

# St Monica's Catholic Primary School

Cannon Road, Southgate, London N14 7HE

Date of inspection by Westminster Diocese: 13 March 2020



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- The content of the religious education curriculum meets the requirements of the Religious Education Curriculum Directory.
- Children achieve well in Reception. Children are able to use their emergent writing skills in religious education lessons.
- The early years and other classes seen make good use of the Forest School area to enhance religious education lessons.
- Pupils are gaining a good knowledge of scripture and religious literacy as they progress through the school.
- Pupils with special educational needs and/or disabilities are being well supported in all classes and achieve well.
- The quality of teaching is not yet consistent and leaders are aware of this. Teaching varies from some outstanding practice seen to requiring improvement.
- The headteacher is passionately committed to improving the quality of teaching and learning in religious education.
- Governors are well informed and eager for the school to prosper.

### Classroom religious education is not yet outstanding because

- The quality of teaching and learning is not consistent in all classes and key stages.
- Opportunities are being missed to enhance art and creativity in religious education lessons in pupils' books and other recorded work.
- The curriculum in teaching about other world faiths is not planned and sequenced in enough detail so that pupils can revise their prior learning and remember more.

### B. The Catholic life of the school is outstanding

- It is the leadership of the Catholic life of the school that has made this judgement outstanding. All aspects of school life are underpinned by the 'Mission and Vision Statement' - 'Strive to succeed in the presence of God'.
- Pupils' own voices are strong and articulate in this school. Pupils are justifiably proud and happy to be attending such a committed Catholic school.
- There is 10% of curriculum time devoted to religious education as required by the Bishops' Conference; this is clearly timetabled for every class.
- Prayer and worship are central to the life of this school and are judged to be outstanding. There are extensive opportunities for worship and prayer. Pupils write and compose thoughtful and meaningful prayers. Prayer journals are of high quality.
- The school is outstanding in its work to promote the Common Good. St Monica's has established a genuine commitment to the Common Good over many years. The school understands the call to human flourishing.
- The school is committed to partnerships and good relationships with parents, local schools and the diocese. Links with the local parish church and priests are equally very strong. Parents and pupils recognise the importance the school places on its Catholic life.
- The effectiveness of the religious education leadership team and governing body in promoting the Catholic life of the school is judged to be outstanding. There is a shared commitment from the headteacher, staff and governors to ensure the centrality of the Catholic life of this school.

## A. Classroom Religious Education

### What has improved since the last inspection?

The school has complied with all the recommendations since the previous inspection in April 2015. The governing body are now provided with detailed analysis of attainment and progress in religious education (RE). Marking is thorough and helps pupil to learn more. The school continues to work on the skills teachers need to deliver effective RE lessons. Training opportunities are plentiful.

### The content of classroom religious education is good

The content of St Monica's religious education curriculum meets the requirements of the Religious Education Curriculum Directory. There is one core RE scheme in place across the school. The curriculum is planned for by the RE leadership team. Pupils get the chance to write and study passages of scripture, sometimes in depth. There is some evidence to show creativity in the teaching and learning of RE in some classes, but the school needs to provide more of these opportunities in both Key Stages 1 and 2. Pupils are being taught about other faiths such as Judaism, Sikhism and Islam; however, they do not always review and revise their learning as they progress through the school. Leaders have plans to address this. More detail needs to be added to the planned curriculum. The school has invested in a range of resources linked to the Religious Education Curriculum Directory, including Bibles. The sequencing, planning and content of the school's RE curriculum is thorough. Pupils are provided with opportunities to learn about saints and inspirational people such as Pope Francis and St Teresa of Calcutta. The liturgical year is being closely followed and matched to pupils' learning. The curriculum in the early years is well designed and gives pupils a good opportunity to learn in an age appropriate way about their Catholic faith. The programmes of study for Key Stages 1 and 2 are clearly mapped out and understood by teachers.

### Pupil achievement in religious education is good

Attainment on entry to the school is average. Children thrive in the Reception Year and achieve well. Attainment and progress are variable as they progress through the school; this is the case for both individual classes and across key stages. Pupils display a good standard of religious literacy and awareness in Year 6 and so are well prepared for the next stage of their education. Pupils are articulate and many of them can recall what they have learned in previous years. Progress and attainment overall are judged to be good. Children achieve well in the Reception Year, in both indoor and outdoor settings, and the early years are well resourced. Children were able to tell teachers that the creation story comes from the Bible and the Book of Genesis. Children were able to use their emergent writing skills in the early years to record their thoughts and ideas. They also have the opportunities to draw and paint in RE activities. The early years make good use of their Forest School area. In Key Stage 1, pupils were learning about Lent and the three practices of Lent. Pupils spoken with in Year 2 showed a good level of religious literacy. In Key Stage 2, pupils in Year 4 were following the Stations of the Cross in the Forest School area. A noteworthy aspect of this was the quality of written work on their worksheets, which was evident in their writing about the facts and history of the events of Holy Week and especially in the quality of written prayers. High-quality writing and excellent composition of prayers were seen in several classes. Year 6 pupils were able to talk in some depth about their knowledge of scripture and their understanding of for example, the Beatitudes. Pupils are clearly gaining a good knowledge of scripture and also religious literacy as they progress through the school. Assessment and marking help pupils know what they have to do to make their work even better. Pupils know about other faiths but, because of the design of the curriculum they cannot recall much of what they have learned as they do not get a chance to revisit or revise their prior learning. Pupils with special educational needs and/or disabilities (SEND) are being well supported in all classes and achieve well from their starting points.

