

**ARCHDIOCESE OF SOUTHWARK  
COMMISSION FOR SCHOOLS & COLLEGES**



***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 101661

Holy Innocents RC Primary School  
Mitchell Road  
Orpington  
BR6 9PT

Chair of Governors  
Headteacher  
Inspectors

Mrs Kim Insley  
Mr Ryan Langford  
Mrs Ann Oddy  
Mrs Penny Rickard

Inspection date

8<sup>th</sup> March 2012

**ARCHDIOCESE OF SOUTHWARK  
COMMISSION FOR SCHOOLS & COLLEGES  
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Director of Education: Dr Anne Bamford**

# Introduction

## Description of the school

The school is voluntary aided. It is situated in the Bromley Deanery of the Archdiocese of Southwark. It is maintained by Bromley LA. The principal parish, which the school serves is Holy Innocents, Orpington. The proportion of pupils who are baptised Catholics is 85%. 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 4 to 11 years. The number of pupils currently on roll is 225. The attainment of pupils on entering the school is above average. The proportion of pupils eligible for free schools meals is below average. Around 15% of the pupils receive extra support in class. The majority of pupils are from white British backgrounds. The proportion of pupils from homes where English is an additional language is below average.

## Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

## Overall effectiveness as a Catholic school

Holy Innocents is a good and rapidly improving school with a clear Catholic identity. Evidence includes the welcoming atmosphere of the school, the close partnership between the home, school and parish and the drive to raise standards and attainment in all areas. The school's Catholic identity is evident in the excellent displays around the school and classrooms, well resourced and maintained prayer focus areas and beautiful modern and traditional artefacts. As soon as one enters the school, one is immediately aware of its Catholic tradition; the entrance area, with statues of St Joseph and St Anne, provides a link with the earlier history of the school, which occupies the site of a previous school and orphanage. Many varied opportunities for prayer and a wealth of liturgical celebrations ensure that the Catholic life of the school is provided for. Provision for curriculum Religious Education is good; it is given 10% of curriculum time and is well taught and resourced.

The school is well supported by the Parish Priest and the Governing Body. Parents and carers speak warmly of the school and particularly appreciate the drive, enthusiasm and commitment of the new headteacher, who has been in post since January 2011. They feel welcome in the school and comment very positively on the links with the parish. The recommendations of the school's last Section 48 inspection are being addressed, but still need further development. The headteacher has initiated significant progress, but needs time to show the effect of this, particularly with regard to pupil tracking and the role of the Religious Education co-ordinator. The school is judged to have good capacity to improve.

**Grade 2**

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

- To develop and embed the recently introduced systems of assessment and pupil tracking and to use this to inform teaching and learning and monitor pupil progress in order to raise standards.
- To develop the Religious Education co-ordinator's role to include structured systems of recording the results of lesson observations and levelled work and to evaluate the impact of these on teaching and learning.

# The Catholic life of the school

## Leadership and management

**Grade 2**

Leadership and management is good. The Catholic ethos of the school is evident in the good relationships between all members of the school community and the close relationship between school and parish. The recently reviewed mission statement is clearly displayed throughout the school and is known and lived by pupils and staff. The headteacher works with drive and enthusiasm and is an excellent role model. He has been instrumental in forging increased links with the parish and this is recognised and appreciated by the parish priest and parents. Governors are very involved with the school and visit regularly. Many are new to their role, but understand their duties of support and challenge. The governor for Mission and Ethos is a regular presence in the school and her support is valued by pupils and staff. She plans to develop her pastoral role within the school community and this will contribute very positively to the school's provision of care, guidance and support. The new Chair of Governors has revitalised the Governing Body, introducing more robust systems and procedures which have contributed to significant improvement. She has provided considerable support and encouragement to the headteacher, facilitating the rapid rate of school improvement taking place.

