



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 102993

**St Cecilia's Catholic Primary School
London Road
North Cheam
SM3 9DL**

Inspection date: January 17 2017

Chair of Governors:	Mr M Mahoney
Headteacher:	Mrs C Mayhew
Inspectors:	Mr DG Fox
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EDUCATION COMMISSION

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DENOMINATIONAL EDUCATION AND COLLECTIVE WORSHIP

Introduction

Description of the school

St Cecilia's Catholic Primary School is situated in the Sutton Deanery of the Archdiocese of Southwark. It is in the Sutton Local Authority. The principal parish the school serves is St Cecilia's in North Cheam. Pupils also come from St Matthias, Worcester Park and St Christopher's in Cheam. The proportion of pupils who are baptised Catholics is 98%. The weekly proportion of curriculum time given to Religious Education across the school is 10%.

The school takes pupils from ages 4 to 11. Currently there are 436 pupils on roll with 52 in the part-time nursery.

The proportion of pupils eligible for free school meals is below average. The attainment of pupils on entering the school is broadly average. There are five pupils with an Education Health and Care Plan (EHCP) with a further 40 receiving Special Education Needs (SEN) support. There are 19 pupils for whom the school receives the Pupil Premium. The proportion of pupils from homes where English is an Additional Language is above average. The majority of pupils are white British.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness of the school in providing Catholic Education

**GRADE
1**

St Cecilia's is an outstanding Catholic school. It is a warm, welcoming place where teachers and pupils thrive. There is a highly effective partnership between the different levels of leadership to ensure Religious Education and spirituality remain at the heart of the school's work. Governors have a clear understanding of their role in developing the Catholic life of the school and in improving standards in Religious Education. The Headteacher is an excellent role model, providing strategic direction with clear aims that underpin the academic and spiritual life of the school. The self-evaluation document was accurate and reflects a rigorous and honest process of review which informs planning.

The Mission Statement provides a strong foundation and is lived out within the school. A Governor said, "I love the feeling," when he walks into the school. A strong Catholic identity is evident in the religious displays throughout the school and in the excellent relationships between all members of the community. Pupil behaviour throughout the school is outstanding and any incidents of poor behaviour are dealt with quickly and with appropriate sensitivity.

Pupils were overwhelming in their appreciation of staff. They confirmed that they are happy, safe and are proud to be pupils at the school. Parents spoke very warmly about the work the school does. One parent said "We love the way children are with each other and they bring this home with them." Parents know they will always be listened to. They confirmed that communication from the school is very good and that they are always kept up to date with what is going on.

The school benefits from the service of three priests from local parishes who give their support and time to help staff and pupils. Most families attend these parishes and therefore the school and parishes complement each other effectively.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Ensure that there is a smooth transition plan in place for the new Headteacher;
- Continue to support staff in using Philosophy for Children (P4C) to develop higher order questioning skills;
- Develop the Chaplaincy group within the school and foster further links with Chaplaincy teams in other Catholic schools.

Outcomes for pupils

GRADE

1

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

The aims and vision of the Mission Statement are central to the life of the school. They are evident in the relationships across the school. Pupils' attitudes and behaviour are outstanding. The ethos is one of care and mutual respect and teachers and pupils look out and care for each other. Pupils readily volunteer as lunch hall monitors, peer supporters and playground friends at lunchtimes. They proudly wear the coloured hats that denote their particular job in helping others.

The pupil voice in the school is strong and through the School Council pupils are able to contribute to Social, Moral, Social and Cultural (SMSC) initiatives that enhance the Catholic life of the school. For example, the School Council often chooses causes for fund raising activities, e.g. the Christmas collection for CAFOD 'Gifts for Life' and supporting the Cardinal Hume Centre for homeless people. This year over £800 was raised for McMillan through a school coffee morning.

Pupils can articulate their understanding that they have both rights and responsibilities which they need to exercise to benefit others in the community. Their most recent action was to help design and introduce the school's 'Charter of Values'. Pupils are able to articulate their understanding of the value of the golden rules and their positive impact on behaviour.