Support staff are well deployed in classes and make a good contribution to learning. Teachers make adaptations to ensure SEND pupils can access learning and make progress.

### **The quality of teaching is good**

The quality of teaching is not yet consistent across the school and leaders are fully aware of this. Teaching varies from some outstanding practice seen to requiring improvement; however, looking at books, observing lessons and talking to pupils at length led the inspectors to believe that the quality of teaching can be judged good overall but with areas for improvement. The Forest School is being well used by the classes seen during this inspection. It is an asset that helps pupils learn more deeply about nature and creation and to integrate this with their learning in RE. Teaching in the early years is of a high standard and children are listened to and guided in a sensitive and child friendly way. All areas of early learning are well taught by both teachers and support staff. In some lessons, pupils were fully engaged in their learning and were enthusiastic and eager to learn more. In others the pace of lessons was slow, pupils were passive and the response to teachers questioning was much weaker. In a scrutiny of pupils' books, it was evident that teachers have focused heavily on children's writing and understanding of scripture. Opportunities to enhance the creative aspects of learning such as through art and music were limited. When pupils are provided with the chance to do independent research and use information and computer technology (ICT) they became enthusiastic and eager learners. This was seen in one Year 5 class where pupils were using computers and tablets to explore the question of responsibility in the wider world. They were also designing a poster linked to 'Lenten Promises'. Behaviour of pupils in this lesson and in some others was outstanding. Pupils in most classes were polite and respectful in trying to respond to questions. Year 6 pupils in one class were also able to discuss in a meaningful way the events of Palm Sunday and how we celebrate this today. Reading standards in every class were high and pupils can easily access Bibles and read fluently some complex passages. Leaders monitor the quality of teaching and know in detail what quality teaching looks like and where it needs improving.

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

The leadership and management of RE are judged to be good. A long-standing leader of RE left in the last academic year and so both leaders of RE and Catholic life are new in post. They are ambitious and eager to drive up further standards of teaching and learning in RE. They know what they need to do in designing the curriculum and in improving the quality of teaching. The headteacher is passionately committed to the school and improving the quality of teaching and learning in RE. She knows her school very well and is open and honest about what needs to be done. The documentation is of a good standard and the school's own self-evaluation is a very accurate and useful document for future development. This inspection confirms every key judgement the school has made in its self-evaluation. Governors are well informed and eager for the school to learn from best practice. New governors are in post to share the role of challenging and supporting the school and they display a good awareness of strengths and areas for development. Governors ask searching questions and provide a good balance of support and accountability.

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

- The quality of teaching is not consistent across the school. In some areas this is limiting pupils' progress and understanding. Leaders need to provide training and support to make sure that the quality of teaching is consistent across the school and is as good as the best seen.
- Provide more opportunities to enhance art and creativity in pupils' books and recorded work.
- Plan and sequence the RE curriculum so that pupils may research in greater depth and learn and remember more about the other world faiths they are studying.

## B. The Catholic life of the school

### What has improved since the last inspection?

All areas for development in the previous inspection report have been fully addressed. The outside area has been extensively developed and is used throughout the year for a variety of lessons, liturgies and acts of worship. Prayer groups are highly developed and pupils' writing of their own prayers and thoughts is of a high standard. The school continues to support an overseas charity and currently supports a school in Sri Lanka in its mission.

### The place of religious education as the core of the curriculum

**is outstanding**

There is 10% of curriculum time devoted to RE in every class, as required by the Bishops' Conference of England and Wales. This is clearly timetabled and is central to the life of the school. A very generous budget has been set for the last three years and new resources acquired to support the implementation of an exciting RE curriculum. Training opportunities for staff are extensive and funded through the RE budget. Parents and pupils recognise the importance the school places on its Catholic life. It is the leadership of the Catholic life of the school that has made this area outstanding. A distinctive feature of the school is the fact that many older pupils knew the full version of the school's Vision and Mission Statement and younger children all knew the shortened version. All aspects of school life are underpinned by this delightful Mission and Vision Statement:

**Strive** to succeed in the presence of God

**Together** as a Catholic Community,

**Everyone** – children, staff, parents, carers and parish

**Achieves** in their own unique way and tries to be

**More** like Jesus.

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

**is outstanding**

Prayer and worship are central to the life of this school and are judged to be outstanding. There are extensive opportunities within the school for worship and prayer. All classes have prayer areas, a prayer focus and appropriate liturgical colours for the year. Displays of work in classes and all around the school celebrate its catholicity. Pupils of all ages and all key stages play an active part in prayer and liturgy in a variety of ways. Pupils write and compose prayers extensively and enjoyed reading and sharing these with inspectors. Evidence of the prayer and liturgical life in the school is clear from the school's website which also displays the close links to the local parish church. Prayer and worship are integral to the daily life of the school. There is a planned programme of prayer and liturgy across the year. Retreat days take place annually for Years 4, 5 and 6. These provide the children with the opportunity to reflect on a variety of themes including the example of the saints and Stations of the Cross. During Lent, all pupils join together to learn about and in some cases re-enact the Stations of the Cross. Pupils do have the opportunity to lead and participate in all liturgies and sacraments. Leaders wish to develop and enhance pupil chaplaincy still further.

