



# Our Lady of the Angels Catholic Primary School

URN: 140745

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Plymouth

Click to enter start date. –02 November 2023

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### Catholic life and mission (p.3)

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.5)

The quality of curriculum religious education

2

#### Collective worship (p.7)

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

2

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

- The school is a welcoming, supportive and inclusive community which enables pupils to feel safe and valued.
- The spirituality group work with the leadership to ensure that the continuing development of Catholic life is a priority for the school. They provide both challenge and support.
- Prayer reflects the liturgical life of the Church and assemblies encourage prayerful reflection.
- Pupils, staff and leaders demonstrate their commitment to caring for the vulnerable in society and following Pope Francis' plea to care for the planet.
- Leaders are committed to providing continuing professional development for staff with regard to Catholic life and Religious Education.

## What the school needs to improve

- Ensure there is a strategy in place that provides clear, well defined expectations for developing the skills of participation and leadership in each year group, enabling progression throughout the school.
- Ensure assessment systems in Religious Education are accurate rigorous and robust in order to be used effectively in monitoring and planning and lead to improved progress.
- Review the planning in Religious Education to ensure that tasks are sufficiently developed to enable pupils to achieve greater depth.

## 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

2

#### Provision

The quality of provision for the Catholic life and mission of the school

2

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

2

Pupils speak confidently about the school's mission statement and values. Pupils appreciate the support provided by staff. One pupil commented, "teachers always give us a chance to speak out and share our problems", and another, "all our teachers look after us". As a result, pupils feel happy, secure and safe within the school. Behaviour throughout the school is good. The respectful way staff interact with pupils ensures that pupils treat others with respect and value difference. They believe it is important to learn about other cultures and faiths so you can grow in understanding of how others think and feel. They see the school as inclusive and welcoming. A number of pupils who had transferred from other schools speak positively about this sense of inclusion, one pupil saying, "since I arrived here I have never felt left out". Pupils understand that Jesus helped others and was on the side of the poor and this inspires them to want to help others. They embrace the opportunity to become involved in charity work and take part in a variety of activities including supporting the local food bank, Cafod and Water Aid. Some of these activities are run by the Chaplaincy team. Pupils understand that Pope Francis wants people to care for the planet and can speak about the message of Pope Francis' letter to the world, Laudato Si. As a consequence, they understand the importance of caring for the planet and are involved in a variety of activities including picking up litter, writing to their MP, and taking part in Cafod's 'Live Simply' campaign.

The school's mission statement 'Love, Learn and Grow, inspired by Gospel Values' has recently been reviewed by the whole school community, parents, staff, parish members and pupils. It is highly visible throughout the school and inspires the policies and actions of the school. Staff actively support the mission of the school with each member of staff taking responsibility for a different aspect of Catholic life. For example, one member of staff runs the intergenerational

project and another the 'Agents of Change' group. Staff actively support the pastoral needs of pupils including those pupils with more complex needs. The school's environment reflects the school's Catholic character and a prayer space has been created which is available to all pupils at lunchtime and is run by the chaplaincy team. As one member of the Chaplaincy team explained, 'this is a place you can go if you feel a bit sad or lost at lunchtime'. Provision for RSHE meets all statutory requirements and is valued by pupils.

Leaders, governors and the spirituality group have a clear vision for the Catholic life of the school, which is seen as a priority. Their accurate self-evaluation, which includes the views of parents and pupils, enables them to recognise the steps the school needs to take in order to further develop. The spirituality group is made up of members of the parish and as well as providing effective support and challenge they also reinforce the school's link with the parish. Professional development opportunities for staff are provided on a regular basis and induction programs help new staff understand the Catholic nature of the school. There are systems in place to both support and engage with parents and parents are very supportive of the school. Information on keeping children safe is provided on the website and newsletters signpost parents to extra help and support. Leaders are concerned about the welfare of staff and staff feel supported though there is as yet no formal policy in place. Next steps for leaders and governors would include further embedding Catholic Social Teaching and continuing to develop the role of pupils in the school's self-evaluation.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

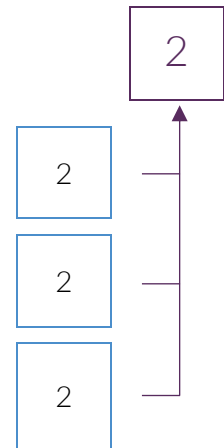
How well pupils achieve and enjoy their learning in religious education

**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 value their religious education and enjoy learning, as a result their behaviour in lessons is good. They are becoming religiously literate and even the youngest pupils can use subject specific words with confidence. In one Key Stage 1 lesson for example on Baptism pupils were able to identify features of a church and talk knowledgably about the role of Godparents. Pupils are aware of the connections between faith and life and are able to reflect on what scripture might mean for their lives. One pupil for example in explaining the parable of the Prodigal Son explained that this meant God was always willing to forgive and when talking about sacraments a pupil said that ‘sacraments help us become closer to God and each other’. When looking at the topic of creation pupils understood how the concept of stewardship was relevant to today’s world. Some but not all pupils are able to ask very reflective questions that lead to a deeper understanding. They value the opportunities provided to learn about other faiths and see this as relevant to life in England today. Disadvantaged pupils, including pupils with special educational needs, are well supported and make progress however the number of pupils achieving greater depth is limited because of the way work is structured. Whilst pupils are able to select work they feel they have done well their judgements at this stage are often superficial and not actually related to content. They are not yet secure in their understanding of the progress they are making.

