

St Peter-In-Chains Catholic Infant School

Elm Grove, Hornsey, London N8 9AJ

Date of inspection by Westminster Diocese: 15 March 2017



Summary of key findings for parents and pupils

A. Classroom religious education is good

- The contribution of religious education to the Catholic life of the school is evident in lessons.
- The scheme used meets the requirements of the Religious Education Curriculum Directory as required by the Bishops' Conference.
- Children are keen to participate in their lessons, engaged in their learning and do well. Children display good behaviour for learning.
- Different teaching strategies such as talk partners and hot seating are used to develop the children's learning.
- Where teaching is at its best, questioning is used effectively to deepen children's understanding.
- Topics are assessed regularly.
- Children have developed their religious literacy and show that they have a good knowledge of Bible stories.
- Marking is beginning to help the children understand what they've achieved.
- Teaching is regularly monitored by senior staff and the diocesan advisor.
- The school's self-evaluation is accurate.

Classroom religious education is not yet outstanding because

- Work does not always challenge pupils to make as much progress as possible.
- A wider variety of resources needs to be used in planning.
- Target setting and progress measures are not yet used effectively.

B. The Catholic life of the school is good

- Displays around the school make it clear that this is a school with Christ at the centre.
- The school gives 10% of curriculum time to religious education, as required by the Bishops' Conference, and has good resources.
- Children contribute to class prayer books which are highly valued.
- Children take part in many events which mark the liturgical year such as Easter and nativity performances.
- The school has good links with the parish church of St Peter-in-Chains and the parish priest is a regular visitor.
- The school supports a number of different charities, locally, nationally and globally.
- Children take part in assemblies and class worship sessions on a regular basis.
- The governor for religious education has an excellent understanding of the role the governing body in overseeing the Catholic life of the school.

The Catholic life of the school is not yet outstanding because

- The children need to take a more active role in the prayer life of the school.
- The school should take every opportunity to share what it does with the wider community.

A. Classroom Religious Education

What has improved since the last inspection?

The school has invested in Bibles which ensure that the children develop their scriptural knowledge. Events from the Bible are told in age appropriate ways. The children were able to talk about stories from the Bible and re-enact them within the class. The school has reviewed its marking policy and marking is very evident in the children's books. In the best examples, this marking highlighted the next steps for the child's learning in religious education, or pushed the child to answer in more depth.

The content of classroom religious education is good

The content of classroom religious education is good. In the better lessons, drama and music were used to engage the children. The scheme used meets the requirements of the Religious Education Curriculum Directory and the medium term plans make this clear, highlighting which aspects are being covered. More resources from other schemes would give more variety and challenge to some of the activities the children carry out. A programme is in place for teaching other faiths over the year.

Pupil achievement in religious education is good

Pupil achievement, in line with other subjects, is good. Children are assessed at the end of each topic covered and this data is monitored by the coordinator. The information is passed onto the next teacher each year. The school should now use this data to monitor the progress of the children and make sure they are reaching their full potential by setting them challenging targets. The children displayed very positive attitudes to their work, joining in with discussions and settling down to their work with enthusiasm. This was especially clear in the Early Years Foundation Stage (EYFS) classrooms, where the children moved comfortably between tasks and spoke confidently about what they were doing. The children are well supported by skilled teaching assistants and planning shows differentiation to make sure that all can access the work. The children use religious language confidently and can refer back to stories and events in the Old and New Testaments, showing a growing religious literacy. Children in Year 2 could re-enact the story of the entry into Jerusalem based on their existing knowledge with only a few prompts from their teachers. This religious literacy has been helped by the recent purchase of new Bibles across the school. Key words used in all the lessons help the children to use religious language correctly.

The quality of teaching is good

Teaching is good. There are supportive relationships displayed between all staff and the children, which helps them to feel confident in expressing their views and opinions. The children want to do their best for their teachers. The teachers plan lessons which engage the children. In one EYFS class children were enthusiastically making fish in response to the Cafod Lent topic and were keen to make clear that they were 'helping Florence' (the woman in the Cafod appeal). The ducklings which had hatched in both EYFS classes provided rich learning for all the children about God's creation. Teachers asked questions which developed the understanding of the children and pushed them to think harder about their answers. After writing their own "Act of Sorrow" in Year 1, the children were asked to think about why it was important to forgive and move on. In order to make sure that the children make as much as progress as possible, teachers now need to make sure that they provide opportunities for children to achieve the higher levels of attainment from the start of the lesson; when this work was in addition to the main task, the children did not always get the chance to show their full understanding. The result of the recent review of the school's marking policy is clearly seen in the children's books, where marking is regular and provides some opportunities for

children to deepen their understanding. In the best examples, the marking helped the children to move on in their learning, but some marking concentrated more on the literacy skills of the task rather than the religious education content.

The effectiveness of leadership and management in promoting religious education is good

The leadership of religious education is good. The head and deputy, who is also the subject coordinator, have a clear vision for the teaching of religious education which is shared among the whole staff, placing it at the heart of the curriculum. There are good systems in place for the monitoring of teaching, planning and assessment and the school has been supported by the diocesan advisor in this. The leadership team is clear as to how this should be developed to make further improvement in religious education. The subject leader supports staff well, making sure that they are confident in what they are planning and teaching through staff meetings, joint planning sessions and team teaching. She also arranges for staff to observe good practice in other classes. An induction policy for religious education runs alongside the general school induction policy and is carried out by the subject leader. Full use is made of the training provided by the diocese for the subject leader and for other members of the staff, for example newly qualified teachers.

