



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 101797

Margaret Roper Catholic Primary School

Russell Hill Road

Purley

CR8 2XP

Inspection date: 08 October 2019

Chair of Governors: Mr Bernard Munn

Headteacher: Mr Dermot Mooney

Inspectors: Ms Ann Oddy

Ms Rufina Ebenebe

EDUCATION COMMISSION

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Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

Margaret Roper Catholic Primary is a voluntary aided school situated in the Croydon deanery of the Archdiocese of Southwark. The school is maintained by Croydon Local Authority. The principal parish which the school serves is St John the Baptist, Purley, with some pupils also coming from the parishes of St Gertrude's, South Croydon and St Aidan's, Coulsdon. The proportion of pupils who are baptised Catholics is 92%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 238. The attainment of pupils on entering the school is broadly average. The proportion of pupils for whom Pupil Premium funding is received is well below the national average. The proportion of pupils who have special educational needs (SEN) and / or disabilities is around the national average. Most pupils are of White British heritage and pupils with Other White or African backgrounds form the next largest groups. The proportion of pupils from homes where English is spoken as an additional language is 36%.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Margaret Roper Catholic Primary is an outstanding school because:

- It is a welcoming and inclusive school with a strong Catholic ethos. Pupils, staff, parents and governors enjoy being part of this happy community. The mission statement is at the heart of school life. It is known and lived by pupils and staff. Senior leaders and governors have a shared vision for the school and for excellence in Catholic education. They demonstrate a purposeful commitment to continued school improvement and to ensuring that the Catholic ethos of the school permeates all areas of school life. Pupils feel safe and happy and are proud of their school. They are aware of the needs of others and have a strong sense of social justice. Parents feel part of the school community and value the Catholic education it offers.
- The Catholic life of the school embraces all members of its school community. It is evident in the rich programme of events related to prayer and worship and the excellent relationships between staff, pupils, governors and parents. Effective systems of pastoral care support pupils and their families. Outreach includes caring for others in need and the school is active in supporting a wide range of charities. The school has excellent links with its local parish and the priest is very supportive of the school. Strong links with the Croydon deanery and the diocese reflect that the school and its pupils are active members of the wider Catholic family.
- Teaching and learning in Religious Education are good. Teachers are enthusiastic and convey this in their teaching. Good planning and interesting activities ensure that individual needs are met and pupils progress in their learning. Pupils enjoy their Religious Education lessons. They recognise the relevance of Religious Education to their own lives and can reflect on their learning.
- A wide variety of opportunities for collective worship celebrate the liturgical year, themes in Religious Education and school events. Parents are often invited and enjoy joining the school as part of a worshipping Catholic community. Collective worship is reverent and respectful, with a clear message for pupils to take out into their own lives. Prayer is central to school life. Pupils are familiar with the traditional prayers of the Church and at ease with composing and contributing their own prayers.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to raise standards in Religious Education by sharing good practice, the use of focused monitoring and embedding the new assessment procedures.
- Extend school self-evaluation to be more evidence based and include examples of actions taken and their impact.



Overall Effectiveness

How effective the school is in providing Catholic Education?

1

Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

2

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

2

Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1



CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils are fully involved in the Catholic life and mission of the school. They are proud of their school and are happy to be active participants in its Catholic life. They are confident in making suggestions for improvement, knowing they will be listened to and their views valued. They know they have a responsibility to be an active part of the school's mission, 'Caring, Learning and Achieving as part of God's family'.
- Pupils show great respect for each other and themselves. They are courteous and kind and know they have a part to play in making the school a happy and harmonious community. During this inspection, pupil behaviour was exemplary, in classrooms and around the school.
- They know it is important to forgive others and can relate this to the teachings of Jesus. They enjoy celebrating successes, both their own and those of their peers.
- Pupils are given many opportunities to take responsibility. They are conscientious in these roles, seeing them as an opportunity to serve their school community and as part of their sense of vocation. Examples include School Council, Sports Captains, House Captains and Buddies. During this inspection, Year 6 pupils were observed welcoming their Reception Class Buddies at the school gate and escorting them to their classrooms with great care and sensitivity.
- Pupils are aware of the need to help others less fortunate than themselves and are active in fundraising for charities, including CAFOD, the Purley Food Hub and Children in Need. They have a strong sense of social justice and explore this as part of the Religious Education curriculum. They know they have a duty to care for the Earth, our common home and can relate this to the Pope's message, '*Laudato Si*'. This was evident in the assembly observed as part of this inspection.
- Pupils know that adults in school are there for them if they have any anxieties and that any concerns are swiftly resolved. Pastoral care is a strength of the school and has included provision of a drama therapist and emotional literacy assistant (ELSA). Pupils are encouraged to communicate any worries to the 'Worry Monster' box and are confident that these will be dealt with speedily.
- Pupils value and respect the Catholic tradition of the school. They benefit from a rich programme of collective worship and prayer opportunities. They know they are part of the wider Catholic family and enjoy participating in deanery and diocesan events. A parent said, 'I am very happy with the sense of belonging to a greater community encouraged by the school.' Pupils are aware of the need to respect the beliefs and faith practices of others. They enjoy the opportunity to learn about other faiths and to celebrate and share their learning with their peers. This was evident in the lessons on Judaism observed during this inspection.
- The school is valued by parents and pupils, who appreciate the Christ-centred education it offers. One commented, 'The school is a place of Gospel values in action, which leads to happy children who understand their part in the world'. Another wrote,



