



Saint Christina's School

URN: 101169

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

24–25 April 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

- Pupils make outstanding progress in religious education as they progress through the school.
- Pupils have an acute awareness of their responsibility for others through Catholic social teaching.
- Pupils demonstrate high levels of oracy as they articulate the connections between their mission and Catholic social teaching.
- Behaviour in lessons and throughout the school is outstanding.
- The exceptional working relationship with the sisters impacts positively on the whole school community.

What the school needs to improve

- Continue to develop Catholic social teaching in an explicit way throughout the whole of the taught curriculum
- Further develop pupils to take a proactive role in the preparation of prayer and liturgy.

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

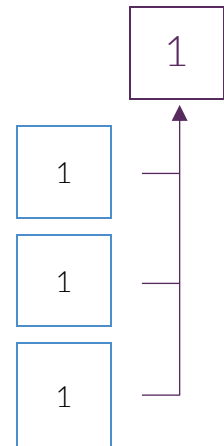
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 charism of Saint Rafaella Maria is exceptionally strong and influences the mission of Saint Christina's School. Pupils understand that the sisters from the Handmaids of the Sacred Heart of Jesus, continue the work of their founder. Pupils value their engagement with the sisters and contributing to their school's mission. They speak of an inclusive environment where they are known and loved. Pupils are happy, confident and feel secure. The message of the gospel is embedded through the school's golden thread of 'love one another'. Pupils embrace their personal responsibility to care for our common home, the common good and serve those in need. The work of the Year 5 Caritas group reaching out to the homeless is one example of this. Pupils take a leading role in responding to the demands of Catholic social teaching and are proactive in finding ways of responding, for example the local foodbank, the homeless and with their sister school in Mumbai. They can quote scripture to effectively explain their actions. Pupils demonstrate a deep sense of respect for those of other faiths, religions and none. The behaviour of pupils is exemplary in lessons and throughout the school. Pupils enjoy taking on roles of responsibility and see themselves as proactive members of a community advocating for change.

The Catholic life and mission of the school is deeply rooted in the Word of God. The strong links with the sisters impacts positively on how both staff and pupils respond to the charism of the school. The sisters are generous in giving their time to work with pupils and staff. As a result, the community is empowered and responds enthusiastically. The Sacred Heart of Jesus is central to the relationships and culture of the school. Everyone is welcomed in a spirit of hospitality, especially those who are most vulnerable. Heritage week is an example of how the school celebrates the presence of those from various cultures and belief traditions, going the extra mile to understand their needs and enabling them to live and pray in fidelity to their own commitments. Staff are exemplary role models for pupils. Displays detail the many facets of the school's response to Catholic life and mission. The sisters also provide a strong and supportive role to the chaplaincy provision within school. They meet regularly to consider their responses

to social inequality providing creative and high-quality opportunities for the spiritual and moral development of pupils and staff. The school uses the 'Ten-Ten' scheme as a resource to teach R(S)HE. The curriculum is well planned and meets all statutory and diocesan requirements.

Leaders and governors at Saint Christina's work with the diocesan adviser and other schools to benchmark and moderate pupils' work. This school engages very well with parents and the local community. One parent commented: 'My family is very appreciative of the Catholic values embedded in our children's education. We are very happy with the work the school does in this area'. Leaders and governors embody the Church's preferential option for the poor. The dignity of workers is respected by leaders and as a result staff feel valued and very well supported. Governors are highly ambitious for the Catholic life and mission of the school and lead by example by consistently emphasising this as a school improvement priority. Professional development focussing on Catholic life and mission has been highly effective.

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

1

Provision

The quality of teaching, learning, and assessment in religious education

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

1

1

Pupils have excellent knowledge of the learning required by the *Religious Education Directory*. They make exceptional progress and can demonstrate a thorough recall of previous learning. All pupils, including those with additional needs, achieve the best possible outcomes. Pupils demonstrate high levels of religious literacy; they think ethically and are particularly aware of the demands of religious commitment in everyday life. Pupils speak articulately about what they have learned in religious education using subject specific vocabulary. Pupils enjoy being challenged. In a Key Stage 2 lesson pupils were asked how their learning about the gifts of the Holy Spirit could be linked with the input from a visitor during assembly. They then had to consider how this also linked with Catholic social teaching. Pupils confidently generated high-quality discussion. They are independent learners, have enquiring minds and relish opportunities to present their ideas in a variety of ways. In a Key Stage 1 lesson in the chapel, pupils displayed a deep curiosity and empathy of the world around them. Pupils concentrated exceptionally well and enjoyed the challenge of learning new vocabulary. They are keen to discuss their learning in depth. In an Early Years lesson on the Resurrection, pupils demonstrated that they remembered their prior lesson about the Angel Gabriel. They demonstrated good religious literacy as they engaged with the associated and relevant activities. Behaviour in lessons is outstanding; in all key stages there were many examples of pupils remaining fully engaged without direction from an adult. Pupils know what they need to do to improve their work and can fully articulate how they have made progress.

