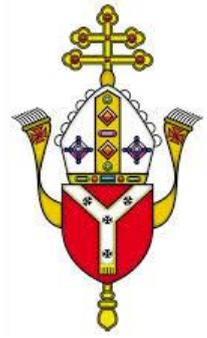


# St Lawrence Catholic Primary School

Victoria Road, Feltham, TW13 4FF

Date of inspection by Westminster Diocese: 2 March 2018



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- The Curriculum Directory for Religious Education forms the basis of the curriculum programme.
- Pupils' attitudes to learning including individual work, group and whole class work are consistently positive.
- Pupils' religious literacy is good and they are confident in their use of religious language.
- Teaching is good across the school with a few examples of outstanding resulting in most pupils making good progress and achieving well over time.
- Teachers have high expectations and plan and teach lessons leading to a deepening of pupils' religious literacy.
- A clear vision and commitment to the school's key role in the educational mission of the Church are evident and religious education influences all aspects of school life.
- Leadership actively supports staff professional development to further their knowledge and expertise in religious education.

### Classroom religious education is not yet outstanding because

- The structures and processes employed to monitor and track the quality of teaching and learning in religious education are not formalised.
- Planning does not provide sufficient opportunities for pupils to make rapid and sustained progress.
- Self-evaluation is not wholly accurate and up to date.

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

- The school is a vibrant, alive and engaging Catholic community evident through displays across the school.
- The curriculum time for religious education is 10% and so meets the requirements of the Bishops' Conference.
- Religious education has a good status within the school and the parent community and has a budget in line with other core subjects.
- The school excels in offering daily opportunities for pupils to pray and reflect.
- The liturgical year is the foundation of all experiences and opportunities for prayer and reflection.
- Pupil engagement in both planning and preparation of prayer and worship is an integral part of the school's commitment to them.
- Pupils have a good understanding of the theology underpinning their call to action and social justice.
- The Church's call to action for justice and peace is fully appreciated and understood by all.
- Pupils are actively engaged in supporting those in need, over time and in depth and proactive in creative ways of responding locally, nationally and globally.
- Partnership is a key and central part of the school's understanding of itself with its immediate wider community.
- Parents clearly value all that the school does for the children.
- The school recognises the parish as the main experience of Church for Catholics.
- The school's leadership is fully committed to the Church's mission in education.

## A. Classroom Religious Education

### What has improved since the last inspection?

The school have updated their marking policy, which gives pupils the opportunity to assess their own learning and begin to move on to the next steps. A new scheme of work is being introduced in stages across the school in an attempt to support pupils attaining at greater depth.

### The content of classroom religious education is good

The content of the religious education curriculum for this Catholic school fully meets the requirements of the Religious Education Curriculum Directory (RECD). There are currently two schemes for religious education (RE) being used with plans to ensure the whole school is working from the same scheme by next academic year. There is some evidence to show creativity in the teaching and learning of RE but this is not yet fully developed. Pupils are taught about other faiths in an age appropriate way and children can explain what they have learned. The school has invested in a range of resources linked to the RECD, including Bibles. The structure, planning and content of the RE curriculum and individual lessons are good and but in some there is a lack of creativity and opportunities for pupils to express their own ideas and talents. Teaching assistants support pupils well in lessons.

### Pupil achievement in religious education is good

Pupil achievement, attainment and progress in RE are all good. Pupils' behaviour in lessons is good and they are engaged and interested in their learning. Pupils clearly enjoy their religious education classes and have very positive attitudes to learning. The introduction of the 'Big Question' has helped to raise the profile of religious education and put a greater focus on AT2 (Learning from Religion). In lessons the pupils were happy to share their faith and key beliefs. Pupils' religious literacy is good however, greater opportunities could be provided to enable pupils to demonstrate this in their extended writing. Teachers' evaluation of pupils' achievement is mostly accurate. Pupils make good progress in developing their religious literacy, including those who have additional learning needs. Although work in religious education is moderated and the school is involved in diocesan moderation activities, the systems and structures for monitoring and tracking progress now need to be formalised so that any underachievement can be quickly identified and actions taken.

