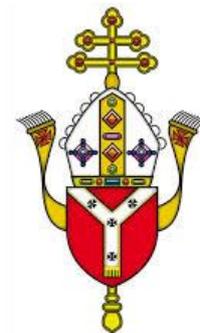


# Westminster Diocese Inspection Report

## St. Gildas' Haringey

Oakington Way, Hornsey, London N8 9EP

Date of inspection: 11 March 2015



### A. Classroom Religious Education

**What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?**

**Overall Grade 2**

The overall effectiveness of classroom religious education is good, which reflects the growing religious literacy of the pupils. The leader of religious education, working in partnership with the headteacher, is driving standards forward through a well planned system of monitoring and review. The accurate self-evaluation is borne out by the evidence base gathered during the inspection. The curriculum is supported effectively, including the use of ICT and a wide range of resources. The tracking of pupil progress, through the levels of attainment, includes a commitment to aspiring to the higher levels by the end of key stage two. This is supported by the school's commitment to engaging with external moderation through both local deanery and wider diocesan networks. The teaching observed during the inspection provided evidence that a range of good strategies are being developed, in particular, key questioning to underpin the theology being explored. The positive attitudes to learning by pupils and identified groups, informs their growing ownership of their next steps as independent learners. The designated governor for religious education and the chair of governors outlined how much the school has grown and developed over recent times. This was further endorsed by parents who appreciate how 'Christian values have been inculcated in their children' and how they respect each other and are 'loved and looked after so well.'

### B. The Catholic life of the school

**What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?**

**Overall Grade 2**

The leadership team of the school, with the governing body, are committed to ensuring pupils receive their full 10% entitlement. The range of resources, stability in staffing and the stimulating environment is providing good experiences for all in the school community. The school's effective partnership with the parish enables it to participate in arranging prayer and worship opportunities throughout the liturgical cycle. This extends to their diocesan partnerships and how the school is committed to encouraging pupils in their call to action for social justice, within their community and beyond. Pupils are great ambassadors for their school, demonstrating a growing confidence and pride in their community with and for each other. The leadership have striven over recent years to empower colleagues to own the vision and mission of the school. They are ably supported and guided by the governing body to ensure that the strategic leadership is regularly evaluated and reviewed.

## Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent one day in school, visited 8 lessons and an assembly, and carried out six interviews with school staff, pupils, parents and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of St. Gildas' Haringey, was carried out under the requirements of the Canon 806 and Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

## Inspection Team

Mrs. Tina Cleugh	Lead Inspector
Mrs. Jackie Cox	Associate Inspector
Mr. Daniel Keane	Associate Inspector

## Description of School

This Voluntary Aided Junior School is a two form entry in the LA of Haringey and the locality of Hornsey. The school serves the parish of St. Peter in Chains, which serves the communities of Stroud Green, Crouch End and Hornsey. . The proportion of pupils who are baptised Catholic is 78%. The proportion of pupils who are from other Christian denominations is 16%, from other Faiths 3%, and no Faith 3%. The percentage of Catholic teachers in the school is 88%.

There are 238 pupils on roll, with 2 pupils with statements of Special Educational Needs and Disabilities (SEND)/ Education Health & Care Plans (EHC). The proportion of pupils from ethnic minority groups is well above average. The number of pupils speaking English as an Additional Language is well above average. There is a below average rate of families claiming free school meals. Fifty Two pupils receive the Pupil Premium.

Telephone:	0208 348 1902
e-mail address:	admin@st-gildas.haringey.sch.uk

DFE Number:	3093509
URN Number:	102151

Headteacher:	Mrs Gillian Hood
Chair of Governors:	Mrs Sarah Price

Date of previous inspection:	November 2009
Previous Inspection grades:	Outstanding

<b>Key for inspection grades:</b>	<i>Grade 1</i>	<i>Outstanding</i>
	<i>Grade 2</i>	<i>Good</i>
	<i>Grade 3</i>	<i>Requires improvement</i>
	<i>Grade 4</i>	<i>Causing Concern</i>

## **A. Classroom Religious Education**

*How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?*

### **What has improved in classroom religious education since the last inspection?**

Moderation portfolios continue to be developed, particularly reflecting the moderation of levels of attainment since the recent introduction of the composite units. These have been implemented since September 2014. Marking is a key focus on the school improvement agenda. Teachers are applying the school policy through their marking of religious education, developing their 'green pen questions' system. This empowers pupils to engage with the teacher in improving their learning in religious education. Pupils understand how this methodology guides them to improve their learning and make progress through the levels of attainment in religious education.

### **How well does the content of classroom religious education meet the requirements of the Curriculum Directory?**

#### **Grade 2**

The recent introduction of the composite units has enabled the school to ensure the areas of learning fully match the requirements of the Curriculum Directory. This is becoming effective in raising standards and overall learning in religious education across the year groups. Planning is rigorous and is overseen by the leader of religious education and the Headteacher, within their termly monitoring and review schedule. The teachers' planning reflects the use of a variety of resources, including effective use of ICT for both research and consolidating learning opportunities across the Key Stage 2 in this Junior School. This includes the planned coverage of other faiths, for example the Year 4 visit to a Synagogue. Scrutiny of the timetables provides evidence of how the school fully meets the 10% requirement to teach Religious Education, from the Bishops' Conference.

