

Botwell House Catholic Primary School

Botwell Lane, Hayes UB3 2AB

Date of inspection by Westminster Diocese: 16 June 2022



Summary of key findings for parents and pupils

A. Classroom religious education is good

- A good and varied curriculum is offered.
- Religious education is structured to ensure progression as pupils move through school.
- Most pupils make good progress in their knowledge of the Catholic faith and their religious literacy is well developed.
- Attainment is as good as in other core subjects.
- Pupils have a positive attitude to learning and this impacts on the progress they make.
- There is regular participation in whole school and external deanery and diocesan moderation.
- The contribution of religious education to the Catholic life of the school is strong and evident to all who enter Botwell House Catholic Primary School.
- The link governor is actively involved in the support of religious education.
- Leaders ensure all staff are well supported.

Classroom religious education is not yet outstanding because

- rigorous systems for the effective monitoring of teaching and learning are not yet embedded.
- challenge activities are not yet an integral part of the lesson to extend and deepen religious knowledge and understanding.

B. The Catholic life of the school is outstanding

- Botwell House Catholic Primary School excels at being a community based on Catholic tradition and practice.
- The curriculum and the quality of liturgical display demonstrate that religious education is at the heart of this school.
- Worship and prayer are central to the life of Botwell House.
- The Following C.H.R.I.S.T awards are an example of how the school has a dynamic and creative understanding of the call to human flourishing.
- Pupils are actively engaged with the Common Good in a meaningful way and have a clear understanding of the theology underpinning their actions.
- Botwell House Catholic Primary School has very strong links with the local Parish and parents are wholly supportive of the way this school expresses its Catholic identity.
- This is a vibrant school where pupils flourish as they engage in all aspects of their religious education.
- There are excellent systems in place to support staff to deliver good religious education lessons and actively participate in and contribute to the Catholic life.
- The leadership team is fully committed to ensuring that Jesus Christ is at the core of the curriculum thereby ensuring pupils leave with a clear vision of discipleship for life.

A. Classroom Religious Education

What has improved since the last inspection?

Since the last inspection Botwell House Catholic Primary School has successfully addressed the issues raised. Leaders have sought to develop religious education assessments and have used internal and external moderation effectively. Marking is developmental and pupils know what to do to improve their work. The governor for RE is actively involved in ensuring the subject has a high profile in school and ensures the governing board is fully informed of the subject's progress and areas for development.

The content of classroom religious education is good

The *Religious Education Curriculum Directory* forms the basis of the content for religious education. Leaders have ensured that the scheme of work is planned to closely match the Curriculum Directory and that pupils also study other faiths at age-appropriate levels. Lessons are creative which makes learning appropriate and relevant for pupils. There is a good range of resources to enhance teaching and learning in religious education, however there were missed opportunities to use Bibles in some lessons when scripture was being referenced. The delivery of RE is structured to ensure progression as pupils progress through the key stages; however development of content at a deeper level is not yet embedded.

