

# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 102595**

**Our Lady Immaculate Catholic Primary School**

**399 Ewell Road**

**Tolworth**

**Surrey KT6 7DG**

**Inspection date: 28<sup>th</sup> March 2019**

**Chair of Governors: Miss Anna Dwyer**

**Headteacher: Mrs Frances Robertson**

**Inspector: Mr Stephen Beck**

**Trainee Inspector: Mrs Joanna Seymour**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
Tel 01689 829331

**Director of Education: Dr Simon Hughes**

**Publication Date 30th April 2019**



## Key for inspection grades

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

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

The school is voluntary aided. It is situated in the Kingston upon Thames Deanery of the Diocese of Southwark. It is maintained by Kingston upon Thames Local Authority. The principal parishes which the school serves are Our Lady Immaculate, Tolworth and St Catherine of Siena, Chessington and Hook. The proportion of pupils who are baptised Catholic is 91%. The average weekly curriculum time given to Religious Education in all Key Stages is 10%.

The school admits pupils from 4 to 11 years. The number of pupils currently on roll is 410. The prior attainment of pupils on entering the school is slightly below average. The proportion of pupils supported by Pupil Premium Grant (PPG) at 5.4% is below the national average. An above average proportion of pupils have Special Educational Needs (SEN) and/or Disabilities and are supported by an Education Health and Care Plan (EHCP). The school is in the top 20% of all schools for the proportion of pupils with EHCPs. The proportion of pupils who receive a lower level of support is below the national average. There are a number of pupils who have autistic spectrum disorders (ASD) and/or attention deficit hyperactivity disorder (ADHD). The proportion of pupils receiving extra support in class is above average. About half the pupils are from minority ethnic backgrounds, which is above the national average. There has been an increase in the number of children joining who speak English as an additional language (EAL)

The school was awarded the Gold award for Sports 2017/18 and has successfully been awarded the Healthy Schools award 2018/19.

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## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady Immaculate is an outstanding Catholic school because:

- of the strong and determined leadership by a headteacher with a passion for Religious Education. She is ably supported by inspirational leadership of Religious Education and an effective governing body which ensures that a clear vision of Catholic education is evident throughout the school.
- the quality of teaching across the school is excellent. This is due to careful planning and the high quality relationships that exist between staff and pupils. The welfare of the pupils, families and the wider community are also of paramount importance. This is clearly demonstrated through the provision of a wide range of tailored interventions, which ensure that the needs of every child are met.
- the school provides a wide range of high quality acts of Collective Worship, some of which are planned and delivered by the pupils. Worship is creative and often enables members of the school to witness their faith in a practical and yet reflective manner.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Increase opportunities for older pupils to further develop their knowledge utilising opportunities for them to experience Religious Education through wider cross curricular links and media.
- Undertake a review of the school's current Relationships and Sex Education (RSE) policy in consultation with staff, governors and parents to update and raise awareness of the programme, particularly among parents.

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## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### Catholic Life

1

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

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

### Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

### Collective Worship

1

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1

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## CATHOLIC LIFE

1

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- It is commendable, that having been graded as outstanding in its previous two inspections, and in spite of significant changes in staff and governors over time, the school's leaders have retained focus and drive to move the school forward. This has secured excellent spiritual, moral and academic Catholic provision for the pupils, retaining its assessment as an outstanding school.
- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding. Pupils and staff have a palpable sense of belonging to this vibrant Catholic school community. They flourish in an atmosphere where everyone is valued and is expected to achieve.
- Pupils play an important role in the evaluation of the school's Catholic Life and mission. They were able to articulate the kind of school they wanted saying things like: *'the school is a happy and safe place', 'a place to respect other people and to be kind', 'a place to work hard, follow Jesus' footsteps and do our best'*.
- Pupils accept the responsibilities of living within a Catholic school community. As a result they are regularly involved in activities which promote the Catholic Life and mission of the school, both within school and the wider community. They take part in liturgies in the school, and the parish, that include a range of Collective Worship and voluntary prayer groups.
- Gospel values are part of every aspect of life at Our Lady Immaculate School. These values are promoted to pupils through the way that they interact with each other, all those that they may encounter in school life and those who they meet within the wider community. The school has a set of 'Keys to Success' which allows for these values to be lived, based on a well-known school 'Respect' code.
- Pupils are aware of the needs of others and seek justice for them within and beyond the school community. They are enthusiastic about being involved in charity initiatives to help those in need, e.g. whole school Lenten project where they join with the church community in raising money for the same charities. Year 6 pupils choose which charity to raise money for during their enterprise day/week, for example, Blue Sock day to support dementia was initiated by one child whose grandmother suffers from dementia.
- The importance of 'Pupil Voice' is recognised through the Faith Leaders, School Council and the 'Open Door policy' that exists within the school. There are also three boxes which children can use to place their comments. There are numerous opportunities for pupils to learn about taking on responsibilities including, buddying, play leading, junior citizenship, travel ambassadors.
- As a parent said, *"My child was selected as a Faith Leader and it has helped him to gain in confidence and enthusiasm for his faith"*.