### The quality of teaching is good

The quality of teaching is judged to be good overall with some examples of outstanding. Where teaching was highly effective such as in a Year 5 class, questioning was of a very high order and allowed pupils to make rapid progress in their learning. The work given to them was matched to their abilities and pupils were clear in what they had to do to improve. Pupils across the school were keen and enthusiastic learners and were making good progress. Pupils were also keen to share their work and discuss what they knew about RE. One pupil told inspectors they enjoyed RE lessons as it 'helped them to get closer to God and understand what their faith was really about.' Teaching in the Early Years classes was at least good and the young children receive a good start to their school life in a secure and well set out environment. Support staff played a key role in all classrooms to support a wide range of pupils of all abilities. Behaviour for learning in all classes was very good.

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

Leadership and management of RE is good. There is an interim headteacher, acting deputy headteacher along with a newly appointed RE leader. The RE leader is very committed to her role but needs support to understand how to formalise the systems and structures which will assist her in monitoring and tracking classroom RE across the school. There is a programme of monitoring in place, which aids staff in the delivery of classroom religious education, identifying those that might need additional support or who are new to the school. It ensures that staff are able to deliver the curriculum with in-house continuing professional development and with the training available from the diocese. There is a good relationship with other schools in the deanery, both primary and secondary and the school takes part in regular cross-school and paired moderation in order to validate their own judgements. Systems now need to be formalised to ensure that leadership and management can monitor and track ongoing developments and next steps in classroom religious education.

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

- Formalise systems and structures for monitoring and tracking the quality of teaching and learning in RE.
- Ensure that planning provides opportunities for all pupils to make rapid and sustained progress.
- Ensure that school self-evaluation should be on-going, shared, accurate and owned by the whole school community.

## B. The Catholic life of the school

### What has improved since the last inspection?

The school has evaluated and developed the role of pupil led worship across the school and it is evident that pupils are confident at planning, preparing and leading acts of worship and enjoy their role in doing so.

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

**is good**

Pupils are offered a quality and experience of religious education that is good. While curriculum time for religious education does not fully meet the Bishops' Conference requirement for 10%, a review of the timetable would ensure that there are more opportunities to make rapid and sustained progress. An impressive feature of the school is the beautiful displays and examples of children's work in all buildings. RE is very well resourced and has a budget, in line with other core subjects. The leadership team and governors are fully committed to the development of RE and ensure that opportunities for training and staff development are available to all staff.

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

**is outstanding**

Worship and prayer are central to the life of St Lawrence's school and take place regularly both at whole school and at class level. Its provision is an outstanding element in the life of the school. The school mission statement is regularly referred to 'Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God's love and care.' Pupils know and live their mission statement. Pupils are confident at planning and leading worship sessions and gospel assemblies, enabling prayer opportunities for all. The school prayer garden is open to pupils and they are allowed to visit for quiet reflection and prayer. The 'Little Larries' are actively involved in supporting the younger classes prepare for class worship and meet to help them decide on readings and prayers. They take great pride in their role supporting younger pupils in this way. The Prayer Club meets each week and spend time reflecting and writing individual prayers. Each class has appropriate RE displays and focus areas that reflect the current liturgical time of year and current learning focus. Year groups regularly celebrate Mass in the parish church and take part in traditional Catholic practices depending on the liturgical season. Parents are encouraged to participate actively in assemblies and in the celebration of Mass. Houses are named after saints and pupils know who St Lawrence was and can talk about him confidently.