Pupil achievement in religious education is good

Pupils' achievement is good when measured against internal and deanery moderation. Leaders have ensured that pupils make good progress as they move through the school. Attainment in religious education is as good as in other core subjects. The focus on feedback in Botwell House Catholic Primary School has contributed to how well pupils know how to improve their work. Achievement is better when religious education lessons are less teacher-led, and pupils have opportunities to engage with learning through activities and discussion. Pupils' attitudes to learning are generally positive and this contributes to the good progress they make. Pupils have a sound understanding of key religious vocabulary and are articulate in discussing their religious knowledge. More able pupils are not always provided with activities that extend their learning at deeper levels. Challenges are generally provided after a main activity; however they are not always focused on deepening religious education knowledge. Activities in Early Years Foundation and in Key Stage 1 sometimes limit pupil responses. Pupils in Year 4 were learning about the Sacrament of Reconciliation and considering their acts of contrition. Pupils had to consider how they might build bridges within their Christian community, and they had 'post it' notes in the Bibles to help them find scripture. They were engaged and listened attentively. To develop independence and confidence using scripture, pupils should have more opportunities to engage with the Bible and look up references themselves. In a Year 3 lesson challenge was provided as an extension of the activity. Opportunities to deepen religious understanding in the challenge activity and share learning at the end of the lesson would enhance pupils' religious knowledge. In Year 2 lessons pupils were learning about Reconciliation. Teachers had scaffolded the work and encouraged pupils to do more if they could. The challenge was to write a further sentence when the main activity was completed. In lessons observed, there would be more progress made if challenges were linked to religious knowledge and were an integral part of the lesson. Role play about the Sacrament of Reconciliation would be more powerful if it contained scripture references to help pupils understand the context of what they were learning. Pupils in Year 1 had good recall of previous learning about Levi and Zacchaeus; they were engaged in learning how to be kind. Pupils discussed God's promise and were confident to share Bible stories. The slow pace of some lessons and too much teacher input impacted on pupil achievement in class.

The quality of teaching is good

The quality of teaching across the school is mostly good. Most teachers create a positive climate for learning and most have high expectations of their pupils. As a result, most pupils make good progress. Assessment procedures are in line with other core subjects and pupils are provided with detailed feedback about what they need to do next to improve their work. Assessment does not always inform planning to ensure there is a focus on challenge as an integral part of the lesson for the more able. Scaffolding can sometimes impose restrictions on pupils of all abilities. Religious education homework is compulsory and scheduled monthly in line with school policy. In some classes that were not heavily teacher led, effective teaching strategies engaged pupils. In a Year 6 lesson observed, there were creative links made with a previous French lesson about Lourdes; pupils had used notetaking effectively and could link scripture and human experience in their responses to the teacher's questions. Teachers displayed strong subject knowledge as they questioned pupils and helped them link learning to relevant scripture. In a Year 5 lesson on the Beatitudes, pupils had an in-depth discussion referencing Matthew who was writing for Jewish people and compared Jesus to Moses. Pupils enjoyed this challenging discussion, they displayed good religious knowledge and vocabulary. The activities that followed in both year groups did not reflect the same high challenge posed in class discussion.

In the best Early Years Foundation lessons, teachers read Luke 10:25-37 to give pupils context for their learning. They did not spend too long on the carpet and a teaching assistant effectively scaffolded learning for a group. Pupils were confident to express themselves and listened very attentively. However, this is not consistent practice. Activities in Early Years Foundation were not set up outside to consolidate learning in religious education and some activities used worksheets that restricted pupils' progress. Pupils in Early Years Foundation know traditional prayers very well.

The effectiveness of leadership and management in promoting religious education is good

The leadership and management of this school is relatively new. A restructuring took place in January 2022 and a new assistant headteacher has been appointed. Since May 2022 both assistant headteachers have taken on a responsibility for leading religious education. It is evident that they are well placed to lead RE and have a clear vision and commitment to the school's key role in the education of the church. This new team has begun to implement systems and structures to ensure the delivery of high-quality teaching of religious education. Most teachers have high expectations of pupils and moderation indicates a shared focus on teaching and learning. However, in some year groups planning is not customised to individual classes and teachers are too reliant on the use of PowerPoints to deliver lessons. Leaders are aware of this issue and are using training to provide support for teachers to use effective questioning and encourage class discussion. Leaders ensure that the structure of the RE programme of study is developmental. Catholic social teaching is integral to planning and leaders are considering how to reinforce their approach to make Catholic social teaching a focus in their programme of study. New leaders are supported in their professional development. Non-Catholic teachers are supported and mentored by existing staff and they avail of the diocesan 'Foundation Stones' training.

What should the school do to develop further in classroom religious education?

- Develop and follow rigorous systems for the effective monitoring of teaching and learning of religious education.
- Ensure challenge activities are an integral part of the lesson and are used to extend and deepen religious knowledge and understanding.

B. The Catholic life of the school

What has improved since the last inspection?

