



St Mary's Catholic Primary School

URN: 102425

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

28–29 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

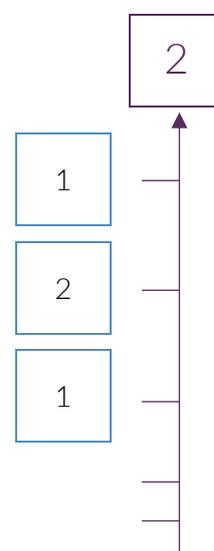
Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- The mission statement, 'With Jesus we learn together through faith and love', is a living document impacting positively on everyday school life.
- Behaviour of pupils is exemplary.
- Pupils take pride in their learning, and this is reflected in their religious education books.
- Both parish and school community work well together, evidencing an inclusive community rooted in Christ.
- Pupils are adept at interpreting scripture and linking it to their everyday lives.

What the school needs to improve

- Embed Catholic social teaching across a wider range of curriculum areas.
- Adapt the planned curriculum to meet the needs of all learners ensuring deeper learning experiences are provided for the most able.
- Pupils to develop their leadership and evaluative skills more extensively.

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

Pupil outcomes

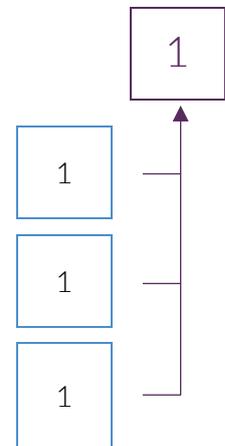
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



St Mary's is an exemplary Catholic school where pupils engage enthusiastically with their mission statement, 'With Jesus we learn together through faith and love'. Pupils can discuss how their mission statement impacts their lives in school and outside with their families and friends. Pupils are very proud of their school; they feel happy and secure and know who to go to if they need support. Pupils articulate how Catholic social teaching underpins their actions such as fundraising for the local food bank, collecting for Mary's Meals and Cafod. They have a sound knowledge of scripture and can readily provide examples of how scripture influences their everyday lives. Pupils are respectful of those from other faiths and have created and displayed insightful work focusing on their learning of other faiths. Behaviour of pupils is exemplary throughout the school. Pupils are proud to take leadership and recently had an opportunity to advocate for sustainability, referencing *Laudato Si*, when speaking to the local council. They ensure the school environment reflects the liturgical year, prepare prayer spaces for Mass and liturgy and promote extensive fundraising activities.

The mission statement has a significant impact on the life of St Mary's. Staff use it as part of their restorative justice work. It is a live document and is very visible throughout the school. This is a community with a strong sense of belonging. Staff value being part of the school community and were actively involved in the 125 Year Anniversary celebration describing this as an informative and joyful experience. Displays throughout the school are of a high standard with a focus on the school's place in history as well as its importance to the community it serves. Staff feel very well supported by leaders. The head teacher and other leaders are approachable. There is a strong sense of commitment to the most vulnerable. Adults are exemplary role models for pupils and use their own lived experience to teach difficult theological concepts. Staff show a true commitment to the needs of every pupil. The school environment promotes its Catholic ethos. The entrance hall has a statue of Mary in an enclosed prayer garden; parents' contributions enhanced this area devoted to Our Lady. The parish priest is very effectively supported by the pastoral assistant, and both have a strong presence in school demonstrating strong school/

parish links. The provision for relationships, sex and health education is carefully planned to ensure that as well as meeting all statutory requirements it is thoroughly rooted in Christ's teachings.

Leaders and governors ensure that Christ is always at the heart of the school. The governors' Catholic Life and Mission committee has focused on ensuring pupils understand how mission leads to action. An example of this action is the school's involvement with the local foodbank and the hats and scarves for homeless initiative. Leaders work closely with other Hillingdon Catholic schools. The school has highly successful strategies for engaging with parents. Together with the pastoral team, they ensure that there is always somebody there to listen to those who might need support. They are inspirational witnesses to the preferential option for the poor, providing information on housing, as well as supplying uniform and other necessities as required. Leaders are developing a thematic approach to Catholic social teaching and have identified the next steps to embed this explicitly throughout the whole curriculum. Governors offer challenge as well as support where necessary. Professional development, focusing on the mission of the school occurs annually and is highly effective. Leaders are deeply committed to supporting staff who are new to the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

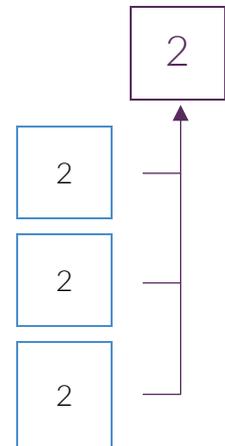
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Directory*. They make good progress in knowing more, remembering more, and doing more when measured against the planned curriculum for each year. As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve well in all age phases and most years. Pupils in a Year 4 class were adept at finding scripture passages referencing the parables: making connections and understanding the messages within. Pupils have strong religious vocabulary which they can use to articulate their understanding. They speak with confidence about what they have learned in religious education. However, they do not always understand how they could improve their work. Pupils produce good work that is presented well and shows signs of emerging creativity. They engage well in lessons and through high quality peer discussion show a willingness to improve their knowledge, understanding and skills. Pupils achieve at least average attainment when compared with other core curriculum subjects.

