



Diocese of Westminster

St Mary of the Angels Catholic Primary School

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DFE Number:(213/ 3532)

URN Number: 101137

Headteacher: Mrs Mary Wilson

Chair of Governors: Mr Arthur Soares

Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 14 June 2012

Date of previous inspection: 10 January 2007

Reporting Inspector: Mr S Flood

Introduction

The inspector would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspector spent one day in school, visited 5 lessons, observed a class liturgy and a key stage one prayer service, and also carried out interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons, examination of school documents, and attendance at religious services where possible.

The Inspection of St Mary of the Angels Catholic Primary School, Westminster was carried out under the requirements of the Education Act 2005, and in accordance with the Framework and Schedule for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self evaluation.

Description of School

St Mary of the Angels is a one and a half form entry school in the London Borough of Westminster and the locality of Bayswater, serving a wide range of ethnic Catholic traditions.

The school mainly serves the parish of St. Mary of the Angels, Bayswater as well as Our Lady Queen of Heaven, Queensway and Our Lady of Sorrows, Paddington. Over three quarters of the pupils are of ethnic heritage other than White British, which is well above the national average. The largest group is Other White backgrounds. The majority of the pupils speak English as an additional language and a significant number are at an early stage of learning English.

The proportion of disabled pupils and those with special educational needs is close to the national average.

The proportion of pupils' known to be eligible for free school meals is above average.

Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes.

The current head teacher has been in post since November 2011. There is also an on-site children's centre which was completed in 2011.

There are 341 pupils currently on roll. The proportion of pupils who are baptised Catholic is 95% (325 pupils).

The proportion of pupils who are from other Christian denominations is 4% and from other Faiths is 1%.

6 pupils have statements of Special Educational Need.

The proportion of pupils from ethnic minority groups is well above the national average.

The number of pupils speaking English as an Additional Language is well above the national average.

Key for inspection grades.

Grade 1: Outstanding;*

Grade 1: Very Good;

Grade 2: Good;

Grade 3: Satisfactory;

Grade 4: Causing Concern.

A. Curriculum Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

How well does the content of curriculum religious education meet the requirements of the Curriculum Directory?

Grade [1]

The four strands of study in the Curriculum Directory are used to very good effect in the development of a curriculum for religious education.
Programmes of Study show clear links to the content of the Curriculum Directory and the resources used.
There is evidence of very good, imaginative medium term planning to adapt the Curriculum Directory to pupils' needs.
The overall effectiveness of religious education is very good.
The core scheme of the school is the "Here I Am" programme.
The use and implementation of the Curriculum Directory is progressing very well and provides a very good programme of religious education across the key stages.
Planning is very good in this school.

Pupil achievement (as well as attainment and progress) in religious education

Grade [1]

Progress and attainment in religious education is very good.
Pupil attainment on entry at Nursery is broadly below average.
Data seen, and evidence in books and other work on display around the school, shows that pupils make very good progress at every level.
Progress from Key Stage 1 to Key Stage 2 is very good indeed and above national averages.
Pupils are growing in knowledge of the Levels of Attainment and actively seek to make progress through ownership of their learning.
All pupils, including those with special educational needs and the higher level pupils, make very good progress in relation to their prior learning.

The quality of teaching

Grade [1]

All lessons seen were at least very good, with outstanding features in all.
As a result of this very good teaching most pupils are achieving above age expectation.
Teachers have a very good subject knowledge and their often creative and dynamic approach, engages pupils in their learning.
ICT is used very effectively in lessons to enhance the teaching of RE.
Pupil behaviour seen in all lessons was outstanding.
The teaching strategies employed match pupils individual needs very well, and the use of creative questioning ensures that progress is very good in lessons and over time.
Teaching assistants play a very good role in all lessons seen.
Appropriate and regular homework contributes well to pupils' learning.
Teachers assess pupils' progress regularly and quite accurately especially the older pupils.

Marking is developing well and children are given the next steps to ensure even higher attainment and are informed what they need to do to improve even further.

The effectiveness of the leadership and management of religious education

Grade [1]

The leadership of the subject is very good indeed at all levels and is widely distributed. The Head teacher gives a very strong lead to the development of religious education in this school. The RE subject leader is an outstanding teacher and is very effective in ensuring a high profile for RE around the school.

There is a clear vision and commitment to the educational mission of the Church. The day to day management of staff is very well organised, with Newly Qualified Teachers being very well supported by the religious education subject leader.

Regular monitoring and peer lesson observation ensure quality teaching at all levels. Assessment for learning informs teaching, and all staff share high expectations of pupils. Performance management includes targets linked to the development of RE and the Catholic life of the school.

There is an excellent range of resources for religious education and great care and attention is given to the overall learning environment in religious education.

What has improved in curriculum religious education since the last inspection and what should the school do to further improve in curriculum religious education?

There have been noticeable improvements made since the last inspection.

Lesson observations are now included on a regular basis and teachers given individual feedback. Progress is now very well tracked and recorded.

Planning shows clear links to the Curriculum Directory and staff training is well developed.

To improve even further the school needs to:

Review and complete its own Self Evaluation of religious education in the school.
Improve more the teaching and learning of other faiths
Develop a prayer / peace garden this year in its Key Stage 2 playground.

What is the overall effectiveness of curriculum religious education in developing pupils' religious literacy?

Overall Grade: [1]

The overall effectiveness of religious education is very good.

The core scheme of the school is the "Here I Am" programme.

The use and implementation of the Curriculum Directory is progressing very well and provides a very good programme of religious education across the key stages. Planning is very good indeed and well mapped to the Curriculum Directory.

