



DENOMINATIONAL INSPECTION REPORT

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

URN 319 3501

St Mary's Catholic Junior School

Shorts Road

Carshalton

Surrey

SM5 2PB

Inspection date: 11th March 2019

Chair of Governors: Mr Bernard Tomkins

Headteacher: Ms Shirley Hulme

Inspectors: Ms Ann Oddy

Ms Karen Barry

EDUCATION COMMISSION

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Director of Education: Dr Simon Hughes



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 and in the local authority of Sutton. It is part of a hard federation with St Mary's Catholic Infant School. It is situated in the Sutton Deanery of the Archdiocese of Southwark. The principal parishes which the school serves are Holy Cross, Carshalton; Holy Family, Sutton and Our Lady of the Rosary, Sutton. The proportion of pupils who are baptised Catholics is 97%. The average weekly curriculum time given to Religious Education is 10%.

The school takes pupils from 7 to 11 years. The number of pupils currently on roll is 359. The attainment of pupils on entering the school is broadly above average. Pupil premium funding is received for 7% of pupils, this is well below the national average. Three pupils have statements of special educational need and/or disability (SEND) or an Education and Health Care Plan (EHCP). In addition, 12% of pupils receive SEND support in class. Most pupils are of White British Heritage, but an increasing number are of minority ethnic heritage, with Polish pupils as the largest group. The proportion of pupils for whom English is an additional language (EAL) is 32%.

Since the last inspection the school has formed a hard federation with St Mary's Infant School, the middle and senior leadership teams have been expanded and a part time chaplain was appointed in 2015.

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SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary's Junior School is an outstanding Catholic school because:

- St Mary's offers a very high standard of Catholic education within a warm and welcoming Christian community. The mission statement and the school's Catholic ethos inspires and pervades all aspects of school life. The headteacher, senior leaders and governors have a clear vision of excellence in Catholic education. They provide strategic direction for the school and care and support for all members of its community. Strong links with local parishes, other Catholic schools and the diocese foster pupils' understanding of belonging to the wider Catholic community.
- The school has a rich Catholic life which embraces the whole school community. Parents recognise this as a strength of the school; they feel welcome and included. A wealth of celebrations and activities take place throughout the year. The school environment reflects its Catholic identity. Attractive displays and artefacts are featured throughout all areas. Pupils are well behaved, polite and considerate. They enjoy being members of this happy and harmonious school community.
- The standard of Religious Education offered by the school is exceptionally high. All groups of pupils make good progress and achieve well. High quality teaching and learning inspires and motivates pupils, who respond very positively. Comprehensive monitoring and evaluation of Religious Education by leaders and governors ensure that the school's high standards are developed and maintained.
- The school offers a wide range of prayer and worship opportunities throughout the year. These reflect the traditions of the Catholic Church, celebrate events in school life and complement topics in Religious Education. They enable pupils to be part of a worshipping community and to deepen their relationship with God. Staff, governors and parents are all included in the school's collective worship. Effective chaplaincy provision encourages pupils to plan and facilitate prayer and worship opportunities.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue with the school's identified focus on developing the role of pupils in preparing, leading and facilitating worship.



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 schools' 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.

- Pupils have a strong sense of community and are proud to be members of St Mary's school. They know that the Catholic life and mission of the Church are central to school life and that they have a responsibility to participate in and contribute to this. Examples include participating in a wealth of celebrations of the Church Year and contributing to many aspects of community outreach.
- 'Pupil Voice' is a strength of the school, with regular questionnaires involving pupils in evaluating and shaping school life. The School Council have been instrumental in representing pupils' views. Examples of impact include formulating safety rules for outdoor play and developing an anti-bullying leaflet.
- Pupils show great respect for themselves and others. Pupil behaviour observed during this inspection was exemplary at all times, in class and around the school. Pupils were considerate and helpful towards adults and their peers. They understand the principles of forgiveness and tolerance and can relate these to the teachings of Jesus. A pupil said, 'children here will always give you a second chance and no one makes fun of you.' Pupils are supportive of each other. In lessons they listened attentively to the contributions of other pupils. They are keen to celebrate the successes of others. A pupil said, 'everyone is given a chance to have their say.'
- Pupils are given many opportunities to take responsibility and are happy to do so, understanding that they are contributing to school life. Examples include Buddies, Prefects, School Council and the Chaplaincy Team.
- The school's chaplaincy provision nurtures and develops pupils' spiritual lives. A Chaplaincy Team and a Liturgy Group contribute to the school's Catholic life. Year 6 retreat days and prayer sessions enable pupils to explore and deepen their relationship with God. A Year 6 chaplaincy session was observed as part of this inspection. Pupils were thoughtful and engaged throughout and were particularly responsive to the guided meditation.