‘My children have developed spiritually, physically, emotionally and academically. I can’t thank God enough for the school and the teachers. They are doing phenomenally great things for society’.

The quality of provision for the Catholic Life of the school is outstanding.

- The mission statement is at the heart of school life. It is clearly displayed in the school and on the school website and informs all school policy and practice.
- All those new to the school are given a personal copy of the mission statement and it forms the basis for the induction of new staff.
- The School Council has been instrumental in providing a child-friendly version of the mission statement, making it accessible to all pupils. This is featured on the school website and in school. As a result, there is a shared vision and commitment to the school as a Catholic community.
- The Catholic life of the school is evident in the school’s learning environment. Prayer areas and displays invite prayer and reflection as well as celebrating the liturgical feasts and seasons of the Church and themes in Religious Education. The outdoor environment also illustrates the school’s Catholic life, with messages painted by pupils on stones contributing to the peaceful and prayerful atmosphere of the Salmon Garden.
- Supportive relationships are a feature of the school. Staff work together as a cohesive team and participate fully in the school’s Catholic life. They attend and contribute to professional development training with the Croydon Umbrella Trust schools and attend the Croydon Deanery Mass at the start of the school year.
- Pastoral care is a strength of the school. In addition to the drama therapist and ELSA, the school supports pupils and their families by signposting them to a range of other services where appropriate. School leaders and governors recognise that support for pupils, families and staff is of the greatest importance. Governors and senior leaders have an awareness of the need to foster staff wellbeing and reduce teacher workload where possible.
- The uniqueness of the individual is recognised and celebrated. Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) are well established in the school and are in line with diocesan guidance and the teachings of the Church. ‘A Journey in Love’ is used throughout the school. Internet safety and anti bullying initiatives help pupils to keep themselves safe and ensure they know what to do if they have any problems. Safeguarding procedures are in place and effectively implemented. A school ‘Safety Week’ addresses all aspects of pupils’ safety.
- Although the number of pupils for whom pupil premium funding is received is relatively low, the school makes good provision for these pupils to support their needs, whether social, emotional or academic. Pupils with special educational needs (SEN) and / or disabilities receive personalised and effective support. A parent commended the school’s empathy and support saying, ‘I have felt comfort in the care my child has received’. The school contributes to the wider community, allowing its premises to be used by community groups, including St Gerard’s Group, the parish Parents and Toddlers Group and the deanery Marriage Course.



How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- School leaders and governors are deeply committed to the Church's mission in education. They have a clear vision of the school's mission and to promoting the academic, spiritual, moral, social and cultural provision at Margaret Roper, always ensuring that this reflects its Catholic mission.
- Governors are fully involved in monitoring and evaluating the Catholic life of the school. They are frequent visitors to the school and play an important role in its Catholic life. Governor visits and reports from the headteacher and Religious Education coordinators form the basis for discussion and planning for improvement. The governors' Ethos Committee has a clear focus on the Catholic life of the school, its impact on the spiritual and moral development of the pupils and provision for the school as an inclusive Catholic learning community.
- School leaders and governors model good practice. They are actively involved in all aspects of school life and in development planning.
- The school self-evaluation document is detailed and descriptive. It should now be extended to be more evidence based and include examples of actions taken and their impact as well as expanding the areas of next steps.
- Governors organise and attend training with other governors across the Umbrella Trust, participating in and contributing to the wider network of schools in the Catholic community.
- Parents are kept informed of the school's Catholic life and regularly invited to events. An active Parent Teacher Association encourages parents to support and be part of the school community.
- The school engages well with parents and families. They are regularly invited to school events and parent workshops. Parents describe the school as friendly and approachable. One wrote, 'I feel very welcome at Margaret Roper and enjoy attending school events and Masses'. Parental questionnaires distributed as part of this inspection showed a high rate of return and were overwhelmingly supportive of the school.



