



Diocese of Westminster

St Martin of Porres Catholic Primary School

Blake Road, New Southgate, London, N11 2AF

Telephone: 0208 361 1445

e-mail address: admin@st-martinporres.haringey.sch.uk

DFE Number: 309 3508

URN Number: 102150

Headteacher: Miss I. S. Tyrrell

Chair of Governors: Mr S Ryley

**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: 23rd October 2012

Date of previous inspection: 16th January 2008

Reporting Inspector: Mrs P. Brannigan

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 six lessons, one assembly, and carried out six interviews 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.

The Inspection of St Martin of Porres Catholic Primary School, New Southgate 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 inspector is appointed by the 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

The school is one form entry with nursery in New Southgate in the local authority of Haringey in London. It serves the parish of St Paul the Apostle, Wood Green where most pupils live. The proportion of pupils who are baptised Catholic is 100%.

There are 243 pupils on roll, with 4 pupils who have statements of Special Educational Need. The proportion of pupils from ethnic minority groups is 61% although the number of pupils speaking English as an Additional Language is well below the national average. There is a below average number of families claiming free school meals. The school has achieved the Intermediate level of the International School Award, Sports Activemark and has Healthy Schools status.

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 content of curriculum religious education meets the requirements of the Curriculum Directory. The experienced subject leader supports teachers as they cross reference topics being taught to the area of the Curriculum Directory being covered. Staff are well supported in their medium term planning which clearly shows links to the Curriculum Directory. There is rigorous monitoring of the curriculum and pupil learning. Lesson plans show which aspect of the Curriculum Directory is being taught and which resources are to be used.

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

Grade I

Pupil achievement, attainment and progress in religious education are very good. Pupils enter the school at around the national average and high standards for all groups are evident. This has been achieved by a significant investment in resources, training and good use of support staff. By the end of Key Stage 2 standards meet and sometimes exceed diocesan expectations. Lessons observed provided evidence of high teacher expectation and very well motivated pupils who are actively engaged in their own learning. Teaching is differentiated to support the range of needs in each class and pupils are generally given good feedback to enable them to take the next steps in their learning.

The quality of teaching

Grade I

The quality of teaching is very good. Lessons observed during the inspection were very good and there was evidence of high teacher expectation for all groups. Teachers demonstrate good subject knowledge and use a wide range of creative strategies to engage the full range of ability. Pupils make good progress and are encouraged to become independent learners who are able to develop their understanding of scripture and religious concepts. Class teachers use time well and pupils are given every opportunity to develop new skills and build on previous learning. Workbooks are very well presented, marking is positive, often interactive and sometimes targets are set for further improvement. Regular monitoring of teaching is in place followed by discussion and support if needed. Parents are enabled to support their children's learning through regular curriculum newsletters.

The effectiveness of the leadership and management of religious education

Grade I*

The leadership and management of religious education are excellent and have a positive impact on the life of the school. The experienced subject leader is very well supported by the headteacher and all staff. Together they ensure that clear vision and direction for religious education is shared by the whole school community. The subject leader models good practice and ensures that excellent support is given to new teachers and teaching assistants. High expectations for staff and pupils ensure that religious education is taught with the same rigour as other core subjects. Staff are very well supported in their teaching through in-service training and frequent continued professional development. There is an excellent range of resources and the learning environment for religious education is very good. The governing body is well informed, make regular focused visits to the school and is aware of current developments in the assessment of the subject. Religious education is given high priority in the School Improvement Plan.

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 were two areas for development in the last inspection report. These were to improve the consistency of marking procedures throughout the school and to continue the development of assessment of religious education. The school has responded well and staff now mark pupils' work with reference to levels of attainment in religious education. There are now good assessment procedures which have enabled staff to set pupil targets and inform future planning. In addition more rigorous monitoring of religious education has enabled the school to identify areas where additional support is needed.

The school has identified two areas which will further improve curriculum religious education in the light of the new framework.

1. To devise a new scheme of work in line with the liturgical year which meets the requirements of the Religious Education Curriculum Directory.
2. To work with diocesan advisers in further improving the assessment of religious education to assist pupils in evaluating their work and enabling them to take the next steps in their learning.

