



DIOCESE OF BRENTWOOD

Denominational (S48) Inspection Report

Name of School: St Mary's Hare Park Primary School
Local Authority: Havering

Inspection Date: 01 March 2022

Reporting Inspector: Damian Fox (Lead Inspector)

This Inspection was carried out under Section 48 of the Education Act 2005 and 2011.

Type of School:	Independent	School Address:	South Drive
School Category:	Primary and Nursery		Gidea Park
Age range of pupils:	21/2 -11		Romford
Gender of pupils:	Mixed		RM2 6HH
Number on roll:	139	Tel. No.	01708 761220
Appropriate Authority:	The Trustees	Headteacher:	Mr Ludovic Bernard
Date of previous inspection:	18th November 2015	Chair of Trustees:	Mrs Glenda Spencer

Information about the school

St Mary's Hare Park is an Independent Primary and Nursery school for boys and girls aged between two and a half and eleven years. The school is in the Diocese of Brentwood. It is situated in the town of Romford and is managed by the Board of Trustees. The roll is 139. The school serves the parish of Christ the Eternal High Priest, Gidea Park. The attainment of students on entry is above average. The overall proportion of students who are baptised Catholic is 34%. A further 23% of pupil are from other Christian traditions. There are 44% from another faith background. 27 pupils are on the SEND register covering all categories of need. 30% of pupils identify themselves as white British background. 23% are from British Asian and Indian background. The remaining pupils identify as being from a wide range of ethnic backgrounds within the school. The proportion of homes where English is an additional language is 40%.

Key grades for inspection

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

Overall effectiveness of this Catholic school

Grade 1

St Mary's Hare Park is an outstanding school at all levels.

The school's Catholic identity is extremely strong. Its mission statement underpins all school policy and practice. It manifestly demonstrates its central message of service, firmly built on Gospel values. The commandment to love God and love our neighbour is explicit in the inclusive and harmonious relationships between members of the community.

The school motto, *Facta non verba*, Action not Words, permeates the work of the school. Pastoral care is exceptional. It is reflected in the totally inclusive and welcoming nature of the school. It has a significant impact on the lives of both staff and pupils. Pupils are happy at the school and are fulsome in their appreciation of the love and care they receive.

Leadership at all levels is outstanding. Leaders and managers have ensured all recommendations from the last report have been met. Respecting the dignity of each individual as a child of God is their fundamental purpose and is realised in all aspects of school life. They are driven by a passion for the welfare and formation of each person in the community. The transition to a new headteacher during difficult wider society circumstances has been managed very effectively and reflects the deep understanding of the strategic role leaders and trustees play in providing a school that will strive for excellence.

Religious Education (RE) is respected as a core subject and integral to teaching and learning across the school. It receives 10% of curriculum time in line with the requirements of the Bishops' Conference. Standards in RE are high across all key stages. All pupils, including pupils with special educational needs and/or disabilities make at least good progress with many making outstanding progress.

St Mary's is a genuine worshipping community. Prayer is fundamental to the daily routine of school life and is recognised by pupils as a valuable part of what they do.

What the school should do to improve further:

Fully embed the consistent use of assessment to improve further the attainment and progress of all pupils, including those with special educational needs and/or disabilities.

Continue to develop a wider range of tasks in RE to create opportunities for higher level independent thinking for more able pupils.

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

The school is warm and welcoming. This is sustained through the strong sense of purpose that pervades the life and work of the school, creating a strong and distinctively Catholic ethos. Pupils are happy and inspired. They play a highly effective and visible part in strengthening the Catholic Life of the school. They understand each person is a unique and special individual made in God's image. From the beginning of their time at the school, pupils learn to show respect and consideration for others. There is a tangible sense of mutual care and respect. The school is impressively inclusive. Pupils recognise they belong to a wide and diverse cultural and religious community. As a result of strong pastoral care, pupils behave in class and around the school in an exemplary manner. They feel safe and are secure in the knowledge that there is always someone to whom they can talk if they have a worry or a problem. Pupils are given opportunities to undertake responsibilities from an early age. The School Council is made up of pupils from across the school. They confidently express their views knowing they are listened to and taken seriously. Pupils articulate a genuine awareness of their role in developing a community that loves, learns and prays. It is further reflected in the manner in which pupils show a deep awareness of the needs of others in the local and wider community. Their response to others is profound. It reflects the impact of a school that puts the care of others as central to its work. Pupils willingly participate in a very wide range of campaigns, for example, the local St Francis Hospice and Wateraid. Several individual acts of charity were referenced in discussions with pupils and the Charities Coordinator.