How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Most pupils, from their varied starting points, make good progress in each key stage. The great majority attain age related expectations by the end of Key Stage 2, with a significant number of pupils working at greater depth. This has been sustained during recent years. Although end of Key Stage 2 results were lower in 2019 this was in line with performance in other core subjects for that particular cohort.
- All groups of pupils are supported and challenged to enable them to progress well. A parent wrote, 'I believe that my son is really happy and supported at Margaret Roper'. Pupils said they enjoyed thinking about challenging questions and that teachers would always help them if they had any problems.
- School monitoring includes learning walks, discussion with pupils and pupil surveys, Results indicate that pupils enjoy Religious Education lessons, have a good knowledge and understanding of Religious Education and are articulate in describing their faith and learning. This is supported by the findings of this inspection.
- Pupils interviewed as part of this inspection were enthusiastic regarding their Religious Education lessons and recognised the relevance of these to their own lives. Pupils actively participate in lessons. They are thoughtful and responsive and keen to do their best. Behaviour for learning was very good in all the lessons observed. In consequence, pupils enjoy their learning and make progress.
- Pupils use a wide range of religious vocabulary appropriately. This was evident in pupils' written work, their response to teachers' questioning and in pupil interviews.
- Pupils are attentive and engaged in lessons. They are committed to maximising their learning in terms of knowledge, understanding and skills. They can reflect spiritually and make connections between their lessons, other areas of the curriculum and events in the wider world. A pupil said, 'The learning in Religious Education has helped me to change what I do. Now I try to help people around me and help charities'.
- Work in pupils' books is of a high standard in both presentation and content. Pupils are proud of their work and confident in describing their learning. A pupil said, 'I enjoyed learning about Psalm 139 because it helped me to write my own version thanking God for all He has given me'.
- Pupils use Bibles with great confidence and enjoyment, both to look up Bible references and to find examples to support their answers to teachers' questions.

The quality of teaching and assessment in Religious Education is good.

- Religious Education lessons are planned to cater for the needs of each pupil to ensure good progress. Appropriate support and challenge are provided in terms of questioning, tasks and activities and support from other adults.
- Teachers demonstrate good subject knowledge. They build on previous learning and use a range of strategies, including paired discussion and drama to interest and motivate pupils.



- Cross curricular links contribute to pupils' achievement and enjoyment. Art, Music, Drama and IT enrich the teaching and learning and offer pupils the opportunity to respond in ways other than written work.
- Teachers' questioning encourages pupils to reflect on and explore their learning. It is used effectively to check pupils' understanding and assess progress within the lesson.
- Four lessons, across two key stages, were observed as part of this inspection. In all lessons, pupils were attentive and engaged. Teachers showed good subject knowledge and had good relationships with their pupils. Some lessons observed did not start with prayer or reflection, missing the opportunity to enhance the spiritual dimension of the lesson.
- Marking in pupils' books is regular and affirmative. Although teachers' questioning is evident, pupils do not always respond and therefore miss opportunities to deepen their learning. School leaders should now ensure consistency in this aspect of teaching and learning and may wish to use focused monitoring to achieve this.
- Achievement and effort in Religious Education are celebrated in line with whole school policy, in displays, assemblies and awards.
- In line with current practice, assessment in Religious Education now uses descriptors to assess pupils in terms of age-related expectations. As this becomes embedded, it will enable more accurate tracking of pupil progress and allow year on year comparisons to be made.
- Moderation to validate teachers' judgements takes place at deanery and diocesan level.
- School monitoring indicates that teaching and learning in Religious Education is good and this is in line with the findings of this inspection. The school should now consider sharing best practice and the use of focused monitoring to raise standards further.
- Parents appreciate the provision for Religious Education. A parent commented, 'Children have a comprehensive and rigorous Catholic education which is present in all years and spans the whole curriculum'. Another wrote, 'Margaret Roper is a happy school, which provides a good balance of Religious Education and teaching of personal values'.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.

