CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

St Mary Of The Angels Catholic Primary School

URN: 101137

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

13–14 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	Yes
The school is fully compliant with all requirements of the diocesan bishop	Yes
The school has responded to the areas for improvement from the last inspection	Fully

What the school does well

- St Mary of the Angels is an exceptionally welcoming and joyful community. Pupils understand and fully embrace the Catholic identity and mission of the school.
- Pupils show a deep and consistent respect for themselves and others, and consequently behaviour around the school is exceptional, coupled with outstanding attitudes to learning.
- The inspiring leadership team, including governors, are a beacon of excellence, with a deep understanding of the mission they serve, both in the local community and beyond.
- Pupils have excellent subject knowledge in religious education and make consistently good progress, building effectively on prior learning so as to reflect spiritually and to think ethically.
- Pupils engage deeply and are active participants in the rich variety of opportunities for prayer and liturgy across the school.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school needs to improve

- Enhance professional development opportunities to give all teachers the specific theological subject knowledge necessary to deepen pupils' understanding and maximise their learning.
- Ensure that planning is consistent across Key Stage 2 so that it is linked to the needs of the pupils and lessons are constructed so that they consolidate and extend knowledge over time.
- Increase pupil independence in planning and leading acts of worship.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

St Mary of the Angels is an exceptionally welcoming and joyful community. Pupils understand and fully embrace the Catholic identity and mission of the school. The school mission of 'Following Jesus in all we think, do and say' is evident in every aspect of school life. Pupils explain with pride how the school mission relates to their everyday lives and exactly what it means in their school. Pupils told inspectors 'We should always try to love people like Jesus did'. Pupils are happy, confident and feel secure in their daily experience of the school. They greatly enjoy being part of the community and value the support of adults around them. The school's 'virtues curriculum' ensures that over time pupils grow in their understanding of the demands of the Christian life. Consequently, pupils demonstrate a commitment to serving those in need, both in the local community and beyond, such as CAFOD, Westminster Food Bank and the Catholic Children's Society. Pupils are extraordinarily confident in articulating the fundamental principles of Catholic Social Teaching. Pupils show a deep and consistent respect for themselves and others, and consequently behaviour around the school is exceptional, coupled with outstanding attitudes to learning.

Staff are exemplary ambassadors and authentic witnesses to the school mission. They are deeply committed to pupils and are relentless in pursuing opportunities to support and develop the Catholic life and mission of the school. Staff spoke at length about how they have been exceptionally well supported not only professionally but also personally. Parents spoke of their high levels of satisfaction with the school, 'Our daughter has been taught to be tolerant of others and has been given the benefits of enjoying her childhood'. The school has an remarkable culture of inclusivity. Pupils of all faiths play a full role in the life of the school whilst also being encouraged to explore their own beliefs more deeply. Pupils told inspectors 'everyone is welcome no matter what religion you are'. Pastoral care is another key strength of school and is central to school life. Pupils are well cared for, and their needs placed at the centre of all decision making. The school environment is without question identifiably Catholic. High quality displays are seen throughout the school, and they attest to the

school's distinctive Catholic mission. The care and attention given to prayer spaces around the school is highly effective. The school has a well-planned chaplaincy provision led by senior staff and aided by the local Parish Priest. Pupils regularly undertake charitable work within the parish and parents told inspectors of the high regard and value they place on the partnership between parish and school. RSHE provision is planned in line with Diocesan expectations. Senior Leaders have thought carefully about the curriculum design and its implementation.

The leadership team alongside Governors are inspirational and are a beacon of excellence. They have a profound understanding of the mission they serve, both in the local community and beyond. Given the educational challenges in the local area, leaders and Governors have taken difficult decisions in recent years to ensure the school is sustainable into the future. Consequently, despite these challenges, the school is thriving and is an example of Catholic educational excellence. Governors remain highly ambitious for the school. They lead by example and are relentless in their determination for the school to succeed. They have set challenging yet realistic targets and have clear plans on how they will be fulfilled. They are deeply connected to the school and consequently are able to offer appropriate support and challenge to leaders. All policies and procedures clearly reflect the priority given to the Catholic identity, charism, and mission of the school. The school's self-evaluation is both rigorous and accurate. As a consequence, leaders have clear and robust plans to secure further school improvement. The school plays a full role with the Diocese and regularly works with other schools to review and strengthen their own provision. Professional development for all staff is regular and well planned, and there is effective additional provision for those new to teaching.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

1

Provision

The quality of teaching, learning, and assessment in religious education

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

1

Pupils are developing excellent knowledge and making consistently good progress, building effectively on prior learning. Pupils use their knowledge, understanding and skills effectively to reflect spiritually and to think ethically. In a reception class, pupils confidently articukated the need for social justice, and made links to a recent initiative of bringing flowers in for elderly neighbours and relations. Pupils can speak with confidence about what they have learned in religious education, and show an awareness of key concepts. When discussing a recent topic of forgivness, a Year 4 pupil stated 'I created a step by step way of finding your way back to God.' High levels of presentation, individuality and creativity can be seen consistently across pupils' religious education books. Pupils take deep pride in their work and can confidently self-assess their work. Pupils clearly enjoy their learning and approach their lessons with great interest and enthusiasm. In particular, in a nursery lesson, pupils were fully engaged in the awe and wonder of the lesson for an extended period. Another pupil in Year 5 told inspectors 'I enjoy my RE lessons as they teach me something new that I can do better in my life.'