Pupil attainment in religious education is very good at both key stages and progress from Nursery onwards is very good.

All teaching seen during this inspection was at least very good with outstanding features and most pupils of all abilities achieve above expectation.

Teachers have good subject knowledge and structures are well established to support and encourage new teachers. Staff development is very carefully planned in this school. Staff work harmoniously together and there is clearly a shared vision for the delivery of very good religious education.

The leadership of the subject is also very good with the subject leader displaying excellent management skills in planning and teaching and also in supporting other staff including teaching assistants.

The very recently completed self-evaluation provides evidence of good awareness and knowledge of the needs of the school with regard to religious education but needs completing and revisiting in light of this inspection

The place and importance of religious education in the life of the school is evidenced by the quality of the leadership of the subject, from the head, the senior leadership team and governors and all the staff who work in this school.

B. The school as a Catholic Community

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

The place of religious education as the core of the curriculum - time, resources, budget

Grade [1]

10% of curriculum time is devoted to the teaching of religious education across all key stages every week.

Teachers have very good subject knowledge of religious education in accordance with the Curriculum Directory.

Other faiths, especially Islam and Judaism, are studied to some degree but this area needs to be developed even further.

The school allocates a generous budget to teaching about the Catholic faith and resources are plentiful, imaginative and carefully chosen to cover all areas of the curriculum

In-service training is carefully planned for, and is extensive in the school for NQTs and indeed all staff.

Recent training has taken place on the new translation of the Mass in the prayer life and worship of the school..

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

Grade [1*]

Catholic worship is clearly outstanding in this school.

Prayer and worship are central to the life of the school and a key part of every school celebration.

A lovely Key Stage One Liturgy was seen during this inspection with a large input from the children themselves. Music, drama and art are used very effectively to enhance prayer and worship in this school.

Pupils' liturgical formation is well planned from a very early age to ensure the widest possible experiences of the richness of the Catholic tradition of prayer and worship.

A very effective and reverent prayer service was seen in the Reception class led by the RE co-ordinator and partly planned by the young children themselves.

Pupils' spiritual development is enabled through the excellent opportunities they have for quiet, reflection, sharing and discussion. 'Pupil talk' is highly advanced in this school.

The celebration of the Eucharist and other sacramental celebrations are offered at all key times throughout the liturgical year and the parish priest is a frequent and welcome visitor to the school
Prayer and Catholic worship are a major strength of the school and is judged to be outstanding.

The commitment and contribution to the Common Good – service and social justice.
Grade [2]

The religious education curriculum does emphasise social justice, peace and love for the poor and disadvantaged in society.

The school has a good understanding of the importance of service and support for those in need. The school participated in the Advent Pax Christi project, during Lent collected for the CCRS and CAFOD. The school council have decided to start to support the local Michael Hollings Centre based at the parish church.

Opportunities for global citizenship and developing links, are currently being missed in the school. The school itself has recognised this in its self evaluation and needs to develop pupil understanding more of why and for whom they are trying to help.

The Catholic values of service to the needy does underpin its activities and pupils are growing in their understanding of the call to justice and service as part of being a member of a Catholic community.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;
Grade [1*]

The leadership of the school is committed to developing the school's role within the diocese. The support from parents, as evidenced by a very large number of questionnaires, was outstanding in almost every case. Parents speak very highly of the school and its work towards educating their children in all aspects of their Catholic faith.

The school works very closely with parents and carers to develop a shared understanding of the mission of the school through meetings, newsletters and regular attendance at school functions. Parents are encouraged to participate in all school events, and this is greatly appreciated.

The school has very close links with the local parish and recognises the parish as the main experience of Church for Catholics, and actively explores ways to engage with the parish and other parishes from which pupils come.

Partnership with the Diocesan Bishop is experienced through the schools active participation in the services offered through the Education Service. The school not only actively participates in the services offered, but puts itself at the service of the Diocese in a variety of ways led especially by the key example of the Head teacher.

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

Grade [1]

The whole school community share a genuine collaborative vision of the Catholic nature of education.
Leaders and managers demonstrate a very strong commitment to the mission of the Church in education at all levels.
The school recognises that its Mission Statement needs updating and needs greater ownership and prominence in the school.
Governance is very good and led by an experienced and knowledgeable chair. Governors provide a very good balance of challenge and support.

The school conducts a wide range of monitoring activities relating to its provision and outcomes. Their analysis and self evaluation provides a firm basis for a fairly accurate diagnosis of the school's strengths and areas for development. This area requires further refining.

What has improved since the last inspection and what should the school do to further develop the Catholic life of the school ?

School development planning has improved since the last inspection to enhance even further the Catholic life of the school.

To further improve the school should:

- review and update its Mission Statement and ensure it displayed in key areas of the school and known by pupils.
- Further develop pupils' understanding of the call to serve and social justice through a greater focus on supporting those in need in the local community and wider world.

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade: [1]

The overall effectiveness of the Catholic life of the school is very good in the following ways: Religious education is clearly highly valued as central to the life of the school as it seeks ways to implement fully the Bishops' Conference requirements.

Resources, staffing and accommodation are very good for the needs of the school community.

Worship and prayer are outstanding in the school and pupils are actively engaged in both the planning and preparation, and are confident in their participation.

Links with parents, the parish and Diocese are constantly reviewed and ways to enhance them regularly developed.

Parental support is overwhelmingly positive for the school.

The Head leads by example and practice in developing the overall Catholic life of the school. Leadership at all levels demonstrates a very strong vision of Catholic education and ensures that all aspects of its provision are underpinned with this belief.

Governance is very good and they are fully involved in developing and enhancing religious education.