curriculum receives a substantial budget allocation in line with other core subjects, reflecting its importance to the school. It is well resourced, with high quality resources evident in both Junior and Infant schools.

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

School monitoring indicates that teaching is consistently good, with some outstanding examples.

Four lessons, across three Key Stages, were observed as part of this inspection. All lessons were good or better. One lesson was clearly outstanding in both teaching and learning. In the best lessons, probing, thought-provoking questions encouraged reflection and deepened understanding.

Lessons are well planned to ensure continuity and progression and enhanced by a variety of teaching styles and strategies. Teachers have good subject knowledge and high expectations of their pupils. Pupils are interested in and enjoy their lessons. Behaviour for learning is very good.

Teaching builds on previous learning and extends pupils' knowledge and understanding, relating Religious Education lessons to their lives. Year 6 pupils showed a mature approach to the discussion of moral choices. A pupil commented that a moral decision had consequences and one needed to consider who it would affect and how they would be affected. All classrooms had attractive displays related to Religious Education and high quality focal areas to aid prayer and enrich the teaching of Religious Education.

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

The school follows "*The Way, the Truth and the Life*" programme of Religious Education. Curriculum time allocated to Religious Education is in line with the requirements of the Bishops' Conference.

The Religious Education curriculum is enriched by cross curricular links, bringing Religious Education into many aspects of pupils' learning and school life. Creative and imaginative teaching uses a variety of skills and strategies to engage pupils and maximise learning opportunities.

The Religious Education curriculum reflects events in the liturgical year and the life of the Church. All pupils were aware of the Year of Mercy and Religious Education lessons ensured that it was linked across the curriculum. Religious Education is also linked to the school's Collective Worship and prayer life. Classroom focal areas reflect the themes being studied and encourage pupils to reflect on these. Religious Education is closely matched to pupils' needs, providing support and challenge.

The Religious Education curriculum is woven through the whole school curriculum and the school's Catholic life, promoting pupils' learning and nurturing them on their spiritual journey.

Differentiation is a clear and established part of lesson planning, ensuring that all pupils' needs are addressed and that all pupils receive appropriate levels of challenge. Pupils with special educational needs are sensitively and unobtrusively supported by skilful teaching assistants.

The quality of Collective Worship provided by the school

The school has a rich variety of Collective Worship celebrations reflecting school life and events and the liturgical year of the Church. Prayer and worship are central to school life and all members of the school community are included. Parents and governors are welcomed to school celebrations and are happy to attend.

Pupils are given many prayer and worship opportunities and know this is an important part of school life. A strength of the school is pupil involvement in planning, preparing and leading worship.

Collective Worship uses a variety of styles and resources to good effect. Drama, role play and music enhance the spiritual message and allow pupils to offer their talents in different ways.

Attractive prayer focus areas are a feature of every classroom and make a positive contribution to class worship. They are well resourced and reflect the liturgical season as well as the Religious Education themes.

Pupils of Other Faiths are welcomed and included in all acts of Collective Worship and in the school's Catholic life.