**The quality of provision of the Catholic Life of the school is outstanding.**

- The quality of provision for the Catholic Life of the school is outstanding. From the moment you enter Our Lady Immaculate School, the school environment evidently



reflects its mission and identity through obvious signs of its Catholic character. On corridors, in the entrance, and in the school hall are vibrant displays and visible signs which truly celebrate the school's Catholicity.

- The headteacher leads the school exceptionally well. She facilitates and enables and is a key driver in moving the school forward.
- Each pupil is recognised as a child of God, and is supported to reach their full potential. A prayer read each Monday at whole school Collective Worship explicitly reminds all of this through each verse ending *"I am somebody for I am God's child"*.
- It is to the great credit of the school's leaders that in its recent Ofsted inspection it was described as, *'an inclusive and welcoming environment in which the development of pupils' personal and social skills and the opportunities for them to be involved in their learning contributes well to their capacity as learners.'* This was likewise evidenced during this inspection.
- Parents spoke about their involvement in school life via the PTA, parent governors, parent panel, parent coffee mornings, Masses, prayer services and socials and these opportunities are seen as positive, productive and a reflection of the school being a true community.
- Strong links exist with the two local parishes the school serves. One of the churches is located within the same grounds as the school. Being geographically so close, it is the one primarily utilised by the school for worship. However, the school seeks to engage with its other parish as much as possible. Local clergy provide support to the school via celebration of Feast Day Masses, other Masses throughout the year, class prayer services and talks to Year groups. Religious Education lessons include visits to the closest church where the parish priest talks to the pupils. For example, he recently spoke to Year 6 about vocations and how he became a priest. It is hoped to develop these links further.
- Teachers act as strong role models to each other and the pupils in their leading of whole school Collective Worship.
- Pastoral care in the school is a real strength. It focuses on mutual respect and service to others. Every pupil participates in a carefully planned and considered programme of PSHE which looks at issues pertinent to young people's growth, wellbeing and Catholic social teaching. It includes relationship and sex education based on Catholic teachings and principles. Governors ensure that the teaching of Relationships and Sex Education (RSE) takes place throughout the school. A specific programme is in place for Year 5 and 6 in conjunction with the school nursing team. It would be appropriate to review this in consultation with staff, governors and parents to update and raise awareness of the programme particularly among parents.
- The school explicitly reflects the view that parents are a child's first and possibly most influential educators, but the school also facilitates pupils to achieve their full potential in partnership with parents. This philosophy is recognised and appreciated by parents. As a parent wrote, *'My children's faith is enriched through their education at Our Lady Immaculate'*.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- Leaders and the governing body, have a clear vision and love of Catholic education which ensures that, through reflection and challenge, their high aspirations nurture everyone.



- It is commendable how successfully leaders and governors have managed succession planning in the school. The governing body is relatively new but has quickly become secure in its role and continues to be effective. It has an impact on the school and continues to build successfully on its many strengths. With school staff, governors have produced excellent self-evaluation for this inspection that confirms they know their school well and what areas need development.
- The Religious Education lead is currently on maternity leave, but an acting subject leader for Religious Education is in place, ably supported by the headteacher and deputy headteacher. There has been a seamless transition through a managed handover so that strong continuity has been established. It is a mark of the importance placed on Religious Education that saw the substantive Religious Education leader in school on the day of this inspection. The parish priest is likewise relatively new to the parish and is already having an impact on the strong Catholic Life of the school. Due to his unavailability on the day of inspection, inspectors were able to speak to his immediate predecessor who was effusive about the school and the joint working that had taken place during his tenure in the parish. He remarked on how well the school has adapted to the change and maintained the strength of parish links.
- A whole school continuing professional development (CPD) programme is in place to develop staff's understanding of their place in the Catholic Life of the school.
- The headteacher and other members of staff in management positions provide a clear direction on deepening the Catholic identity of the school. This is done through their example and general approach to school life. The whole team approach, fostered by the senior leadership team (SLT) creates a professionally challenging, but supportive environment in which everyone is valued and the spiritual life of staff and pupils is fostered.
- The governors' commitment to their strategic role is a major element in maintaining the Catholic character of the school. Foundation governors understand and accept their special responsibility to uphold this character.
- A parent responded on their questionnaire, *'We feel our child is attending a value based school where the 'All' of the child is considered. We also believe we have selected the correct school for our child as they are developing their faith in a very caring environment.'*

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## RELIGIOUS EDUCATION

**How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils enjoy their learning and show tremendous commitment during Religious Education lessons. They want to do their very best and have excellent attitudes.
- Pupils report that they enjoy Religious Education. This was confirmed during the inspection where it was clear that pupils were totally engaged and highly motivated in the lessons observed.
- Pupils are able to speak with confidence and knowledge about Bible stories and the teachings of Jesus. They have a strong awareness of the demands and challenges of living out their faith. Older pupils are able to find Bible references that show them how Jesus wants us to look after others.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. They use the 'Come and See' Religious Education programme very imaginatively and creatively and their teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure some differentiated tasks when planning so that the work consolidates, builds on and extends pupils' knowledge and understanding. Some excellent and imaginative use was made of the 'Driver Words' during the inspection. This linked to teachers extending opportunities to pupils to give reasons for their answers, for example when providing reasons for what they felt made someone a good friend. This would benefit from further development through an increase in older pupils further developing their knowledge through the utilisation of opportunities to experience Religious Education through wider cross curricular links and media.
- Teachers make excellent use of time and resources including other adults. Very good use is also made of information, communication technology (ICT), with good quality literacy links to story books and music and song to aid reflection. All of these aspects help to maximise learning.
- Pupils are informed of their progress and how to improve, both orally and through marking. There was good evidence of pupil response to feedback and purposeful dialogue between teacher and pupil. Effort and achievement are celebrated.
- An impressive upper key stage 2 lesson was devotional throughout. Very good questioning on friendship led to pupils looking at their hands to consider the qualities they had that would make them a good friend. They then did likewise to their friends. This was then linked to taking their 'caring hands' into the playground. The teacher was an integral part of their learning and modelled the lesson well.
- Another lesson in this phase on the topic of Lazarus was well paced and pupils were provided with examples of how this could relate to living today. Pupils wrote articles related to the parable by conducting interviews with the people involved. Whilst the teacher utilised strong cross curricular links with literacy, she maintained the strong Religious Education focus of the lesson by frequently focussing pupils on the subject matter and links to scripture.



**The quality of teaching and assessment in Religious Education is outstanding.**

- The quality of teaching, learning and assessment in Religious Education is largely outstanding. Teachers consistently plan high quality lessons linked to pupils' current assessment so that pupils learn well.
- Teachers are conscious of the different experiences pupils have of religious practice and aim to help them develop and deepen their understanding and take them forward from their starting points.
- Autumn Term data shows that results in Religious Education are better than in reading and writing. Pupils are enthusiastic and eager to do well. This is evidenced in the quality of the work that they produce in class, whether written in their exercise books, or the newly introduced Faith Journals, through discussion and assessment work.
- Pupils are open, receptive and responsive when contributing to the lessons and Collective Worship sessions, taking active parts in both. They are encouraged to share their point of view during class discussions.
- Pupils show pride in their work and enjoy seeing their work on display. For example their Lenten promises and a bully prevention oath. The oath clearly sets out the way pupils will behave towards each other and this was reflected in their promises. Some of Our Lady Immaculate School's class displays were used as samples in the Sowing Seeds booklet produced by the Diocese.
- Promotion of independent learning and 'growth mind set' attitude in the classroom and out of the classroom is encouraged via the school's 'RESPECT' code. The strength of the school's approach was reflected in the pupils self-confidence and belief in themselves and their abilities evidenced in conversations held with them.
- Teachers have a high level of confidence because of their subject expertise and have a great understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in line with prior attainment in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work, talk partners and role play.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to good progress and increases their confidence in making further improvements.
- Teachers take every opportunity to observe and skilfully question pupils in order to adapt tasks and explanations, so improving learning for pupils.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The Religious Education leader and the acting Religious Education Lead provide outstanding leadership of Religious Education. They provide inspiration to others and are enthusiastic and an asset to their school. They are proactive and committed to leading and developing the subject within the school. They are very approachable and supportive of the staff especially in planning assemblies, services and Masses and developing NQTs.
- A Religious Education curriculum development plan is produced annually to reflect the identified areas for improvement. This comes about from the Whole School Development Plan which incorporates intended developments of Religious Education .
- Attendance at regular Diocesan Cluster meetings happens as well as Religious Education Conferences and other Diocesan training / conferences.



- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by current best practice in Religious Education.
- Leaders and governors ensure that Religious Education is imaginatively planned to meet the needs of different groups of pupils and each key stage is creatively structured to build and enhance prior learning. An example of this are 'World Issue' boards in classrooms often linked to scripture where pupils pose and answer questions relating to issues around the world about which they provide very reflective questions and answers. One pupil wrote, *'As a Catholic I think we should feel united as one. When we vote I think we should think that about the planet.'* In response to consideration of the distribution of wealth a pupil wrote, *'Don't keep all your riches to yourself. Share with others and you will receive riches in heaven.'*
- The curriculum leader for Religious Education has an inspiring vision for outstanding teaching and learning and a high level of expertise in securing these. These are used effectively to improve teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding and at least consistently good.

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## COLLECTIVE WORSHIP

**How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.**

- Pupils response to and participation in the school's Collective Worship is outstanding. They act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- They are involved in a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary, participating voluntarily in liturgy and prayer.
- Pupils prepare and lead worship with confidence and a degree of independence. In conversations with older pupils on the day of inspection, pupils were enthused by their worship. They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- There are many opportunities throughout the school year for pupils to develop their understanding of the Church's liturgical year and its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability or faith background.
- Our Lady Immaculate School is an inclusive prayerful community which nurtures a deep respect for one another. Pupils are ready, and the school is keen, to continue developing pupils' participation in worship. Leaders are looking to introduce further creative opportunities for them to do this at class, key stage and whole school levels.
- The Faith Leaders are responsible for the prayer tables in the classes and will often lead their class in prayer.
- On the day of inspection, pupils gathered in quiet, suitable environments ready for prayer. Collective Worship was well planned and pupils were fully involved appropriate to their age and stage of development. They listened to music and Scripture and were invited to reflect on what they had heard.
- Pupils have the opportunity to volunteer to be members of the Faith Council. They lead some collective whole school or key stage worship such as saints' day celebrations.

**The quality of provision for Collective Worship and Prayer Life is outstanding.**

- Prayer and acts of Collective Worship are given the highest priority and have become a key part of every day and every school celebration, providing inspiration for staff and pupils.
- Strands for Collective Worship that run throughout the school are being developed in an age appropriate way as pupils move through the school. Due to the excellent foundations for worship built in Early Years the progression and depth of experience for pupils is outstanding.
- There is a clear policy for Collective Worship and a good range of structures to ensure that it is frequent, regular and inclusive. Collective Worship has a very clear structure and purpose and there are a variety of opportunities for staff and pupils to pray together.



- Collective Worship is carefully planned and resourced to enhance worship experiences throughout the liturgical year. Pupils and adults praying together is a daily experience with parents and other adults welcomed into this prayerful community.
- Adults are passionate about ensuring that Collective Worship is of the highest quality and take every opportunity to model high quality liturgies with themes chosen reflecting a deep understanding of the liturgical year.
- Traditions such as the Rosary have a profile in the school and pupils make good use of prayer boxes during Advent and Lent to offer their own intentions for themselves and others. They talked very positively about these and how prayer helped them.
- Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school through various acts of Collective Worship, celebrations and weekly class attendance at the Monday Mass in the Parish Church.
- Pupils frequently compose their own prayers and share intentions for prayer for use in Masses and/or leave them in a central prayer space in the main corridor or on display.
- The Key Stage Collective Worship in the week act as an introduction to the contents of the Gospel for the following Sunday.

**How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.**

- The quality of provision for Collective Worship is outstanding. Our Lady Immaculate School is a very inclusive community, uniting all its members in prayer and worship and offering a wealth of opportunities to develop spiritually.
- Collective Worship is guided and attended by all staff as well as governors at times wherever possible. Pupils see all adults being involved as active participants in worship.
- All teachers take an active role in leading whole school and year group worship also involving support staff. These are planned for and contain a clear message with one per week following the liturgical calendar.
- Pupils know that prayer is at the heart of their relationship with God. They are familiar with the traditional prayers of the Church and at ease with spontaneous prayer and writing their own prayers. Beautiful prayer focus areas are a feature of every classroom and offer opportunities for reflection.
- A variety of liturgical celebrations and prayer opportunities enable parents and the parish community to join pupils in worship and prayer. This is welcomed and appreciated by all parties.