The Chaplaincy team was formed in 2015 and involves children from Years 5 and 6. They spoke enthusiastically about being involved in the spiritual life of the school. They have met chaplaincy teams from other schools to share ideas and develop their understanding of how they can contribute to the prayer life of the school. Inspectors are confident that this will significantly support a deepening of prayer and worship as it develops.

There is a strong bond with the local community through Home-School-Parish links. Pupils visit the local parishes and their priests visit the school regularly. One priest is a Governor. The school is inclusive and ensures that pupils with barriers to learning have adequate provision and access to the full faith life of the school and parish, especially participation in events in church and other selected places of worship.

How well pupils achieve and enjoy their learning in Religious Education

School based evidence shows that assessment is contributing to raising standards in Religious Education and impacts on planning to meet children's learning needs and challenge all pupils. Consequently, pupils achieve a very high standard in Religious Education. Tracking over time shows that pupils' achievement in Religious Education are in line with English and Maths and there are no significant variations between groups of pupils.

Inspectors noted that levels of religious literacy are very high. The exercise books reflect pupils' respect for the subject and their enjoyment and engagement with Religious Education. They enjoy the lessons and are proud of their achievement. Children are able to carry out learning tasks effectively sustaining concentration and meeting the high expectations teachers have of them.

How well pupils respond to and participate in Collective Worship

Pupils enjoy taking part in liturgies, school Masses and assemblies. They participate through prayer and reflection in class, the prayer club and Rosary groups. Pupils creatively use drama, art and role play to enhance their learning and express their understanding. For example, the assembly seen during the inspection, prepared and led by year 6 pupils, effectively used drama to help younger pupils understand the value of perseverance. Pupils sang enthusiastically and prayed with great reverence. The school has invested in providing every pupil with a hymn book which they brought to the assembly.

The quality of Collective Worship is enriched by a large choir made up of pupils from years 4, 5 and 6. In addition to participating in weekly assemblies, they sing at special occasions and events. Year 6 pupils end their school life at St Cecilia's with a retreat to Aylesford and a Leavers' Mass. Parents acknowledged that the children participate respectfully when at prayer. Pupils said that they are confident writing prayers which are personal to them. An Inspector was delighted to see Reception pupils volunteering to share their own prayers.

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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 and are fully involved in the Catholic life of the school. Governors know the strengths of the school and effectively fulfil their role in the development of the spiritual life. The Governors therefore provide excellent support and challenge to the Headteacher and leadership team. The self-evaluation form reflects their commitment to the school's faith journey. This is explicit and is an integral part of the school improvement plan and an agenda item at governing body meetings.

School leaders ensure that the Mission Statement is the foundation for school life and impacts positively on relationships and behaviour. It is reviewed annually at the start of each school year.

The Headteacher is an excellent role model for staff and pupils. Her own faith is strong and is evident in her passion for the Catholic life of the school. She is determined to further strengthen the spiritual foundations of the school and wider community further. Inspectors recommended that Governors make the transition to a new Headteacher a key priority.

There is a highly effective partnership between the Headteacher and the Religious Education Coordinator. They work tirelessly with the local priests to provide opportunities for pupils to come to know the love of God. The Religious Education policy reflects the school's aspirations for developing a strong community of faith and prayer. The Religious Education Coordinator makes an outstanding contribution to the school. She has produced detailed plans for increasing opportunities for pupils to pray and worship. The Chaplaincy team is established and the inspectors are confident that it will continue to have a major impact on the Catholic life of the school.

Each year the Religious Education Coordinator leads a Religious Education week to engage the whole school community. Parents and pupils spoke warmly about their experiences and how their understanding of faith and prayer was deepened.

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

Leaders, governors and managers have a clear commitment to raising standards. There are detailed plans for improvement. Governors keep fully informed through frequent visits and meetings. They hold school leaders to account but act effectively as critical friends. School leaders are aware that changes to the assessment system mean that it will be difficult to compare standards with previous years, but the inspectors are confident that the school is currently and will continue to respond quickly and effectively to this challenge.

The Headteacher is outstanding at forward planning and has been highly effective in organising and restructuring staff when necessary. Consequently, there is a continuing upward trend in standards of teaching and learning.