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

**is outstanding**

The school is outstanding in its work to promote the Common Good. St Monica's has established a genuine commitment to the Common Good over many years. The school genuinely understands the call to human flourishing. Pupils are given a wide range of opportunities to develop and celebrate their gifts and talents both in school and also in the wider world at large. They are well prepared for

life in modern Britain. The school's mission statement makes clear that each pupil is unique and that together they strive to be more like Jesus. Pupils are encouraged to use their talents to benefit and serve others. Opportunities to be of service within the school community are plentiful such as school council and the use of 'worry boxes' to foster wellbeing. Pupils are taught the importance of living out the Gospel values of love your neighbour. They display a good understanding of the theology that underpins their actions. The school has forged strong partnerships with a number of agencies they support annually. Among these agencies are in Lent 2020: The Passage, Cafod, a local 'dementia café' and a local St. Monica's soup run. Pupils also support the work of a retired teacher who is now running an orphanage in Sri Lanka – the FARschanmugam Trust. The school supports the Fair Trade work of St Monica's parish and are working towards achieving Fair Trade status this academic year. Pupils are developing understanding of some of the moral issues of the day and are eager to do good works in the world and be of service. This is particularly evident in the work pupils do around Pope Francis's call to protect the earth and environment in 'Laudato Si'.

**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 outstanding**

The partnerships with parents, school and parish are judged to be outstanding. Parents were spoken with in a meeting during this inspection and via the very good response rate to the survey. These were almost all positive of the Catholic life and work of the school. There are teachers, parents and governors who all attended this school so it is well rooted in the community it serves. This area of collaboration is a major strength of the school. The school is committed to partnerships and good relationships with parents, local schools, the parish and the diocese. The new RE leadership team attend all relevant diocesan events and the school participates in deanery meetings in the local area. Links with the local parish church are equally very strong. The parish priest and all priests are frequent and welcome visitors to the school and play a key role in the Catholic life of the community. Pupils said they look forward to these visits. St Monica's considers itself to be an integral part of the community of the Diocese of Westminster, the local deanery and is a committed Catholic school within the London Borough of Enfield. The headteacher ensures the school maintains strong partnerships with parents, parish, local schools and the diocese.

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

**is outstanding**

The effectiveness of the leadership and management in promoting the Catholic life of the school is judged to be outstanding. The school mission: 'Strive to succeed, in the presence of God', is evident in every aspect of daily life. There is a shared commitment from the headteacher, staff and governors to ensure the centrality of the Catholic life of this school. Governors share in the leadership of the school with energy and enthusiasm and support the school in strategic matters. Pupils' own voices are very strong and articulate in this school. Pupils all across the school enjoyed discussing their work in RE and were justifiably proud and happy to be attending such a dedicated Catholic school.

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

- Develop and nurture a pupil chaplaincy team.

## Information about this school

- The school is a two form entry voluntary aided primary school in the London Borough of Enfield and in the locality of Palmers Green.
- The school serves the parish of St Monica's, Palmers Green.
- The proportion of pupils who are baptised Catholic is 97%.
- The proportion of pupils who are from other Christian denominations is 0.7% and from other faiths is 0.4%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 78%.
- The number of teachers with a Catholic qualification is 2.
- There are 5.5% of pupils in the school with special educational needs or disabilities of whom 10 have statements of Special Educational Needs and /or 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.
- 16 pupils receive the Pupil Premium (4%), 10 of whom are currently eligible for free school meals

<b>Department for Education Number</b>	308/3503
<b>Unique Reference Number</b>	102039
<b>Local Authority</b>	Enfield

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary
<b>Age range of pupils</b>	4 - 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on roll</b>	418
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Furlong
<b>Headteacher</b>	Mrs Kate Baptiste
<b>Telephone number</b>	0208 886 4647
<b>Website</b>	<a href="http://www.st-monicas.enfield.sch.uk">www.st-monicas.enfield.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@st-monicas.enfield.sch.uk">office@st-monicas.enfield.sch.uk</a>
<b>Date of previous inspection</b>	23 April 2015
<b>Grades from previous inspection:</b>	
<b>Classroom religious education</b>	Good
<b>The Catholic life of the school</b>	Outstanding

## 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 14 lessons or part lessons were observed.
- The inspectors attended 3 acts of prayer and worship in classes.
- 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, observations and discussions with 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.

Mr Sean Flood	Lead Inspector
Mrs Norah Flatley	Associate Inspector
Mrs Elizabeth Nye	Associate Inspector
Mrs Angela Noronha	Shadow Associate Inspector

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