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

**is outstanding**

Pupils are regularly exposed to Catholic social teaching at St Lawrence's so that they learn from an early stage how to put faith into action, locally, nationally, and internationally. At their own levels, the pupils understand very well the foundation of their work for charities. They support a number of charities such as Cafod, Shooting Stars, The Passage and the Catholic Children's Society. The school has a long-standing partnership with a school in Tanzania and on occasions share worship and assemblies with them over Skype. Staff have visited the school and teachers from Tanzania have visited St. Lawrence's. Pupils can articulate the theology that underpins their call to action and do so enthusiastically. Little Larries support the spiritual and religious life of the school and they are proud of their important role. Pupils have a range of opportunities during their time at school to demonstrate their call to service and social justice such as; school councillors, young leaders, buddy system, house and sports captains to name a few. Pupils' spiritual, moral, social and cultural

development is excellent.

**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 school has excellent links with the parish and with parents. The parish priest speaks highly of the school's work with parents in supporting families in their Catholic practice. He visits the school regularly and is known to the pupils. There were 213 responses to the school's Catholic questionnaire and the overwhelming majority were very positive. One parent said, 'At St Lawrence's school, the family becomes members of a special community. The children and family are enriched by the opportunity to grow in faith.' Governors live within the school's catchment area and are active in the parish. They know the school-parish community well. The school takes an active part in all deanery activities and makes excellent use of the services offered by the diocese to develop staff and carry forward their improvement priorities.

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

**is outstanding**

The interim headteacher and acting deputy headteacher, senior leaders, teachers, support staff and governors are committed to promoting the Catholic life of the school and show a deep commitment to the school's mission in Catholic education. Pupils are familiar with the mission statement and can explain their understanding of it. Staff are well supported and have access to professional development opportunities. The school actively promotes the Catholic Certificate Religious Studies among staff and, as a result, there are high numbers of staff who hold this certificate. The whole school reflects the vision of the leadership team in the relationships displayed by all members of the community and in the respect and care they show for each other. There is no mistaking the centrality of Christ in the school. This is shown through the displays, the assemblies and the relationships modelled by the staff and taken up by the pupils. Governors challenge and support the school well and offer excellent support for the school's Catholic life. They visit regularly and are a visible presence in the school and at Mass and assemblies.

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

- Review the time given to RE to ensure that all pupils have opportunities to make rapid and sustained progress.

## Information about this school

- The school is a two-form entry Catholic primary school in the locality of Feltham.
- The school serves the parish of St Lawrence's, Feltham.
- The proportion of pupils who are baptised Catholic is 99.6%.
- The proportion of pupils who are from other Christian denominations is 0.2% and from other faiths is 0.2 %.
- The percentage of Catholic teachers in the school is 76 %.
- The number of teachers with a Catholic qualification is 10
- There are 15 % of pupils in the school with special educational needs or disabilities of whom 7 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic 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.
- 49 pupils receive the Pupil Premium (10%).

<b>Department for Education Number</b>	313 3503
<b>Unique Reference Number</b>	102527
<b>Local Authority</b>	Hounslow

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3 -11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on roll</b>	501
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ade Marques
<b>Headteacher</b>	Mr Leo Duggan (Interim)
<b>Telephone number</b>	020 8890 3878
<b>Website</b>	<a href="http://www.stlawrencesprimary.co.uk">www.stlawrencesprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:office@st-lawrence.hounslow.sch.uk">office@st-lawrence.hounslow.sch.uk</a>
<b>Date of previous inspection</b>	30 April 2013
<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 12 lessons or part lessons were observed.
- The inspectors attended 1 assembly and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire and conversations, 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.

Mrs Ann Staunton

Lead Inspector

Mrs Claire O'Neill

Associate Inspector

Published by the Diocese of Westminster

This publication is available at: <http://rcdow.org.uk/education/schools>

Vaughan House  
46 Francis Street,  
London  
SW1P 1QN

T: 020 7798 9005

E: [education@rcdow.org.uk](mailto:education@rcdow.org.uk)

W: <http://rcdow.org.uk/education>