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

The school Mission Statement is central to the life of the school and is fully embraced by pupils in their daily school lives. It encapsulates the school's expression of its distinctive Catholic identity and mission. It has a visibly direct impact on the lives and strong relationships throughout the school. By their actions and relationships with pupils, staff model the values inherent in the core values, 'Care, Opportunities, Excellence, Respect'. Pupils speak warmly of the trust they have in teachers. From the moment pupils and visitors enter St Mary's school, they are welcomed into a community that proudly proclaims its Catholic identity. Religious images and displays, such as the statue of Our Lady that greets people at the main entrance to the school, reflect the Catholic purpose of the school. It is further evidenced in the carefully created prayer focus tables in each classroom. The outside prayer garden adds to the provision of quiet, spiritual places for pupils to pray individually and in small groups. The school's understanding of its diversity is evident in the main hall. A display celebrating other faiths encapsulates the school's genuine respect for others, thus enabling all pupils to be recognised as special. Personal Social Health Education (PSHE) is mapped across the curriculum with Relationships and Sex Education (RSE) to ensure pupils develop an understanding of how they keep themselves and others safe while recognising and marvelling at the wonder of God's creation.

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

Leaders and trustees are wholly committed to the pursuit of a distinctly Catholic community. They are outstanding in their promotion and evaluation of the Catholic Life of the school. They are energised by their responsibility to give staff, pupils and parents a school that teaches the faith and provides genuine care for all members of the school community. Trustees and the headteacher form an effective partnership. They work together to ensure St Mary's remains an authentic faith community. The School Development Plan and minutes of meetings show rigorous monitoring and evaluation. Trustees know the strengths of the school and the areas for development. The effective transition to a new headteacher is evidence of an understanding of their role and the vision of putting pupils at the forefront of what they do. There are clear and well informed strategic plans to increase the school roll over the next few years. The headteacher has a major impact on the growth of spirituality in the school community. Living the school's mission is at the forefront of everything he does. Staff and pupils appreciate his presence and

the care he gives. He is supported by all members of staff who share his vision and his passion for Catholic education. The impact of staff induction and training opportunities is evident in the manner in which all teachers, irrespective of faith background, understand the responsibility they have for the academic, social and spiritual development of pupils. The school engages well with parents and carers to the benefit of all its pupils. Weekly newsletters are informative and offer parents opportunities to work with teachers for the good of their children. They have a very good understanding of the school's mission and are very supportive of it.

How well pupils achieve and enjoy their learning in Religious Education is: Outstanding

Pupils achieve high standards in RE. School data shows that by the end of Key Stage 2 most pupils, including pupils with special educational needs and disabilities, make at least their expected level of progress whilst many secure high levels of attainment. Observations and conversations with pupils show that levels of understanding in RE have been sustained despite lockdown. Pupils in all key stages are motivated to learn as a result of the praise and encouragement they receive for their work and attitude. They are confident working in groups and independently. The quality of pupils' current written work is outstanding. There is marked pupil enthusiasm and enjoyment in lessons. Pupils say they enjoy their lessons hugely because of the range of teaching strategies teachers use to engage and enthuse them. They are proud of their achievements. Relationships between teachers and pupils are outstanding and pupils' behaviour in lessons is exemplary. It shows they are making good, and often outstanding, progress and are immensely proud of their achievements. A noted strength of RE is pupils' confidence in using scripture. In lessons across key stages 1 and 2, pupils of all abilities showed a good understanding of New Testament extracts and were able to explain their importance. Pupils displayed good, and in most cases, outstanding, age-appropriate standards of religious literacy.

The quality of teaching and assessment in Religious Education is: Outstanding

Outcomes in RE reflect a strong culture of success. Pupils of all abilities make progress in RE as a result of consistently outstanding teaching. Teachers' high expectations of pupils was evident in all lessons, evidenced by exemplary behaviour and high levels of pupil engagement in learning. No pupil was allowed merely to listen. Teachers are confident in their subject knowledge and understanding of how children learn. Consistently inspiring and well-planned learning across the school was exemplified in all lessons. There was a high level of consistency in how pupils were taught. Questioning was effective in enabling them to think independently. As a result, pupils of all abilities made excellent progress appropriate to their level. Teachers ensure appropriate support for pupils in lessons. The school should now introduce open-ended tasks and questions to challenge more able pupils. This would give them higher level opportunities to develop more complex thinking. Tasks are differentiated and well matched to pupils' age and ability to ensure that all pupils can access learning. This is further evidenced in the consistent way teachers mark written work. As a result of meaningful comments and targeted suggestions, pupils understand how to develop their learning. Assessment of pupils' progress is in line with school policy. Detailed assessment and tracking has been developed since the last inspection. Consequently, pupils know how well they are doing and what the next steps are. The RE Coordinator has plans in place to use assessment for more informed support for pupils with special educational needs and/or disabilities.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is: Outstanding