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The extent to which pupils contribute and benefit (from previous page)

- Pupils know the importance of caring for all in God's family, celebrating diversity and respecting other faiths. The school's programmes of Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) encourage pupils to build caring, loving relationships and to see themselves and others as part of God's family. The school is a UNICEF Rights Respecting school, reflecting its commitment to social justice for all.
- Pupils have a strong sense of vocation. They appreciate that individuals have different gifts and talents and that these enable them to serve God in different ways.
- Pupils know they are part of the wider Catholic family. They have good links with other schools; examples include working to develop a school hymn helped by the Ursuline High School and enjoying participating in Adoration of the Blessed Sacrament in St Philomena's chapel. They spoke appreciatively of participating in deanery and diocesan events such as Picnic and Praise.
- Pupils are aware that they have a responsibility to help others and school life offers a wide range of activities to encourage this at local, national and international levels. Examples include contributing to the local food bank, sending gift bags and cards to sick or housebound parishioners, developing a link with The Passage (a shelter for the homeless) and raising funds for CAFOD. The Faith in Action group of pupils proudly spoke of the Cake Sale they had organised to support 'Mary's Meals' and of further plans for fundraising.

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

- The school mission statement is central to school life. It is prominently displayed in the school and known to pupils and staff as being of prime importance to their school. Since the last inspection, pupils have been involved in creating a new school motto, logo, mission statement and school hymn to illustrate the school's strong Catholic identity.
- The school environment reflects its Catholic identity. Attractive artefacts and displays encourage members of the school community to celebrate their faith and inspire them to reflection and prayer.

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The quality of provision (from previous page)

- Staff are committed to the school's mission and to implementing this across the curriculum and school life. They are active participants in school activities relating to the school's Catholic life, such as school and diocesan celebrations, community involvement and staff prayer and reflection. As a result, they have a strong sense of community and work as a supportive team.
- The Catholic nature of the school is reflected throughout the curriculum and in all aspects of school life.
- The chaplaincy provision makes a significantly positive impact in supporting and promoting the Catholic life of the school. It involves pupils in contributing to this at many levels, including retreats, Lectio Divina and the Liturgy group. Staff have many opportunities for prayer and reflection, for example weekly before school and as part of staff meetings and INSET days.
- Pastoral care systems are strong and in place for all members of the school community. Pupils are encouraged to express concerns through a 'Worry Box' as well as directly with staff, particularly the chaplain. Pupils interviewed as part of this inspection were clear that adults would always help them and also that they had a responsibility to help each other. Staff are supportive of each other and work well together. School leaders ensure that staff are supported by appropriate training and resources. Parents feel welcome in school and supported by the school's Catholic ethos. One wrote, 'It has been wonderful as a parent, to be invited to join in the different school celebrations, Masses and events of the Catholic school life. I am very grateful that my daughter was lucky enough to spend her school years in such a lovely spiritual and caring Catholic environment.'
- There are good links with neighbouring parishes. The school is aware that pupils come from different parishes and ensures that school events do not centre on one parish. In the week of this inspection, pupils were divided into groups so that two churches were visited for Mass and the Ash Wednesday liturgy. Sacramental preparation is supported in school and the school holds a celebration Mass for the First Holy Communion children from all the parishes. A parent described this Thanksgiving Mass as the highlight of her child's year. The local parish priest is a frequent visitor to the school, fulfilling a valuable pastoral role and a parish connection. Pupils look forward to his appearance in the playground and enjoy talking to him.



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

- School leaders are wholeheartedly committed to the Church's mission in education and to exemplifying this in school life. They inspire the school community and the wider community, demonstrating professionalism and a spirit of service; with individuals serving as a National Leader of Governance and a National Leader of Education to support and inspire other schools.
- The Catholic life of the school is considered a high priority by school leaders. Governor participation in school events, parental and pupil questionnaires and attendance at events in the school's Catholic life contribute to monitoring provision and informs planning for improvement. Governing body minutes reflect this.
- School self evaluation includes all aspects of the school's Catholic life. School leaders are committed to continued improvement with a well-planned and targeted strategy to further enhance provision.
- Staff training includes elements relating to the Catholic life of the school and enables all staff to develop their knowledge and participate more fully. Training is set within the context of prayer and reflection which always begins and ends sessions.
- The school engages effectively with parents and carers. Parents value their invitations to school events and feel part of the school's Catholic life. They appreciate the school as a Catholic community and value the opportunities it affords their children. The school is very inclusive celebrating diversity and ensuring that all feel welcome. An example is prayers provided in the home language for families who speak English as an additional language (EAL). A parent wrote, 'All four of my children have developed in a nurturing Catholic environment to become caring, kind young people with a good sense of right and wrong.' A very high number of parental questionnaires distributed as part of this inspection were returned and were overwhelmingly positive regarding the school.
- The school supports and promotes diocesan initiatives. It participates in diocesan events, has hosted Diocesan Governor Briefings and has led CPD for the diocese.
- The Governing Body are fully supportive of the school's Catholic life and its mission in education. They are active in strategic planning and monitoring impact and have significant input into the school self-evaluation form (SEF) and School Improvement Plan (SIP). They fulfil their role of support and challenge. Governors' days once a term are planned in collaboration with staff. They are committed to ensuring Catholicity is at the heart of the school, saying, 'Catholic education is everything to all of us.'