### **Pupil achievement (as well as attainment and progress) in religious education**

#### **Grade 2**

Pupils' knowledge and understanding in religious education is being developed according to their ability levels and also through the coverage across the liturgical cycle. The school has begun to measure the impact of the newly introduced scheme on how well the pupils are accessing learning and making progress in religious education. There is evidence of planned differentiation, which is supported and overseen by the leader in religious education to ensure effective match to different ability levels. This is geared to narrowing the gaps in attainment. The moderation of learning is at an embryonic stage and the school is benefiting from the support, guidance and continuing professional development from the diocesan advisor, over recent times. The teachers are utilising the newly introduced tracking system, using 'Target Tracker.' This measures pupil progress in religious education against the attainment levels within the 'Agreed Understandings' in religious education. In this way all pupils are accessing learning appropriately according to their needs and ability levels. As the school has just begun this tracking process, it is not yet possible to analyse the specific progress in religious education of those pupils entitled to pupil premium. Work in pupils' books indicates they are making good progress since September. The subject leader is experienced in leading religious education and has good subject knowledge. She ensures that staff are supported to enable pupils to make good progress in their levels of knowledge of the catholic faith and their religious literacy. She has established links with the deanery and through the diocese for external moderation. Pupils are encouraged to know what they must do to improve their work and extend their learning, such as the newly introduced 'green pen' response to the next steps in learning from

the teacher. Pupils are more confident in their use of religious language and are developing their ownership of their learning in the topics delivered so far this year.

## **The quality of teaching**

### **Grade 2**

The quality of teaching is good overall. This is evident through observation of teaching across the school and the triangulation of the evidence base. The scrutiny of the work in their books, discussions with the pupils and analysis of the data, indicate that pupils are making good progress overall, since the beginning of this academic year. The introduction of the composite units has supported the growing skills and subject knowledge of teachers, which has inspired them to plan the effective delivery of their lessons.

The leadership team carry out focussed learning walks and drop- in visits to monitor the quality and impact of teaching on learning in religious education. The school has identified the importance of planned questioning to impact on the different levels of learning and attainment. Tracking sheets have been introduced to inform teachers of the rate and pace of progress through the levels of attainment in religious education. The data is now being installed on to their newly introduced 'Target Tracker' system. Teachers provide feedback orally and in marking, including opportunities for pupils to consolidate their learning. Effective examples of this is where the success criteria, linked to the levels of attainment, is used to empower pupils to know and understand how well they are doing and what to do next to improve further. Opportunities are provided for independent research and effective use of ICT, including the setting of homework activities. Some examples of this, identified during the inspection, from older key stage two pupils, are worthy of note. Pupils are well engaged in their learning. There was evidence of a calm, positive climate for learning, where pupils work collaboratively, share their ideas and are eager to improve their work. In this way, pupils are deepening their knowledge of both the faith, its traditions and rituals and the effective links through Scripture, in particular the use of Mark's Gospel within the current 'From Lent to Easter' theme on the events leading up to the passion of Christ. The delivery of the units is well supported through good questioning and effective guidance from other adults for those pupils with significant additional needs.

## **The effectiveness of the leadership and management of religious education**

### **Grade 2**

The leader of religious education is ably supported by the Headteacher to support and develop the religious education programme across the school. She has introduced the composite units in religious education since September, and organised effective, continuing professional development for all teachers. This is empowering them to develop their skills and knowledge to deliver the units effectively. She is fully committed to developing high standards, with a 'clarity of purpose'. Her vision and determination is influencing the improved systems and structures. The monitoring and review process includes her effective encouragement, support, guidance, and in particular, challenge to teachers, to aspire towards higher expectations in the outcomes for religious education across the phase. This shared focus includes planned and regular meetings through a range of clear and rigorous strategies. These address the identified areas for improvement, as the new scheme develops. The planned use of other adults in the learning process empowers those pupils with additional needs to access their learning and make effective progress. This continued drive to raise standards in religious education, is influencing the school's role in enhancing the mission and promotion of religious literacy across the school.

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

- Continue to develop the skills and confidence of teachers to moderate levels of attainment in religious education
- Improve and develop moderation skills, the school will be able to track the levels of attainment more accurately, closing the gaps in attainment towards the higher levels, by the end of key stage two.

## **B. The Catholic life of the school**

*How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?*

### **What has improved since the last inspection?**

The recommendations from the previous inspection relating to religious education have been implemented. The school has developed the prayer life of the school, with an identified priority this year to empower more ownership by pupils in planning and leading worship.

### **The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget**

#### **Grade 2**

The school ensures the full 10% commitment is devoted to religious education. The school is celebrating stability in staffing levels including a high proportion of Catholic staff, which enables them to continue to enrich the catholic life and traditions of the faith. The induction programme for newly appointed staff includes monitoring by experienced colleagues with regular continuing professional development opportunities, including those led by the diocese and the school's growing network links. The Governing Body ensures its financial commitment to the allocation of funds for religious education matches that for other core areas. They carry out regular audits of resources to ensure their suitability and match to enhance the learning opportunities across the year groups.