Teachers have strong subject knowledge. The newly appointed leader of religious education has developed robust tracking and monitoring systems linked to pupils' assessment. As a result, planning that extends and challenges pupils' knowledge is highly effective. Teachers use questioning skilfully during lessons to identify precisely where pupils are in their understanding. In a Key Stage 2 lesson, pupils were asked to consider the leadership characteristics demonstrated by St. Peter and consider how these are reflected in leaders today. The teacher probed for deeper understanding and as a result, pupils demonstrated high levels of motivation and had outstanding outcomes. Feedback in books is affirmative, celebrates effort and directs pupils to further challenge. Professional discussion around religious education topics with the sisters is a feature of this school. This impacts on planning. Pupils are provided with extensive opportunities to present their learning in a variety of ways. The leader of religious education has ensured that there is a cohesive approach to planning, delivery and assessment. The inclusion of 'Fr Rudolf's challenge' has had great impact. The structure of lessons has ensured that challenge is contained within and throughout each lesson thereby meeting the needs of different groups of learners.

Leaders and governors ensure that religious education is given the highest priority. The new leader has introduced a variety of high-quality professional development. This has had a significant impact on the delivery of religious education. She has an inspiring vision of outstanding teaching and learning. Her level of expertise in securing this vision has resulted in lessons that are likely to be outstanding and at least consistently good. The leader of religious education has worked with other schools in the diocese to ensure the best possible outcomes for all pupils. She has ensured that religious education tasks are imaginatively and thoughtfully planned to meet the needs of different groups of pupils. Each key stage is creatively structured to build on and enhance prior learning. Leaders and governors resource religious education so that it has at least full parity with other core curriculum subjects.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils' daily experiences of prayer and liturgy engage them deeply. They enjoy singing their school song and participating in school prayers. Pupils understand the wide variety of ways of praying that are part of the Catholic tradition. They pray the 'Examen' at the end of every day, whilst also using scripture, reflection and traditional prayer. During prayer and liturgy observed, pupils linked the parable of the fig tree to their 'golden thread'. Pupils follow a liturgical structure that develops in maturity as pupils move through the school. They undertake liturgical ministries with confidence, understanding and skill. In an Early Years liturgy, Year 6 pupils led and reflected on the miracle of the fish and younger pupils acted out the scene. Older pupils helped younger pupils to gain understanding and respond appropriately. Pupils evaluate their experiences of prayer and liturgy and can identify how to improve next time. Their witness is strongly evident in their ability to articulate their understanding of the purpose and value of prayer.

A deep love of the Sacred Heart is evident throughout the school. The sisters are valued, they are integral to the prayer and liturgical life of the school. These unique links ensure that pupils are afforded exceptional opportunity to share in their sacred spaces. Significant moments of joy and sorrow are identified and celebrated in prayer. There is a naturally embedded daily pattern of prayer, that faithfully reflects the rhythm of the prayer life of the Church. Pupils are offered a wide variety of daily prayer opportunities. Well-chosen scripture passages are carefully and thoughtfully chosen to enhance the prayer life of the school. A wide range of high-quality music and other art forms are, when appropriate, integrated into prayer and liturgy. Regular opportunities are offered to parents to visit the school during prayer and liturgy time. A class prayer book is taken home by pupils regularly as an opportunity for families to become involved

in school prayer. Prayers written are thoughtful and relevant to individuals as well as the needs of the world. Parents and other family members are invited to attend weekly Mass consolidating home, school, community links. One parent commented, 'The Liturgy activity is very engaging, I also enjoy how the religious teachings are being delivered through music, stories and acting out.'

The school's policy on prayer and liturgy is written in a way that makes it accessible to staff who use it consistently as a reference point when preparing prayer and liturgy. The leader of religious education has added structure to the delivery and content of collective worship within the classroom. As a result, pupils have developed skills to create prayer and liturgy experiences that are rooted in scripture. The effectiveness of this plan is evidenced by the increasing ease with which pupils are able to participate in liturgy and prayer as they mature. Leaders, including governors, have planned the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are offered weekly and at key times in the liturgical year and at significant moments within the life of the school. All holy days of obligation and other significant days, such as St Rafaella's feast day are prioritised in the school's calendar. Leaders ensure that pupils receive sacramental preparation in school. Leaders, including governors, place the highest priority on inspirational professional development of all staff. Leaders, including the sisters celebrate a broad range of ways of praying that are part of the Catholic tradition facilitating others to plan and lead high quality experiences of prayer and liturgy.

Information about the school

Full name of school	Saint Christina's School
School unique reference number (URN)	101169
School DfE Number (LAESTAB)	2136225
Full postal address of the school	Saint Christina's School, 25 St Edmund's Terrace, Primrose Hill, London, NW8 7PY
School phone number	02077228784
Headteacher	Alastair Gloag
Chair of Governors/Trustees	Joan McConnell
School Website	www.saintchristinas.org.uk
Trusteeship	Handmaids of the Sacred Heart
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Catholic Independent School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2017
Previous denominational inspection grade	Good

The inspection team

Evelyn Ward

Elaine Warnett

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