What should the school do to develop further in classroom religious education?

- Use monitoring and target setting to ensure that every child achieves their full potential
- Make sure that marking refers to the religious education content of work and is able to move children on or deepen their understanding

B. The Catholic life of the school

What has improved since the last inspection?

The increased use of scriptural language in class religious education lessons has impacted on the way children are able to use scripture during their own prayer. Scripture formed a part of all class acts of worship which were observed. Children look at “the big question” in order to make links between what they are learning and their own lives.

The place of religious education as the core of the curriculum

is good

Religious education receives 10% of curriculum time, as directed by the Bishops’ Conference of England and Wales. Its budget is in line with other core subjects and money has more recently been spent on ensuring that the children have better access to bibles. The subject leader is also the deputy head. The link governor for religious education is quite new to the role, but she works hard to provide both support and challenge to the leadership team and shows an excellent understanding of her role and that of the governing body. The subject leader supports staff in planning sessions and through team teaching. She attends diocesan training on a regular basis, including subject leader training and the deputy heads’ conference.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is good

Prayer and worship are central to the daily life of the school through class prayer, collective worship and assemblies. Children in all classes are engaged in daily prayer. As well as whole school assemblies, collective worship takes place within the classrooms and is planned by the teachers, in some cases with the children. Class prayer books in each class are sent home with a child each week with the invitation to add a family prayer. These books were seen being used in classroom worship and were evidently greatly valued by the children.

The school marks the events of the liturgical year and parents are invited to join them for key events like the Easter, Christmas and Pentecost celebrations in school and at the Church. The parish priest is a regular visitor to the school and celebrates Mass in the school at the beginning and end of the school year. Liturgical celebrations are also held at the parish church.

The contribution to the Common Good – service and social justice

is good

Christian values are at the centre of St Peter-in-Chains School and the children show a strong understanding of how to treat one another with love and respect. The school supports Cafod and the Catholic Children’s Society and has been involved in many projects to help raise funds for the less fortunate. Other charity work includes supporting national charities such as Red Nose Day, Sport Relief, Macmillan and Water Aid. In addition to this, the school often supports charities which have supported members of its own community. Certificates celebrating this work are proudly displayed in the school. The children can clearly articulate that, as Catholics, they need to help the poor. They understand their identities as Catholics; one child in Year 2 said, ‘Our school is Catholic; we all follow the same God.’ Throughout the liturgical year, children are involved in assemblies and performances marking events like Harvest and Chinese New Year. Their gifts and talents are celebrated through award assemblies each week.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**is good**

The school fosters good relationships with parents and carers. The parents feel welcomed and comfortable in approaching the head or members of the teaching staff if they have a concern. In the recent school survey, 98% of parents said that a strong partnership is promoted by the school. Parents were overwhelmingly supportive of all aspects of the school's work in their replies to the survey. They attend events at the school, such as the harvest, Easter and Christmas celebrations. The parish priest is involved in the life of the school, often sitting with the children at lunchtime as well as visiting during religious education lessons and leading liturgies at school and in the parish church. News about the school is promoted through the parish newsletter and website and links to the church are on the school's website. Children take part in diocesan events, such as the Year of Mercy Mass at Westminster Cathedral. Good links exist with the diocesan Bishop through the Westminster Education Service. Members of the school community are aware of their place as a Catholic school within the diocese.

The effectiveness of the leadership and management in promoting the Catholic life of the school**is good**

The school Mission Statement 'We follow Jesus every day in all we do and all we say' is not only displayed in every classroom but lived out around the school, starting with the displays in the entrance and thoroughfares around the building. The leadership team, supported by the governing body, has created an environment where the Catholic mission of the school is central to its policies and practices. The school has shown a good awareness of its own strengths and weaknesses in its self-evaluation and is aware of what it needs to do to improve even further.

What should the school do to develop further the Catholic life of the school?

- Enable children to plan and lead class acts of worship and, eventually, assemblies
- Use the website to further promote the Catholicity of the school
- Look at ways of developing pupil voice within the school.

Information about this school

- The school is a two form entry Catholic Infant school in the locality of Crouch End.
- The school serves the parishes of St Peter-In-Chains, Stroud Green.
- The proportion of pupils who are baptised Catholic is 90%.
- The proportion of pupils who are from other Christian denominations is 9%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 90 %.
- The number of teachers with a Catholic qualification is 3.
- There are 12 % of pupils in the school with special educational needs or disabilities of whom one has a statement of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average.
- The number of pupils speaking English as an Additional Language is above average.
- There is a well below average rate of families claiming free school meals.
- 11 pupils receive the Pupil Premium (6.5 %).

Department for Education Number	309/3506
Unique Reference Number	102148
Local Authority	Haringey

Type of school	Infant
School category	Voluntary Aided
Age range of pupils	4 -7
Gender of pupils	Mixed
Number of pupils on roll	170
The appropriate authority	The governing body
Chair	Mr. Craig McGuire
Headteacher	Miss Margaret Falvey
Telephone number	020 8340 6789
Website	www.stpeterinchainsrc.co.uk
Email address	admin@st-peter-in-chains-rc.haringey.sch.uk
Date of previous inspection	22 nd November 2011
Grade from previous inspection	Good

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection six lessons or part lessons were observed.
- The inspectors attended four acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

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