In the best lessons, teachers are confident in their subject knowledge and demonstrate a good understanding of how pupils learn. However, on occasions teachers lack the necessary theological knowledge to deepen pupils understanding and therefore maximise their learning. The very best planning is linked to the needs of the pupils and lessons are constructed so that they consolidate and extend pupils knowledge over time. However, this is not yet as consistent across Key Stage 2 as it is lower down the school. Knowledge organisers pose a 'big question' at the beginning of each new topic which gives pupils challenging philosophical question for them to explore as each unit unfolds. Teachers provide pupils with verbal feedback and success criterias which ensure that pupils understand what they need to do to make progress in their learning. Teachers are clearly aware that religious education has a profound impact on the moral development of pupils and that religious

education deepens spiritual growth. Consequently, they give pupils space and time to reflect on key areas of study. Teachers ensure pupils are provided with extensive opportunities to present their work in a variety of ways. This ensures pupils are always willing to engage, and they especially value the Christian art resources which staff use to enhance and deepen pupil's understanding. This impacts teaching and learning, resulting in consistently good teaching across the school.

Despite external pressures, leaders and governors have ensure the curriculum for religious education is exceptionally well resourced. Religious education also has parity with other core subjects, particularly in regard to curriculum time and expected standards of work. Leaders have planned an inspiring curriculum that is both sequential and progressive and are working on embedding further thinking skills activities. The subject leader has a clear vision for religious education and its place at the core of the curriculum. She has a high level of expertise and a clear plan for further improvement. Rigorous quality assurance ensures accurate and timely self-evaluation, which consequently then leads to robust subject improvement plans. This has driven up standards rapidly across the school. The exceptional quality of her leadership is recognised across the school. Staff told inspectors of the far-reaching impact of her leadership and the extensive support offered to all members of the school community as a consequence.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

Pupils engage deeply and are active participants in the rich variety of opportunities for prayer and liturgy across the school. In a year 2 pupil led collective worship, pupils confidently led their class in prayer and the class showed deep reverence in moments of quiet prayer. As a school, pupils show a particular joy and enthusaism in communal singing developed from their Westminster Schools Singing programme. The school is a prayerful community with many opportunities for pupils, staff and parents to engage in prayer and liturgy as well as regular attendance at Mass. Scripture is used frequently in collective worship to help pupils better understand their faith, and pupils are remarkably confident in their reading of scripture. Pupils participate fully in prayer and can articualte with confidence its importance and its part in school life. One pupil in Year 5 said 'praying is the best way to start the day'. Every class has a collective worship book where the share their class or school liturgies and reflection together witha parents Refection book which provides the opportunity for parents to share their thoughts after whole class prayer services. Consequently, the school has developed effective systems for receiving the views of parents in relation to collective worship, and uses these to continously improve all aspects of its provision. Through the range of prayer and liturgy offered, pupils can clearly articulate the way in which these experiences have inspired them into action.

Prayer is central to the life of St Mary of the Angels. Pupils and staff regularly gather to pray together. Pupils are invited to participate in opportunities such as The Rosary, The Angelus, Eucharistic Adoration and Reconciliation services throughout the Liturgical calendar. The use of scripture is well chosen to link with the theme of each prayer and liturgy and is appropriate to the liturgical season. Staff recognise the skill of senior leaders, who model prayer and liturgy to a high standard and are excellent role models, encouraging other staff to lead and participate. Every class participates in child led worship led and they are supported by the pupil chaplaincy team. Each class from nursery to Year 6 takes an active role in preparing this. However, the confidence with which pupils plan and lead

opportunities for liturgy varies across the school. Increasing pupil independence in planning and leading acts of worship is an area the school are seeking to develop further. Staff are confident and skilful to intervene appropriately to aid the flow of prayer and liturgy planned by pupils. Creativity runs through all levels of prayer and liturgy, for example in a liturgy in led by Year 2 pupils, the whole school reverently prayed The Lord's Prayer using sign language. The school enjoys a strong partnership with parents, who are encouraged to take part in Mass, prayer services and attend assemblies.

The school's prayer and liturgy policy is well formulated, but now needs to be developed to reflect the requirements of the new *Prayer and Liturgy Directory*. School leaders have a plan for worship opportunities reflecting the liturgical calendar of the church, and consequently this ensures pupils attend Mass on holy days of obligation. The school enjoys an exceptionally strong relationship with the local Parish Priest, who also serves a Governor. This ensures not only access to the Sacraments but also a close partnership with the local Parish. One parent told inspectors 'I feel that St Mary of the Angels creates a family community that connects us with our parish church'. Senior Leaders have ensured that rigorous self-evaluation leads to an accurate view of the quality of collective worship across the whole school. Consequently, this leads to well-planned and appropriate opportunities for staff development. St Mary of the Angels is a vibrant Catholic community which is thriving as a result of its mission being lived at all times, by all members of the school community.

Information about the school

Full name of school	St Mary Of The Angels Catholic Primary School
School unique reference number (URN)	101137
School DfE Number (LAESTAB)	2133532
Full postal address of the school	St Mary Of The Angels Catholic Primary School, Shrewsbury Road, Bayswater, London, W2 5PR
School phone number	02077921883
Headteacher	Mary Wilson
Chair of Governors	Ike Offiah
School Website	http://www.stmaryangels.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2017
Previous denominational inspection grade	Good

The inspection team

Adam Hall	Lead
Yvonne Rutherford	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement