



## 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 100632

St Andrew's Catholic Primary School  
Polworth Road  
Streatham  
SW16 2ET

Inspection date: 4 June 2014

Chair of Governors:	Mr Mark Hughes
Headteacher:	Mrs Denise Assid
Inspectors:	Mrs Ann Oddy
	Mr Patrick Moloney

### EDUCATION COMMISSION

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# SECTION 48

# Introduction

## Description of the school

The school is voluntary aided. It is situated in the Lambeth Deanery of the Archdiocese of Southwark. It is maintained by Lambeth Local Authority. The principal parishes which the school serves are English Martyrs, Streatham and St Bartholomew's, Norbury. The school also takes a significant number of pupils who attend the Polish Catholic Chaplaincy Church, Christ the King in Balham. The proportion of pupils who are baptised Catholics is 100%. 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 495. The proportion of pupils eligible for the pupil premium is in line with the national average. The proportion of pupils supported at school action plus, school action or with a statement of special educational needs is in line with the national average. The proportion of pupils from homes where English is an additional language is well above the national average. The proportion of pupils from minority ethnic groups is very high. A large number of ethnic groups are represented.

## 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 Andrew's is an outstanding example of a Catholic school community where all are valued, encouraged and supported to achieve their full potential. Its clear Catholic identity is reflected in the attractive learning environment and is evident in the supportive and caring relationships shown by adults and children. The school mission statement is at the heart of all the school does. Its values of 'praying, sharing, forgiving and speaking the truth' underpin these relationships and ensure that all are nurtured and respected. The Headteacher provides clear direction for the school. She inspires a cohesive and dedicated staff team committed to excellence in all aspects of school life. Governors are well informed and fulfil their role of support and challenge. They are frequent visitors to school and provide detailed reports of visits carried out as part of their monitoring role.

Pupils are proud of their school. They are exceptionally polite and welcoming to visitors. Their behaviour is exemplary. They enjoy their learning and achieve well. Standards of teaching and learning are excellent.

An exceptionally high return of parental questionnaires indicates a high level of support for the school and an appreciation of the Catholic education it offers. One parent commented, "This is a fantastic school which is nurturing and strengthening our children's Catholic faith."

School self-evaluation is comprehensive and reflective. The school has accurately identified a continuing focus on differentiation and challenge in Religious Education lessons in its relentless drive towards continued improvement. The findings of this inspection support this.

Areas for development recommended by the last inspection have been addressed.

## What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Continue to focus on developing differentiation and challenge in Religious Education, particularly with regard to more able pupils.

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

St Andrew's is a school community with a vibrant Catholic life. In line with its mission statement, it is a school where 'Christ's love permeates all that occurs in the school'. All aspects of school life reflect the Catholic ethos. Pupils are offered many and varied opportunities to deepen their spirituality and understanding of their faith. Parents' comments included, "During their time in the school, children grow in knowledge and understanding of what it means to be a Catholic" and "St Andrew's has made a significant impact on the spiritual lives of my children". Pupils understand the need to respect and care for each other and to consider those less fortunate than themselves. They actively support a range of charities, locally and in the wider community. Pupils appreciate the need for forgiveness and are able to relate this to the teachings of Jesus. The school works closely with the Jimmy Mizen Foundation, which promotes peace and active participation in the community. This good practice is being shared with other schools. The school has good links with local parishes, the diocese and other local Catholic schools. The school chaplain is a key figure in school life, interacting with pupils in the playground and in classrooms as well as celebrating Mass in school. Pupils have opportunities to take responsibilities and respond well, enjoying serving the school community of which they are justly proud.

## **How well pupils achieve and enjoy their learning in Religious Education**

Standards in Religious Education are very high. All groups of pupils achieve well, with significant numbers attaining above age related expectations at the end of each key stage. Pupils with special educational needs are appropriately supported to achieve their full potential. Pupils enjoy their lessons and are able to relate them to their own lives and experiences. They are enthusiastic learners and are happy to discuss their work and articulate their own ideas. Lessons and work in books show evidence of pupils reflecting on their own learning and their ability to consider challenging questions. Work in books is of a high standard both in content and presentation. Pupils take pride in their work and are keen to do well. They demonstrate a high standard of religious literacy in both written and oral work.

Pupil achievement is tracked and monitored by regular assessment. Evidence is in pupils' books and in the school's portfolio of levelled work.

## **How well pupils respond to and participate in Collective Worship**

The act of worship observed was an excellent example of the school as a worshipping Catholic community. It was liturgically based, inspired pupils' interest and offered opportunities for prayer and reflection. The use of discussion partners was particularly effective, both using and celebrating the school's diversity. Pupils were asked to introduce each other to their discussion partners in their own language, illustrating the disciples speaking in many languages following the visit of the Holy Spirit at Pentecost.

Pupils were keen to participate in the assembly. They sang tunefully and joyfully. Behaviour was excellent and this contributed to the quiet atmosphere during times of prayer. The assembly was also used to set the theme for the week, making it central to

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school life and relating it to the Religious Education curriculum. Parents and pupils recognise that collective worship is a feature of school life and particularly appreciate the many opportunities the school offers them to worship together.

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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 and managers at all levels are deeply committed to the Church's mission in education and to the Catholic ethos of the school. The school website states that, 'Religion is not just a subject but a way of life. Every aspect of the school reflects this, so that by its very nature the school contributes to the life of the parish and the community'

Governors recognise the inspirational leadership of the Headteacher and her clear vision of the school as a Catholic community. They are regular visitors to the school and participate in school celebrations. Events in the Catholic life of the school are discussed at governing body meetings. These are key features of the school year and school improvement planning. Recognising the diversity of cultures in the school community, St Andrew's has recently formed a Unity Parents' Group committed to celebrating 'the vibrant variety of cultures and God's love for all'. This has significantly contributed to the school's sense of community and is an example of the school's Catholic ethos in action.

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

Monitoring and evaluation of the provision for Religious Education and planning for improvements to outcomes is excellent. Despite high outcomes, the school allows no room for complacency and is committed to a continuous drive for improvement; development planning reflects this. Governors are well informed regarding teaching and learning in Religious Education and are conversant with school data. The governor with responsibility for Religious Education shows commitment and dedication to her role. She has regular meetings with the Religious Education coordinator, monitors provision and outcomes and is part of school improvement planning.

The Religious Education coordinator manages her subject very effectively. Assessment and monitoring procedures are well established; pupil assessments, lesson observations and book scrutinies take place as part of a regular planned programme and inform school development planning. The coordinator is skilled at ensuring that Religious Education provision also includes varied and interesting activities to interest and enthuse staff, pupils and parents. A portfolio of levelled work is maintained, containing samples of work for teachers to refer to and use as exemplars. Work is moderated at school and deanery level. The coordinator provides support for staff and ensures consistency of standards across the school. She is effectively supported by the headteacher, who provides guidance and encouragement as appropriate and ensures sufficient resourcing and training opportunities.

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

Standards of teaching and learning are excellent. Lessons observed were all of a very high standard. Teachers showed very good subject knowledge, built on previous learning and related lessons to pupils' own experience. Lessons had good pace and different teaching strategies were used effectively. Pupils were interested and enthusiastic and keen to explore ideas and ask their own questions. They appreciated the relevance of Religious Education to their own lives and enjoyed the variety of activities offered. Pupils were supported appropriately by other adults where necessary. In the best lessons, probing, high quality questioning provided challenge and encouraged pupils to think deeply. Development of religious literacy was a feature of all lessons, with pupils learning and using key words. Marking of pupils' work was comprehensive and included suggestions for improvement and questions for pupils to reflect on. Where pupils had been given the opportunity to respond to these questions, this often contributed to deeper understanding of the topic. Verbal feedback and marking was consistently affirmative and encouraging. Teachers' planning clearly indicated support for less able pupils, but differentiation for more able pupils was less evident. The school has identified differentiation in Religious Education as an area for development; in line with this it should now consider ensuring that the challenge for more able pupils is clearly reflected in teachers' planning.

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

The Religious Education curriculum fulfils the requirements of the Bishops' Conference and the recommendations of the Curriculum Directory. The school follows 'The Way, The Truth and The Life' programme of Religious Education. The curriculum is enhanced by other events, such as the Religious Education week on the theme of 'Jesus the Teacher'. During this week each class studied a parable. Cross curricular links were made with art, drama, music and literacy. Classes presented their work at an assembly at the end of the week, to which parents were invited. Pupils, staff and parents spoke appreciatively of the event, saying how much pupils had learned from it and enjoyed it.

The study of other faiths is included in Religious Education curriculum provision on a regular basis, ensuring that all pupils have studied a number of major world faiths during their time at the school. The study of these faiths is enriched by visits to other places of worship and by visitors of other faiths.

### **The quality of Collective Worship provided by the school**

Prayer and worship are central to the life of the school. Masses and other liturgical celebrations are an integral part of the school year. Pupils are offered a wide range of prayer opportunities; these include opportunities for spontaneous prayers as well as the traditional prayers of the Church. Music is a feature of the school and used effectively to enhance worship as well as create a reflective atmosphere in lessons.

Pupils enjoy collective worship at school; they feel fully involved and particularly appreciate celebrations to which their parents are invited. Newsletters on the school website include details of assemblies and liturgical celebrations so that parents feel fully included and informed.

Pupils are confident participants in prayer and worship and are able to write their own prayers. Prayer focus areas are well maintained, have attractive artefacts and resources and reflect the feasts and seasons of the liturgical year.

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