Leaders and managers at all levels across the school have demonstrated their commitment to the Church's mission in education. The Trustees are highly effective in their monitoring role and in both supporting and challenging school leaders. They have a clear vision for the growth and impact of the Catholic and spiritual life of the school. They ensure they are fully informed of the achievements of the school by regular visits and by receiving written and verbal reports from the headteacher. The Chair meets with the headteacher regularly to evaluate the quality of teaching and learning and to review steps to improve it further. The school's self-evaluation is honest and accurate and reflects their many achievements. Areas for development are highlighted showing leaders' strategic understanding of how to raise standards consistently. Management of RE is outstanding and has a positive impact on the life of the school. The RE Coordinator and the headteacher work closely together to ensure RE has a high profile throughout the school and continues to make a significant contribution to the educational mission of the Church. She has an accurate knowledge and understanding of the quality of teaching and

learning. The prominence of RE in the School Development Plan demonstrates the commitment of experienced and knowledgeable school leaders. They are deeply committed to raising standards of teaching and learning in RE.

Acts of worship engage all pupils' interests and inspire genuine enjoyment. School evidence indicates pupils' high level of engagement in acts of worship. It reflects the sincerity and integrity of students when praying. Pupils respond reverently and respectfully to Collective Worship of all kinds. Their enjoyment and appreciation of worship is evident in the assembly observed during the inspection. Pupils' understanding of their role reflects the impact of the school's prayerful ethos. They know why they pray. They acknowledge that prayer is part of what makes the school special. Pupils participate very well in the prayer life of the school, for example, through drama, singing and writing their own prayers. It was evident from pupils that acts of worship are prepared and effectively led by pupils. The atmosphere created enables all pupils to respond with quiet reflection and singing. They acknowledge that living in a praying community has a profound effect on the spiritual development of all, irrespective of ability or faith background. Pupils are comfortable and at ease with prayer. This was evident from the very youngest pupils and all staff are to be commended for developing this in them. Throughout the school, pupils shared their hopes and concerns for themselves and others by writing thoughtful prayers and reflections, which could be seen in their books and displays.

The quality of Collective Worship provided by the school is outstanding.

The quality of Collective Worship is outstanding. It is central to the life of the school. It provides extensive and varied religious experiences for staff and pupils. It has a clear purpose, message and direction. It is evident that Collective worship is a significant part of the school. Pupils confirmed that prayer is embedded into their lives in the school. It is a way of life. There is a detailed weekly plan of Collective Worship. Prayer was not just at the beginning of the day, but also in assemblies and Masses. The Key Stage 2 assembly, for example, was a model of inspiration and spirituality. It was both a joyous and reverent occasion. Pupils were sensitively guided to understand the significance of the Bible as the 'greatest story ever told'. The extensive range of weekly Masses, assemblies and prayer experiences serve to offer outstanding provision for all key stages. The liturgical calendar is used to involve pupils in themed assemblies. Scripture is effectively used to help the pupils understand how they might live by the message of Jesus. Staff are integral to the provision of Collective Worship. They use their experience and understanding to provide opportunities for pupils to prepare, lead and participate in acts of worship.

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

Leaders and managers demonstrate an understanding of the fundamental responsibility they have as leaders of Collective Worship. They are committed to high quality provision for Collective Worship and prayer. Leaders and trustees have ensured that there is wide range of opportunities for all members of the community to pray together and individually. They ensure that planning and resources contribute to effective spiritual experiences for pupils. The Board of Trustees monitor and evaluate the provision for Collective Worship through their regular visits to the school. They demonstrate a profound understanding of the impact of prayer. A parent trustee, in partnership with other trustees, monitors and evaluates provision through their attendance at Mass and seasonal liturgies. The headteacher's inspirational leadership of the prayerful community at St Mary's is evident in the delivery of deeply spiritual and liturgical experiences for staff and pupils. With all members of staff, he provides excellent leadership regarding liturgy and prayer. Leaders are a model of good practice for staff and pupils. They are highly visible as leaders of collective worship thus ensuring it has an outstanding impact on the school community. The confidence teachers have in leading acts of worship, reflects the importance leaders and governors place on liturgical and spiritual development of staff. All staff model best practice when leading and supporting pupils in acts of worship. Pupils clearly learn from the positive examples they see and as a result, model this in their own contribution to acts of worship. Excellent resources are available for acts of worship.