



# St Margaret Clitherow Catholic Primary School

URN: 100180

Catholic Schools Inspectorate report on behalf of The Most Reverend John Wilson the Archbishop of Southwark

12–13 October 2023

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### Catholic life and mission (p.2)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

2

#### Religious education (p.3)

The quality of curriculum religious education

2

#### Collective worship (p.4)

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

1

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

Yes

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

Yes

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

Fully

## What the school does well

- Creates a happy welcoming environment, where pupils want to come to school and pupils thrive in their academic and personal development.
- Maintains strong parish school partnerships which enhance the spiritual life of the whole school community.
- Leaders effectively deploy staff and resources to enable the progress for all ages and stages at or above local and national levels.
- Provides opportunities through prayer and music to enrich every member of the school community.

## What the school needs to improve

- Embed systems and procedures which enable clarity of roles and responsibilities for Catholic life of the school.
- Individualised professional development to support whole staff contribution and personal development.
- Evidence governors and leaders understanding and participation in robust self-evaluation and monitoring at all levels.

## 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**

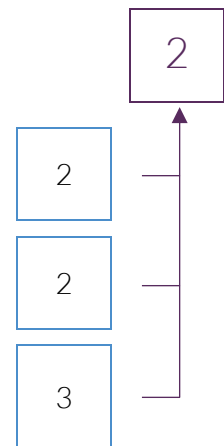
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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



The manner in which pupils respond to and benefit from the Catholic life of St Margaret Clitherow school is embedded. Pupils readily take part in and lead activities and events within the school and across the school community. A range of charities, local, national and global are supported and pupils give generously of their time to promote and engage in community events. Activities such as the Peace Doves project enable all pupils to engage in and develop their sense of purpose and spiritual development. Pupils feel safe and have a real sense of enjoyment around school. All pupils contribute to a calm and productive environment. Pupils speak openly about the Gospel messages and how these impact on their lives and actions. A pupil in assembly quoted the prodigal son as an example of how parables provide messages for life. Pupils are proud to pray and sing spontaneously to express their love of Christ. Pupils light up when they see the parish priest around the school and speak openly about how they value his inspiration in their responsibilities as active young citizens. Pupils' behaviour is exemplary, presenting as role models for each other. Pupils speak openly about opportunities which help them feel that 'God is by their side'. Pupils want to be at St Margaret Clitherow, they are keen to engage and talk about belonging.

St Margaret Clitherow school is a fully inclusive learning community, where all pupils are valued for who they are and where the teaching of Christ is at the heart of everything the school does. A dedicated team of staff ensure the children and pupils are provided with the best opportunities to develop a love of learning and reach their full potential both in the classroom and beyond. The school provides a range of opportunities, which enables all children of any age to engage in the principles of Catholic social teaching. A new school mission statement is implicit in provision to ensure that Christ is at the heart of the school. Parents and children are overwhelmingly positive in participation of the Catholic life of the school leading to a sense of calm and servitude in all aspects of the school community. Staff place the children at the centre of planning of provision.

Projects, such as the recent Hear My Story, are examples of the sense of community that brings families together. The parish priest is an integral member of the school leading and modelling vision and practice. Parents overwhelmingly report that their child is happy and feels safe at school. Parents consider St Margaret Clitherow school to be a supportive joyful community where staff present as positive role models.

Provision for relationships, sex and health education, (R(S)HE) meets both the statutory and diocesan requirements. Pupils speak highly of chaplaincy opportunities led by the parish priest. Leaders ensure active participation of the established pupil ambassadors attached to each class group and have established opportunities for pupils to proactively engage in the schools' mission and purpose as seen in the newly adopted mission statement. Governors are aware of and support the programme of R(S)HE provided through the Ten Ten programme. The school benefits from the chaplaincy lead on the Catholic life and mission provided by the parish priest. There is a lack of clarity over coordination within the school leadership or at governor level regarding challenge and monitoring of provision of Catholic life and mission. Performance management and appraisal does not always recognise the core development needs of all workers, leading to limited relevant and individualised professional development support.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

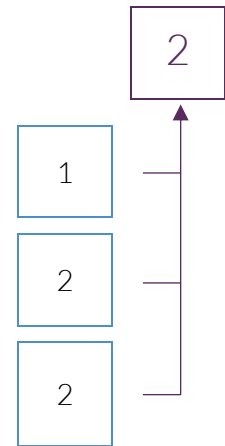
How well pupils achieve and enjoy their learning in religious education

#### 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 of all ages and stages make rapid progress above local and national averages. Pupils demonstrate good learning behaviours, high levels of concentration and experience well planned opportunities for independent and group learning; resulting in pupils in all year groups being fully engaged in activities and approaching tasks enthusiastically. Pupils' religious literacy and understanding of faith is not only exemplary but is used to articulate appreciation of provision. Pupils are curious learners who celebrate and deepen their faith through questioning. Pupils enjoy relating learning in religious education to other aspects of school life, linking learning to life through the use of scripture and reflection. Pupils know how to improve and make progress in their learning and can articulate what they need to do next to move their learning forward. Outcomes for disadvantaged and SEND pupils are strong and in line with other pupils in the school. Progress sits in line with core subject areas. Books are well presented, with a range of differentiated tasks appropriate to individual learning stages without compromising on the inclusivity of learning and outcome. Pupils take great pride in their work.