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

Overall Grade: I

The delivery of curriculum religious education meets the requirements of the Curriculum Directory and its implementation is creative and dynamic. The quality of teaching and pupils' attainment and progress are very good and sometimes exceed diocesan expectations. Pupils can talk about their faith and identify ways in which it affects their lives and relationships. Good structures are in place to ensure quality teaching and monitoring. Self-evaluation is accurate and indicates a very good knowledge of the school and development areas for religious education. The subject leader models excellent practice and works to ensure pupils continue to make good progress. The headteacher, supported by all staff gives the subject a high priority which permeates all aspects of the life of the 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 I*

Religious education receives at least 10% of curriculum time and this year has a larger budget than other core subjects. Resources are excellent and teaching assistants play a significant role in supporting pupils. There is a visually rich learning environment through excellent displays in classrooms and other areas of the school. All staff receive in-service support and training relating to the Catholic life of the school. Governors provide strong support in reviewing and developing the place of religious education. The priest from the local parish visits every week for a focused visit to each class as well as for a planned programme of masses. He also acts as chaplain and is an additional learning resource.

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

Grade I*

The school's provision for prayer and worship are central to the life of the school and a key part of every celebration. Pupils are given many opportunities for prayer, meditation and reflection and examples were seen during the inspection. Class prayers composed by pupils are shared with families through newsletters. Religious education lessons often end with a concluding liturgy. Sacramental preparation which is parish based is given very good support within the school and reconciliation services are held annually. The school enables pupils to have a wide experience of Catholic traditions of prayer and worship. Pupils are engaged in the preparation of liturgies and the masses which are an established part of the school's provision. Pupils' spiritual development is nurtured through curriculum education and permeates the wider life of the school. During the inspection pupils from each year group contributed to a whole school assembly which reflected on the 100 days of Peace linked to the 2012 Olympic Games. This included drama, singing, and art

based on the parable of The Good Samaritan and the concept of neighbourliness. Pupils participated with respect, reverence and enthusiasm. Conversations with parents indicated that regular celebrations are a part of school life to which families are invited. They value these opportunities to join their children on their faith journey and are appreciative of the way the school supports them in this.

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

Grade I

Pupils have a very good understanding of the importance of service and support for those in need. The school encourages pupils to give time and energy to support local and national charities as well as local community projects. Pupils and families respond with great generosity and conversations with pupils indicate that they understand that the need to work for the common good and put others before themselves is rooted in gospel values. Pupils learn to respect and value those from other cultures through very good relationships with local community schools. Pupils are given responsibilities through the School Council and Junior Citizens and are growing in their understanding that the call to justice and service is 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 I

Governors, headteacher and staff see partnership between parents, school and parish as a central part of the school's understanding of itself with its immediate and wider community. The school works very closely with parents and carers who are very supportive of all that is done to enable their children to grow in faith and understanding. Some parents wrote praising the ethos of the school. One said, 'The Christian values we teach at home are being developed and expanded. Faith runs seamlessly through school life and the teachers are wonderful exemplars for the children.' Parents appreciate the Breakfast Club and the very wide range of extra-curricular activities for pupils. Relationships with the local parish are very good with some governors acting as catechists. There are also very good links with the diocese through participation in the training offered through the Education Service for both staff and governors. Senior staff attend diocesan conferences and offer support when necessary to other Catholic schools. There is a strong partnership with St Mary's University and the Institute of Education.

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

Grade I*

The school is committed to the Church's mission in education and leadership is very effective. Headteacher, subject leader, governors and senior staff ensure that the Catholic life of the school is central to all its work. Pupils are given many opportunities to know the life and teachings of Jesus and the traditions of the Catholic Church. Leaders share a vision of the nature of Catholic education and work with staff, pupils and families to move the school forward. All aspects of school life are underpinned by the Mission Statement, 'Growing in knowledge and in the love of Jesus' which is reviewed by the whole school community each year, is on display in every classroom and is well known by pupils. Each class has a prayer focus and an attractive display area which emphasises the importance of religious education. Governors have a wide range of expertise, visit frequently and make a significant contribution to the life of the school. They are currently conducting an audit of

their skills and the ways in which they can further support the school. They are well organised and have a clear understanding of their role in safeguarding and promoting the Catholic life of the school.

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

Since the last inspection the school has continued to provide an environment where each child flourishes. Pupils have been given increased opportunities for reflection and meditation as well as more opportunities to contribute to school and classroom liturgies. All staff have been very well supported as the school has implemented the new diocesan framework and requirements of the Curriculum Directory.

The school has identified that it should continue to develop the liturgical and sacramental prayer life of the school linked to the Year of Faith.

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: I*

The school is very effective in developing pupils' experience in the richness of a Catholic way of living and believing. The dedicated leadership and vision of the headteacher and religious education subject leader are instrumental in ensuring that worship and prayer are central to the life of the school and are well planned and resourced. Religious education is valued and recognised as the core of the curriculum. Pupils are encouraged to reach their full potential academically, spiritually and morally by all staff. Their behaviour is excellent. Links with parents, parish and Diocese demonstrate the school's commitment to partnership and its clear identity as a diocesan Catholic school.