Teachers value religious education and have high expectations which they communicate to pupils. Teachers celebrate success and give pupils the confidence to answer questions. As a result pupils are motivated to do well. They provide pupils with time to reflect in the lessons. Teachers have a good understanding of how pupils learn and plan lessons making use of drama, dance and art, however at times their subject knowledge is not secure and this can lead to some misunderstanding on the part of pupils. When questioning is used effectively it helps

support pupils understanding and enables them to recall past knowledge. Pupils' books sometimes fail to fully capture the oral understanding displayed in lessons. The use of floor books in Key Stage 1 helps capture some of the comments pupils make and their questions. Other adults in the classroom are used effectively to support pupils with specific needs and this enhances their ability to make progress. Feedback is provided to pupils on their work but this lacks detail and as a consequence pupils are unsure how to improve their work.

The Religious Education Curriculum meets all the current requirements of the Religious Education Directory and the school is already implementing the new directory in early years and Year 3. Leaders, including the spirituality group have a clear vision for the subject and ensure that religious education is resourced well and that all members of the school community regard religious education as a core subject. Staff are encouraged to develop their knowledge and understanding through a program of continuous professional development. They value this support and feel confident in seeking advice. Monitoring and evaluation of religious education takes place on a regular basis and this includes pupil voice. This self-evaluation which includes moderating work with other schools in the diocese, has provided leaders with a clear insight into how the subject can be further developed. Systems of assessment are now being used in religious education though at present this data is not robust enough to be used effectively.

## 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

2

**Provision**

The quality of collective worship provided by the school

2

**Leadership**

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

2

2

Pupils respond respectfully to the opportunities provided for them in prayer and worship. Even the youngest pupils are able to reflect quietly. They join in enthusiastically with the singing and this is enhanced through their use of signing. They know a variety of traditional prayers and can speak knowledgeably about the Church's liturgical year. This is enhanced by the opportunities offered to participate in different activities during the year such as stations of the cross or the crowning of Mary. They understand that the Gospel reading used in Monday's assembly reflects the reading in church from the previous Sunday. Follow up assemblies during the week enable them to connect scripture to the school values and the reflective questions used enable pupils to think about how this should affect their actions during the week. Older pupils act as prayer leaders during class prayer which involves them reading and sometimes writing their own prayers. Pupils are offered the opportunity to evaluate prayer and worship through pupil voice activities. Members of the chaplaincy team lead prayer and reflective activities during lunchtimes. All pupils have the opportunity to contribute once a year to their classes themed liturgy to which parents are invited. Pupil evaluation of prayer is limited, though it does form part of the school's self-evaluation of this area of work. There are plans in place to further involve the chaplaincy team in this.

Prayer is central to the life of the school and there is a daily pattern of prayer which emphasises the Church's liturgical year. All staff demonstrate high levels of commitment and set a positive example in prayer. Planned prayer and liturgy form part of a regular and comprehensive programme of routine gatherings, including the celebration of Mass, assemblies, and class worship. The prayer life is enhanced by a close partnership with the parish priest, who visits the school regularly to support spiritual formation of pupils. Those members of staff who are musically talented use their gifts to enhance the quality of the

schools' prayer life. Each classroom has a focal area for prayer and displays around the school reinforce the prayer life. The school has recently instituted a 'Saint of the month'. Images and details about the lives of these saints are displayed in the school and are used as a focus for prayer. Parents are regularly invited in to school to celebrate the Eucharist and to specific assemblies. Connections with the parish are enhanced through the work of the spirituality group and the school led the 'Stations of the Cross' for the parish and took part in a Lenten lunch.

Leaders are models of good practice to other staff and pupils and are highly committed to developing the prayer life of the school. The school calendar, with the support of the parish priest, is planned in advance to reflect the liturgical life of the Church, including the celebration of the Eucharist and reconciliation services. Professional development opportunities are offered to staff which ensures they place a high priority on prayer though at present staff rely on senior leaders to provide them with resources and structure for prayer within the classroom. Parents, through the Parent Teachers Association, have contributed to the development of the school's prayer life providing resources for classroom focal areas. Leaders and the Spirituality group regularly review and evaluate the prayer life of the school and include the views of parents and pupils. They have an accurate understanding of what the school needs to do to further develop the prayer life and this includes having a strategic plan to ensure that pupils can become effective leaders of prayer and worship.



## Information about the school

Full name of school	Our Lady of the Angels Catholic Primary School
School unique reference number (URN)	140745
School DfE Number (LAESTAB)	8803614
Full postal address of the school	Our Lady of the Angels Catholic Primary School, Queensway, Chelston, Torquay, TQ2 6DB
School phone number	01803613095
Headteacher	Amelia Harding
Chair of Local Governing Body	Adam Krasnopolski
School Website	<a href="http://ourladyoftheangels.eschools.co.uk">ourladyoftheangels.eschools.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Plymouth Cast
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	01/03/2016
Previous denominational inspection grade	2

## The inspection team

Ann Fowler

Dawn Summers-Breeze

## 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