Teachers are committed to the value of religious education, and they communicate this effectively to their pupils. In a Year 3 class the teacher reinforced to pupils that the Bible is a book we use to clearly understand how God wants us to behave. Pupils were very engaged and focused on finding scripture references to support learning. In Key Stage 1 teachers were adept at supporting pupils to enable them to think about and build on previous learning as new concepts were introduced. Teachers use questioning during lessons to identify where pupils are in their understanding. However, tasks are not always adapted to meet the needs of pupils at all levels. Pupil effort is often celebrated leading to good levels of motivation from pupils. Pupils use peer discussion effectively and confidently express their views. In a Year 5 lesson pupils were learning about reconciliation. They focused on 'serenity', demonstrating good religious literacy and showing respect for each other's opinions. Partner work was effective as they linked their learning with everyday experiences. Teachers recognise the impact religious education has on the moral and spiritual development of pupils. In a Year 6 class, pupils were reflecting on their

own faith and effectively linking this to their knowledge about Jesus being truly God. Pupils displayed strong religious vocabulary and a clear understanding as they considered the theological truths in scripture. Teachers provide pupils with opportunities to present their learning using a variety of forms of expression. In lower Early Years activities were well planned to consolidate learning as pupils focused on the story of 'Jesus welcoming children'. In upper Early Years the teacher skilfully linked learning in class to a recent Cafod presentation. Good quality resources, including other adults are used effectively to optimise learning for most pupils.

Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Directory. Religious education is comparable to other core curriculum subjects, in terms of professional development, resourcing, timetabling, staffing and accommodation. Leaders provide a curriculum with sufficient opportunities for learners to progress sequentially through the subject content, however the curriculum is not always adapted to meet the needs of all learners. There are too many lessons where pupils are engaged in the same activity and challenge is focused on extension. Leaders recently provided training focused on ensuring that pupils are provided with engaging enrichment activities, and this is beginning to have an impact. Pupils enjoyed visits from other faith leaders and Cafod representatives; this, coupled with recent training from their diocesan adviser, has resulted in pupils' work showing emerging creativity. The self-evaluation of religious education by leaders and governors is informed by monitoring and analysis.

Collective worship

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

Collective worship key judgement grade

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

1

Pupils engage deeply in prayer and liturgy. They plan exceptional liturgy paying attention to setting and mood, creating a spiritual and prayerful environment. Pupils know traditional prayers and use reflection and scripture very effectively. They understand how to create opportunities for spiritual growth. Pupils are beginning to develop capacity for evaluating the quality of their prayer and liturgy. They speak with confidence about their prayer life and can give examples of times when prayer was central to an experience at school and at home. Pupil chaplains explained how they love to help younger children with their prayer life by having regular liturgy in the prayer garden and lunchtimes. They read Bible stories with them and encourage them to pray thanksgiving prayers for their families. Pupils are proud of the way their ideas are brought to fruition. For example, a pupil thought each child should have rosary beads. He was delighted to tell inspectors that staff listened to his idea and the parents committee provided funds to make this happen.

The centrality of prayer and liturgy to the life of the school is clearly evident. Both staff and pupils identify how prayer life in school contributes significantly to moments of joy and sorrow. There is daily pattern of well-known prayers, and a progressive prayer journey is planned as pupils move through the school. This offers pupils a wide range of engaging and creative experiences of the breadth and richness of the Catholic tradition. A feature and strength of the prayer life of St Mary's is how well scripture forms the heart of prayer and liturgy. Pupils identify the intrinsic links between scripture passages and how they live their everyday lives. Staff are inspiring models of exemplary practice to other staff and pupils as participants in, and leaders of, prayer and liturgy. They are highly skilled in helping pupils to confidently plan and lead well-constructed prayer and liturgy. The school makes creative use of the spaces available to provide prayer spaces within classrooms and elsewhere that are owned by the pupils. The enclosed prayer garden is cherished and regularly used by staff and pupils. The Catholic Life and Mission committee engages parents and families to include them in the prayer life of the school. There

is a flourishing partnership with the local parish focused on helping pupils understand, lead and participate more fully in liturgy.

The school's policy on prayer and liturgy is carefully formulated. Classes celebrate Mass together on a regular basis and the Sacrament of Reconciliation is offered during Advent and Lent. Staff regularly avail of high-quality professional development focused on liturgical formation. As a result, they have a thorough understanding of a broad range of ways of praying that are part of the Catholic tradition. Leaders ensure prayer and liturgy has high priority. A parent commented, 'Both my children love their little prayer table in class - I'm happy it serves as a constant reminder to them during the day.' Leaders ensure all staff have experiences of leading prayer and liturgy. Staff are highly committed to providing pupils with leadership skills to help them to lead liturgy. This focus is predominantly on Year 6 pupil chaplains at present. Leaders have identified that further work to develop leadership skills in other year groups, and with other groups would enhance evaluative practice and pupil leadership skills. Leaders, including governors, ensure provision for prayer and liturgy is prioritised when setting budgets and allocating resources. School/parish links are strong with one parent commenting that the school 'is working well with our local church.'

Information about the school

Full name of school	St Mary's Catholic Primary School
School unique reference number (URN)	102425
School DfE Number (LAESTAB)	3123404
Full postal address of the school	St Mary's Catholic Primary School, Rockingham Close, Uxbridge, UB8 2UA
School phone number	01895232814
Headteacher	Ann Shevlin
Chair of Governors	Maureen Thorpe
School Website	www.st-marys.hillingdon.sch.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	Outstanding

The inspection team:

Evelyn Ward
Mary Ainger

Lead
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