RELIGIOUS EDUCATION

1

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

- Almost all pupils make good or better progress and achieve well in Religious Education with many achieving outstanding results. By the end of Key Stage 2, the great majority of pupils achieve age-related expectations, with a significant number of pupils working at greater depth. This reflects results in other core subjects. High standards in Religious Education have been sustained over the past three years.
- All groups of pupils, including those who have SEND and those for whom pupil premium funding is received, make good progress comparable with that of their peers. Careful planning and support ensures the curriculum matches the needs of all learners and maximises progress.
- Pupils show exceptionally high standards of religious literacy. Evidence includes work in pupils' books and responses by pupils in lessons observed as part of this inspection. They are able to reflect spiritually and to draw on their prior knowledge and skills to explore their learning.
- Pupils enjoy their Religious Education lessons and appreciate its importance to their own lives. During the lessons observed, pupils were attentive and interested and keen to respond. They took a pride in their work and were determined to achieve their best.
- Pupils' written work was beautifully presented and demonstrated care and thought. Teachers' comments and suggestions were responded to, with pupils appreciating that this would help them improve. Pupils recognised their Religious Education books as being special and treated them with respect and care.
- Pupil questionnaires indicate that pupils enjoy their learning in Religious Education. Pupils interviewed as part of this inspection supported this view. A pupil said, 'Religious Education is a special lesson, with a calm and thoughtful atmosphere. I really like it.'
- Pupils in Religious Education lessons observed as part of this inspection demonstrated knowledge and understanding that went beyond the topics studied. They spontaneously made links with the day's liturgy, parts of the Mass, the Catholic life of the school and other curriculum areas.



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

- A well-planned curriculum for Religious Education is enriched by cross curricular links and the effective use of Thinking Skills strategies. Film, art, music and outside learning help to engage and enthuse pupils in their learning. They enjoy using outside spaces for their lessons, including Religious Education.
- Regular assessment informs lesson planning, ensuring that all pupils' needs are met. Pupils who have SEND are given extra support as appropriate. More able pupils are encouraged to extend their learning with more challenging tasks and enrichment activities. Effective and sensitive use of other adults in the classroom helps to engage pupils and support learning.
- 'Before We Begin' training and discussion for staff at the start of each topic ensures that all staff are confident in their subject knowledge and are equipped with appropriate resources.
- Pupils are encouraged to work independently and collaboratively and a wide range of teaching strategies is employed to maintain pace and motivate pupils.
- During this inspection, four lessons were observed. In addition, brief 'drop ins' across the school contributed to the picture of teaching and learning in Religious Education. School monitoring indicates that all teaching and learning in Religious Education is good or better, with a significant number of clearly outstanding features. This is in line with lessons observed as part of this inspection.
- The lessons observed showed very good subject knowledge on the part of the teacher. Teachers built on prior learning and encouraged pupils to think and reflect on their learning. High expectations and probing questioning challenged pupils, who responded with enthusiasm. All lessons visited demonstrated high levels of purposeful learning and pupil engagement.
- Assessment in Religious Education is in line with whole school assessment policy and practice. Together with regular monitoring, it contributes effectively towards sustained high standards and the school's excellent record of pupil achievement.
- Self-assessment is well established, with pupils using statements from the assessment strands for each topic. There is also some evidence of peer assessment.
- Assessment tasks are moderated in school and at deanery and diocesan levels to ensure consistency and validate teacher assessments.
- Marking is in line with the school marking policy and is effective in enabling pupils to progress. The 'pink and green' system is consistently used. Pupils are familiar with it and appreciate that it helps them to progress.