## Quality of provision for personal and collective worship

**Grade 2**

Provision for personal and collective worship is good. The assembly observed was prayerful and reflective and encouraged pupils to consider how it could be carried through into their daily lives. Music enhanced the liturgy and was led by the parish music group. This group regularly visits the school and provides a valuable link with the parish, as well as helping pupils extend their knowledge of liturgical music. This link also means that the school choir contributes to celebrations in the parish church. The music group and the school spoke warmly of the mutual benefits and enjoyment gained from this. Classes each have patron saints; attractive displays tell the stories of their lives and how pupils have related their class saint's example to their own lives. Prayer focus areas in each class are beautifully kept, with modern "child friendly" artefacts and resources and books of the children's own prayers. Religious artefacts around the school encourage pupils to remember the school's Catholic identity and the importance of prayer in their lives. A good mix of traditional and modern artefacts is used effectively. There is a regular programme of class Masses and pupils enjoy being involved in the planning and preparation of these. Teachers have ensured that pupils are familiar with the responses required by the New Translation; the parish priest commented very favourably on the pupils' participation at Mass. Prayer is also seen as essential to the management of the school; the Chair of governors ensures that prayer is part of governing body meetings; "prayer is central to what is happening." As some governors are not Catholic, the Our Father is often included as it is universal to all Christians.

## **Community Cohesion**

**Grade 2**

Community Cohesion is good and well placed to develop further. Links with the parish are excellent and being extended further; the headteacher's role in this is commended by the parish priest, governors and parents. The school engages well with the Diocese; staff attend Diocesan courses and events. A newly qualified teacher had attended the Diocesan NQT day and had come back enthused and prepared to share his experience with the rest of the staff; the deputy head is currently on the post NPQH course run by the National College and London Dioceses. The headteacher attends the Bromley cluster of Catholic schools, he has been instrumental in developing the nature and remit of the group. This has now been extended to a deputy heads group, which has been recently formed. A comprehensive programme of fund raising encourages pupils to consider others less fortunate than themselves. Pupils are fully involved in these activities, thinking up creative ideas and planning and delivering these. The school contributes to a wide range of charities, including support for an orphanage in Uganda. A World Faith week helps pupils to gain a global perspective. Work across the curriculum, visitors to speak to the pupils, displays and resources, all contribute to the celebration and understanding of diversity.

## **Religious education**

### **Achievement and standards in religious education**

**Grade 3**

Achievement and standards in Religious Education are satisfactory and improving steadily. Recently introduced systems of assessment and pupil tracking will help to inform teaching and learning and raise attainment, but these are not yet embedded. There is a programme of regular lesson observations and work scrutiny, but these need to be evaluated and their findings used to inform future teaching and learning.

As records of assessment are relatively new, there is as yet little actual evidence of objective measures of group or individual pupil progress in Religious Education. However, pupils' work seen was good and in general matched standards in Literacy.

### **Teaching and learning in religious education**

**Grade 2**

Lessons observed were good. Lesson objectives and success criteria were clear. Lessons were well structured and pace was good. Activities were appropriate and clearly differentiated, although in some instances more challenge could have provided for the more able. Particularly where more creative activities were provided, pupils were engaged and enthusiastic. Marking is regular and thorough, but was largely affirmative rather than developmental and often reflected literacy rather than Religious Education objectives. There was little evidence of "next steps" marking which would give pupils knowledge of how to improve their work, however formative

assessment is now a whole school focus, which will help to address this. The school should consider developing cross curricular links with Religious Education and other curriculum areas and incorporating a range of more creative activities in teaching and learning.

### **The religious education curriculum**

### **Grade 2**

Curriculum provision is good and matched to the needs of the pupils. The school uses “The Way, the Truth and the Life” as a core scheme, but supplements this as appropriate, such as incorporating lessons linked to feast days and seasons of the liturgical year. Religious Education is well resourced. Books, artefacts and resources are child friendly and attractive. Prayer focus areas reflect the liturgical season and the current topic. Key words are prominently displayed. The high profile given to Religious Education is apparent in the many high quality displays around the school. Curriculum time is in line with requirements. The curriculum includes teaching about other faiths; the recent “World Faith Week” centred around Islam and included a visiting teacher from another local school. There is a planned programme of Education in Personal Relationships throughout the school.

### **Leadership and management of religious education**

### **Grade 3**

The Religious Education co-ordinator provides valuable support for staff and monitors provision by lesson observations and work scrutinies. The Religious Education action plan identifies priorities and areas for development, but this needs to be extended, with clear timescales and evaluation of impact; plans currently indicate potential impact, but not the result of this. Lesson observations and work scrutiny take place on a regular basis and although areas for development are noted, these need to be followed up. A structured portfolio of evidence should be kept, to show development over time. Assessment and pupil tracking have been initiated but are yet to be embedded. The co-ordinator provides a useful progress report to governors, which keeps them informed regarding Religious Education in the school. He is developing the link with the governor responsible for Religious Education. The co-ordinator provides input at staff meetings and brings Religious Education into other areas of school life.