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

#### **Grade 2**

A range of prayer opportunities are developed including planned worship following the Diocesan guidelines and suggestions for pupil led worship. The class prayer books demonstrate the liturgical links, for example how the pupils pray about 'suffering during Lent' in their classes. Spontaneous opportunities for prayer are encouraged, including reactions to personal circumstances, such as that observed during the inspection with the prayer dedicated to a pupil's 'great grandma' who had died that morning. Traditional prayers are developed including the 'Lectio Divina' in the autumn term and the newly introduced 'Examen' during the 'Lent to Easter' theme. Daily prayer is followed across the school, with planned opportunities for special events to be marked with specific prayers. The school has planned coverage of the liturgical cycle, during the weekly assembly, led by the Headteacher. These include, reflections on Corpus Christi, the celebration of Pentecost and how Pope Francis reminds us all and urges us to 'think of others, through 'Peace Sunday,' the Feast of Christ the King, and the reflections on the symbols of Advent, as examples from the recorded presentations delivered over time to the pupils.

### **The commitment and contribution to the Common Good – service and social justice**

#### **Grade 2**

Pupils interviewed during the inspection were eager to share with the inspectors their understanding of the way they should help others less fortunate than themselves. They were keen to outline the range of secular and catholic charities, including, Marie Curie, CAFOD, the Catholic Children's

Society, Red Nose Day, and how their Food Bank collections are supporting local refugees. The pupils also initiate their response to the call to service and justice, for example through their cake sale, as part of their fundraising for the Catholic Children's Society. The planned activities within the creative curriculum include their Black History International week which empowered pupils to experience the joy of 'drumming' from within different cultural heritages. The 'eco awareness' and recycling activities include the 'book exchanges' to raise money for their school library. Pupils' roles and responsibilities include the buddy system and how the school councillors effectively use their 'nurture room' to support vulnerable children, through a programme of peer support. Pupils shared with inspectors their awareness of how their Lenten opportunity is helping them to develop self sacrifice. They explained their commitment to 'make a special effort in almsgiving,' linked to their mission statement of 'through our actions, we try to live as Jesus did.' Pupils are proud of their school and respect and value each other.

### **Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf**

#### **Grade 2**

The triple partnership between home school and parish is a 'strength' of the school. This is borne out through the discussions with a group of parents and the parish priest. The Governors fully acknowledge and appreciate the rich and varied support, guidance and advice from a range of officers and advisors from the Diocese over many years. The Governing Body ensures they keep up to date with Diocesan continuing professional development, affecting Diocesan policy and practice. The school is used regularly by the parish catechetical team to support the First Holy Communion and First Reconciliation Sacramental programmes. Parents appreciate the year group Masses celebrated in the parish. This contributes well to the catholic life of the school, endorsed by parents and governors. The Headteacher has developed recent networks through the deanery and local voluntary aided schools and is actively raising the profile of the school locally. Her 'open door' policy, whilst being very appreciated by the parents, also ensures issues are swiftly dealt with and parents are supported and reassured. Parents greatly value the school's commitment to meeting their needs, such as the way 'the school supports my child with significant additional needs'. They acknowledged how their children 'are living their faith.' This includes examples of how parents are learning from their children. The regular School Newsletters, Wednesday Word and Religious Education Newsletters, are welcomed by parents. This enables them to continue their support for their children at home and keep abreast of key local and wider Church issues. The response to the parental questionnaire supports this high level of acknowledgment and appreciation by parents for the work of the school on behalf of their children. The gifts and talents of the pupils are celebrated in partnership with the Infant school as a 'Talent Show' run annually by the Parents' Association. There are effective systems established for transition from the infant school to the junior school.

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

#### **Grade 2**

The Governing Body is ably supported by the Headteacher and leader of Religious Education to continue the mission and development of this Catholic School. They evaluate and review the content of religious education to ensure that a range of rich and creative experiences are planned. This includes the teaching and traditions of the church. This empowers the pupils and staff to reflect on

their catholic way of living. Governors provide effective challenge and support to the leadership team, including encapsulating the views of parents, staff and pupils. This includes its efforts to raise standards and move the school forward. The clear vision and direction is being developed through their planned strategies and forward thinking to enhance the catholic mission of education, to where it is evident that 'there is a real feel for the religious education and catholic life developments in this school.' The mission statement is central to the ecclesial dimension of the school, and through its updated and reviewed policies and practices. Through this determination and commitment, the Governing Body, in partnership with the Headteacher, place the importance of religious education, worship and the call to service and justice, as central to their rigorous and accurate self-evaluation. This is endorsed through their accurate understanding of what the school needs to do in order to embed its distinctiveness as a Catholic school. The Governing Body has robust systems in place to monitor and evaluate the performance management of the leadership team. This supports the school's own performance management strategies, which influences the overall effectiveness of this school.

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

- Empower more pupil confidence and ownership in planning and leading liturgies
- Enable pupils to have more ownership and influence in identifying and developing fundraising for local and wider charities