The highly experienced Religious Education Coordinator provides strong leadership. She regularly meets with the Religious Education Governor to discuss strengths and areas for development in Religious Education. Her annual report and her monitoring ensures all

leaders know and understand the school's strengths and areas of focus for improvement. These improvements are driven through the School Improvement Plan. This has led to high levels of achievement in Religious Education. The Headteacher, SLT and Religious Education Coordinator share the vision for Religious Education with all stakeholders including pupils and parents. This ensures a clear purpose and sense of direction and that Religious Education has a significantly high standing within the school improvement priorities.

The Religious Education Coordinator and Continuing Personal Development leader ensure training opportunities are available to all staff and it is an integral part of Performance Management for staff. The Religious Education Coordinator also provides an induction programme for new staff including Newly Qualified Teachers (NQTs). Non-Catholic staff are supported by pairing them with experienced Catholic staff to help them deliver the curriculum and assess accurately.

There is an effective programme that ensures class teaching is monitored by the Religious Education Coordinator and SLT. Teachers are aware of their own strengths and areas for development and an overall report is drawn up so that staff and Governors are informed and good practice is spread across the school.

There is a clear focus on adapting assessment systems in line with current curriculum changes. Assessments are recorded appropriately and retained as evidence. The Religious Education Coordinator also ensures there is quality assurance through moderating exercises within the school and within other Catholic schools.

The introduction of Philosophy for Children (P4C), is evidence of the determination to improve pupils' knowledge and understanding of Religious Education by developing their inquiry and questioning skills.

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

Lessons observed were never less than good. Outstanding teaching was characterised by the level of challenge, pace and style of delivery. All lessons observed were well paced with good structure and clear learning objectives. Pupils thrive in the challenging, stimulating environment. Most teachers are skilled in the use of questioning because this has been a particular school focus in the past. The introduction of P4C will enhance their effectiveness and will encourage pupils to question each other and themselves more. Inspectors felt that the school should make this a key priority.

Teachers differentiate by both task and outcome as appropriate. This was evident in all lessons, particularly in the Reception and Key Stage 1 lessons observed. This enables all children to achieve and feel positive about their learning. Other adults are effectively deployed, providing support for pupils where needed. SEND pupils are supported effectively which enhances their understanding and progress. Planning is clear and effective.

Marking is diagnostic and leads to deepening pupils' understanding. Pupils are expected to take a positive role by responding to comments. As a result, dialogue between teacher and pupil is regular and meaningful. In all lessons, pupils are able to work collaboratively and independently.

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

Religious Education is treated as a core subject within the school with an allotted 10% of the overall taught time. The school uses the 'Come and See' programme to ensure continuity and progression across the school. The programme is supported with additional resources to provide a curriculum that is progressive and rich in experiences for the pupils.

Learning is supported by visits to prayer spaces, such as a Mosque, Synagogue and the local Baptist Church. Children find learning about Other Faiths interesting. On pupil said, "In life you meet other people and they are not always Christian. We learn about their faith to learn how to respect them."

In a wider sense, the impact of the curriculum is seen through the very visible Catholic identity in the displays and religious artefacts. Positive mixed images of different people and cultures are also displayed throughout the school. Relationships throughout the school are excellent and pupils' behaviour is exemplary, both in class and around the school.

Through the Chair of Governors, the school has established a link with a partner school in Zimbabwe to share culture and traditions. A planned programme of topics has led to exchanges of pupils' work and photos and a better and more positive understanding of their life and culture.

The Sex and Relationship Education (SRE) programme has been established over a number of years. The school has recently introduced 'A Journey in Love' in each class to support teaching and learning in SRE. Parents said they are happy with the programme and that it is well managed by the school.

The quality of Collective Worship provided by the school

Prayer and worship are central to the life of the school. Worship of God, like all other activities at St Cecilia's is thoughtfully planned and of high quality and gives the children a

rich and positive liturgical experience, so that they may deepen their relationship with God through spiritual reflection. Worship is coordinated through themes with a focus on the liturgical calendar, 'Come and See' and other school topics. This ensures that worship is planned for and centrally placed within the school. Pupils are given opportunities every day to actively participate in prayer both in class and assemblies.

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