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

- The school follows the 'Come and See' programme of Religious Education, enriched by cross curricular links. Curriculum time allocation is in line with the requirements of the Bishops' Conference. Relationships and Sex Education follows the 'Journey in Love' programme and is in line with the teachings of the Catholic Church. The study of other faiths is well established.
- School leaders ensure that Religious Education has parity with other core subjects and is appropriately resourced. Whole school resources such as the new ICT suite and iPads are also available for use in Religious Education.
- Religious Education and the Catholic life of the school also form part of the school's CPD programme for all staff, ensuring confidence and up to date knowledge. In addition, the subject leader and school leaders attend diocesan training.
- A rigorous and comprehensive system of monitoring includes lesson observations, work scrutiny and assessment scrutiny. Results inform school self-evaluation and planning for improvement.
- Governors are well informed, with regular reports from the headteacher and subject leader. They are frequent visitors to the school and ably fulfil their role of support and challenge. Well targeted planning and strategic action drive improvement and maintain excellent outcomes in Religious Education.
- Religious Education is exceptionally well led and managed, with the subject leader maintaining a comprehensive overview of this curriculum area. Staff greatly value her considerable expertise. Resourcing is maintained and standards kept high. Religious Education topics feature prominently in school displays, in classrooms and around the school. A meticulously kept coordinator's file provides essential evidence to support school self-evaluation judgements, including records of monitoring and assessment throughout the year and details of events in the school's Catholic life.
- School leaders ensure that all pupils are able to access the curriculum as appropriate to their needs and that assessment is used effectively to inform progress.



COLLECTIVE WORSHIP

1

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

- Pupils respond very positively to the school's collective worship and enjoy participating in it. They are encouraged to actively relate to the Gospel in a variety of ways such as contributing to a display and enjoy playing their part. Pupils know that collective worship is a special time when they come together as a community and appreciate this opportunity.
- Liturgical singing is a strength of the school. Pupils enjoy accompanying their enthusiastic and tuneful singing with actions or signing. This was evident in the collective worship observed, when the whole school community joined in singing and signing the school hymn.
- Pupils are increasingly contributing to planning and leading worship. They work with members of staff to choose prayers and pictures for the Thursday liturgy and for services during the year. The Chaplaincy Team leads the Rosary at lunch times during May and October and facilitate prayer and reflection in the Lent Tent in the school hall.
- Pupils have an excellent understanding of the Church's liturgical year, its feasts and seasons. Pupils spoke with confidence of how the school celebrated these and of how uplifting they found these occasions, particularly mentioning Stations of the Cross and the Passion Play.
- Pupils are familiar with a wide range of prayer forms, including silent prayer and the traditional prayers of the Church. They are at ease composing their own prayers and contributing to spontaneous prayer. Pupils spoke eloquently of how important prayer was in their own lives and how they could pray for themselves and others.
- Pupils know that it is important to respect the beliefs and faith practices of others. Assemblies about the festivals and celebrations of other faiths take place on a regular basis.
- The act of collective worship observed as part of this inspection was a whole school liturgy of exceptionally high quality. It engaged and inspired pupils, who clearly enjoyed the experience. A variety of activities drew them in and maintained their interest. In consequence they responded thoughtfully and participated fully in the reflective and inspiring spiritual aspects of the liturgy.



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

- Prayer and worship are central to the life of the school. A wide range of opportunities include assemblies, Masses and events in the school year. Prayer is woven into the fabric of the school day and forms part of school life for pupils and staff.
- The school environment fosters prayer and reflection. Beautiful prayer spaces are a feature of every classroom and outdoor learning spaces are available for staff to use with their classes for prayer. Attractive displays invite pupils to reflection and prayer. The chapel is open for prayer at break and lunch times and parents commented on how much their children enjoyed visiting it.
- The chaplain has introduced increased prayer opportunities for the whole school community. These include staff reflections before school, parents' prayer sessions and dedicated class chaplaincy sessions.
- Collective worship is carefully planned, with themes that enhance pupils' understanding of the liturgical season, topics in Religious Education and their sense of being a worshipping school community.
- Parents are encouraged to pray with their children. The weekly newsletter contains a Gospel reflection and a 'Table Talk' suggestion. Wednesday Word is provided for the families in Years 3 and 4.
- Parents are invited to school celebrations and appreciate being included in this worshipping community. High levels of attendance reflect a very positive response.



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

- School leaders and the chaplain have extensive expertise in planning and delivering high quality collective worship and are committed to making it a meaningful experience for all participants.
- They model good practice and provide support for other staff. They ensure that the feasts and seasons of the liturgical year are celebrated and made accessible to all members of the school community. Professional development for staff included training in collective worship.
- Guided by the chaplain, pupils are encouraged to develop their involvement in planning and leading prayer and worship. The Chaplaincy Team of Year 6 pupils lead and facilitate a wide range of prayer and worship opportunities. The school is seeking to extend this, possibly as outreach to other schools. Development of this area of school life has had a profound impact on the spiritual development of the school community and the school is well placed to take this further as a development focus. This is in line with the findings and recommendations of this inspection.
- School leaders and governors monitor and evaluate collective worship by attending events and providing feedback. The views of parents and pupils are sought, both informally and in questionnaires and inform school self-evaluation in order to improve or extend provision.

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