- School leaders have chosen the 'Come and See' programme of Religious Education. Curriculum time allocation is in line with the requirements of the Bishops' Conference.
- Policies for PHSE and RSE are in place. These are in line with diocesan guidance and the teachings of the Church. Parents are invited to view the materials and to discuss any questions they may have.
- Religious Education is comparable with other core subjects in terms of professional development, budget allocation and staffing.
- School leaders and governors are committed to the provision of high quality Religious Education. The leadership team and the governing body recognise its importance in the school curriculum and to the lives of the pupils.



- Leaders and governors monitoring of Religious Education includes learning walks, observations and book scrutiny. This informs school self-evaluation and planning for improvement. The Religious Education action plan has clear objectives, success criteria, timescales and lines of responsibility.
- School self-evaluation of Religious Education is largely descriptive and statement based. It should now be extended to be more evidence based, with examples of actions taken and their impact.
- The Religious Education coordinators are conscientious and committed to their role. Together with the headteacher, they provide training and support for other staff. They attend diocesan training and meetings to share ideas and maintain up-to-date knowledge of developments in the teaching of Religious Education.
- The study of other faiths is well established in the school. At the time of this inspection, pupils had been studying Judaism.



COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- A wide range of collective worship and prayer opportunities are offered to pupils, who respond very positively, knowing that these are central to school life.
- Pupils are involved in planning and preparing liturgies. Classes plan and prepare their own assemblies linked to 'Come and See' topics and invite parents to join them in worship. Different year groups take responsibility for celebrations during the liturgical year. Examples include Year 5 pupils leading Stations of the Cross and Year 6 pupils leading the Advent celebrations.
- The act of worship observed as part of this inspection was a whole school assembly on the topic of Faith. Pupils were reverent and respectful throughout. They were able to use moments of stillness for prayer and reflection. They were very responsive to questioning and a group of pupils contributed their own prayers.
- Pupils enjoy assemblies and liturgical celebrations. They have a good understanding of the Church's liturgical year, its feasts and seasons and how these are celebrated in school. Pupils lead Rosary groups in May and October.
- Pupils know that prayer brings them closer to God, that prayer helps them and that their prayers can help others.
- Opportunities for voluntary prayer include the lunchtime Rosary Club and the use of the Salmon Garden for personal reflection. These are all well attended.
- Pupils are familiar with the traditional prayers of the Church and are at ease composing and contributing their own prayers. At the start of each academic year, pupils reflect on new beginnings and write a prayer to start the year's faith journey.
- The school's collective worship and prayer life nurtures the spiritual and moral development of all pupils. Pupils also participate in worship in the wider community, such as Remembrance services. They have great respect for other faiths.

The quality of provision for Collective Worship and Prayer Life is outstanding.

- Collective worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the school day for pupils and staff. Staff meetings and governors' meetings begin with prayer.
- A planned programme of Masses and liturgies reflects the liturgical and school year and provides a variety of experiences to foster pupils' spiritual development and their sense of being part of a worshipping community. This formed part of the evidence seen during this inspection.
- Collective worship has a clear purpose, message and direction. It is linked to the liturgical year, topics in Religious Education and school and world events. It is well planned and resourced.



- Collective worship offers pupils the opportunity for reflection and a message to carry into their lives at school and beyond.
- Music, Drama and IT are effectively used to enhance prayer and worship and to engage and inspire pupils. The school is aware that worship should be inclusive, enjoyable and accessible and staff are mindful of this when planning worship opportunities.
- Class prayer focus areas reflect the liturgical year and themes studied in Religious Education. They provide a focus for class prayer. They are age-appropriate and feature attractive books and artefacts.
- Parents and families are included in the school's worship and prayer life. They are invited to assemblies and liturgies and respond very positively. A parent commented, 'The liturgies I am invited to are superb and really help to strengthen the links between the school and home'. Another said, 'I have been fortunate to attend a number of class liturgies and Masses. The Christmas Carol Concert and Key Stage 1 Nativity are always very special'.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- Leaders and governors recognise the value and importance of collective worship to the life of the school and are committed to delivering high quality provision to the school community.
- Governors attend school collective worship as part of their monitoring role and as members of the school community. Monitoring informs school self-evaluation and development planning.
- School leaders model good practice and support other staff in leading worship. School based training is provided to increase staff confidence and expertise. A parent wrote, 'The leadership team lead by example, sharing their faith with the children'.
- School leaders actively promote the school's provision for collective worship. Parents are informed and invited using the school website and newsletters. The Wednesday Word is distributed to all families, so that Sunday's Gospel can be discussed at home by pupils and their families.