The religious education provision meets the requirements of the Bishops Conference being based on the Come and See programme. Teachers subject knowledge is solid. Teachers value religious education and have high expectations. Where teachers are most confident high levels of challenge are offered to pupils. Teaching assistants and one-to-one support roles are highly effective ensuring pupil needs are met through proactive guidance and clarity of expectation. Teacher questioning enables challenge and reflection guiding pupils to a deeper understanding. In places, highly effective assessment for learning is taking place. Teacher and additional adult support feedback is effective allowing space for reflection and review, moving learning forward at pace. Pupil outcomes are celebrated and recognised in a variety of appropriate ways, with pupils speaking openly about their appreciate of this recognition. The teaching of religious education at St Margaret Clitherow acts as an

additional tool for pupils' spiritual and moral development, with teachers giving pupils time to think about their reactions to stories from the Bible.

Leaders ensure that staff are suitably resourced to deliver the religious education curriculum. Teachers have clear strategic guidance regarding the delivery and expectations of learning in religious education. Teachers lead and manage the deployment and provision of resources for support staff effectively. Leaders and governors ensure that religious education is comparable to other core subjects this includes a 10% provision across the timetabled curriculum. Leaders ensure the curriculum is planned to ensure it is accessible to all learners. Leaders utilise a tracking system for data and assessment, providing sample work to clarify age related expectations. Leaders are working with the diocese for further guidance regarding moderation systems. There is a willingness amongst staff to take on further religious education development opportunities through in school professional development and through external programmes such as the Catholic certificate in religious studies (CCRS). Governors are informed of outcomes through governor reports and data for religious education is shared alongside core subject data. There is limited evidence of discussion surrounding provision and data at governor meetings.

## Collective worship

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

### Collective worship key judgement grade

**Pupil outcomes**

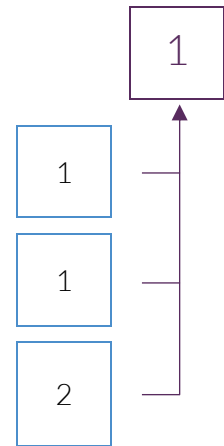
How well pupils participate in and respond to the school's collective worship

**Provision**

The quality of collective worship provided by the school

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Awe and wonder are a joy in this school. Pupils openly pray and sing spontaneously beyond scheduled and planned opportunities. Pupil behaviour and attitudes towards acts of worship is exemplary in both engagement and reverence which includes signing hymns in their daily practice. Pupils participate fully in prayer and liturgy, consciously responding to messages shared and relating them to their own lives. Pupils collaborate effectively with adults and each other to plan and deliver well-constructed experiences for prayer and liturgy. The Harvest Liturgy for key stage 2 is an example of a highly spiritual experience showing extensive pupil engagement and leadership. Mass is planned into the liturgical year with pupils taking an integral part in the services. Prayer and liturgy are central to the life of the school and its community. Pupils know and use the school prayers and want to share these with others. A year 6 pupil spoke about prayer experiences bringing God to him. Focal tables are present in every classroom and pupils utilise these to enhance their prayer experience. An example of this was a focal table being used to explore 'what makes a home', where use of scriptures were used as a resource to allow pupils to explore and describe the importance of home.

Parents and governors attend school liturgies and highly value the opportunity to do so. This supports the strong school parish partnerships, which have resulted in the formation of a family growing in God's love. Music and opportunities to use music, are a strength of the school enriching not only worship but are seen in lessons and the wider school. A comprehensive liturgical program involving a range of activities enables engagement of all staff and pupils. Where organisational management allows, the wider school community are invited to participate. Staff skilfully guide and support extensive pupil opportunity for engaging in and planning collective worship. Scripture passages are carefully and thoughtfully chosen; this leads pupils to explain each liturgy's message confidently. Well used prayer spaces are creatively situated throughout the school adding to the calm purposeful atmosphere, which enables ongoing reflections throughout the day. The school reinforces the strong parish partnerships holding celebrations for pupils undertaking their first holy communion in

recognition of pupils formation within the wider spiritual community. Parents speak with pride of their child's involvement in collective worship. One parent stated, 'The school is doing a great job with the children's spiritual life.'

A planned school calendar guides provision across the year and ensures the school marks events in the Church's cycle of seasons and feasts. This includes collective worship and appreciation of other faiths. Leaders expect learning linked to collective worship and other faiths to extend into the classroom and wider school, this can be seen in lessons where teachers refer to 'special weeks' and link subject matter in class to worship and spiritual experiences. This is regularly reviewed and evaluated by school leaders and the parish priest. The parish priest inspires exemplary practice. Pupils, in thanks, have written statements including 'you restore light in my soul', 'I strive to be as loving as you because you treat everyone in the church community like your own family'. The strong partnership between the school and the church places the family at its heart. Staff, leaders and chaplaincy all model exemplary provision of collective worship. Leaders have reviewed school prayers and policies with daily practice of three school prayers, morning, midday and end of school.



## Information about the school

Full name of school	St Margaret Clitherow Catholic Primary School
School unique reference number (URN)	100180
School DfE Number (LAESTAB)	2033666
Full postal address of the school	St Margaret Clitherow Catholic Primary School, Cole Close, Thamesmead, London, SE28 8GB
School phone number	02083101699
Headteacher	Mary Rooney
<b>Chair of Governors</b>	Monica Manley
School Website	<a href="http://www.lgfl.net/lgfl/leas/greenwich/schools/stmargaretclitherow/">http://www.lgfl.net/lgfl/leas/greenwich/schools/stmargaretclitherow/</a>
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	26th February 2016
Previous denominational inspection grade	Outstanding

## The inspection team

Catherine Burnett  
Isabel Quinn

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