Leaders have made good progress in providing opportunities for pupils to regularly plan, prepare and lead prayer and worship. Pupil planning of worship is now following a more structured approach.

The place of religious education as the core of the curriculum

is outstanding

It is clear to all who enter Botwell House that religious education is at the heart of the school. A very large new window pane film depicts Christ with arms outstretched and the school mission statement, 'Love one another as I have loved you'. As the visitor enters the playground, this window portrays a welcome and an invitation into this Catholic community. A new prayer garden is being developed, where a marble statue of Our Lady, donated by two families, has pride of place. The garden though not yet finished, has soft surfacing for pupils to sit quietly as well as planting to create a peaceful haven for all. In the main reception area, school signage declares C.H.R.I.S.T awards that have been won by pupils and informing all of their contributions. There is also a 'virtue' of the week on display in the front entrance hall. Further into the school, creative reading areas are adorned by colourful signage of scripture and the newly refurbished hall is home to a beautiful altar of Our Lady. The Common Good display shows how the school serves its community and has donated to: Harlington Hospital, British Red Cross, Ukraine Appeal, Cancer Research, British Heart Foundation, The Passage, Pump it Up and CAFOD. Another display ensures visitors know all about the history of the nuns who founded Botwell House Catholic Primary School. It is evident to all that religious education is at the core of all that is done in this school. The governors and leadership team offer outstanding support and active guidance in developing and reviewing the place of RE in this school. Communal displays are vibrant and relevant; one in the Year 5 corridor depicts Christ at the Last Supper, and another with Year 5 and the parish priest clearly indicates that pupils recognise their roles as disciples for life. A peace bridge linking corridors is adorned with the colours of the Ukrainian flag to welcome refugees from the conflict to the school. Leaders of RE are extremely well supported; they are offered, and avail of professional development, as do all staff in Botwell House Catholic Primary School.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is good

Worship and prayer are central to the school's understanding of itself as a Catholic institution. Pupils have a very good knowledge of traditional prayer from Early Years Foundation. They are used to leading collective acts of worship, and daily prayer is a part of their experience in Botwell House. The school shares its grounds with Immaculate Heart of Mary Church, and this enhances pupils' worship and prayer opportunities. The liturgical year with the Eucharist and Sacrament of Reconciliation is at the heart of the school's provision. The parish priest and staff put a great deal of effort into making these celebrations meaningful and important for pupils. Worship and prayer are a daily part of pupils' experience; however written planning following diocesan guidelines has only recently been implemented. The school is open to, and sensitive of supporting prayer opportunities for pupils and staff from other traditions and beliefs. Pupils' spiritual development is enabled through good opportunities for reflection.

The contribution to the Common Good – service and social justice –**is outstanding**

Pupils at Botwell House respect one another and have a strong sense of their Catholic identity. There are twelve religious education ambassadors from Years 5 and 6. Their main focus has been on fundraising. They have begun a more robust planning of acts of worship. Pupil leadership is not yet fully developed as leaders are from upper Key Stage 2 alone and pupils do not yet have ownership over their planned actions. Pupils are provided with opportunities to celebrate their gifts and talents and there are well established systems to encourage others to flourish. The 'Bridge of Hope' is a key example of the respect and value shown for each individual in this school. Pupils fully appreciate and understand the Church's call to action for justice and peace. They actively support those in need and have a sound understanding of the theology underpinning their actions. Pupils are aware of the ethics of the marketplace and spoke to inspectors about 'Fairtrade'.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**is outstanding**

The parish priest chairs the governing body and is link governor for religious education. He is actively involved in the school having attended the school himself as a pupil. Parents avail of the opportunity to attend Mass with their children before school. Pupils attend Mass on a regular basis. The partnership between parents, school and Church is outstanding. The school regularly seeks parents' views and parents feel welcome in school. Communication is good and parents feel confident to approach leaders with any issues they may have. Parents appreciate the class dojo app and see this as a valuable tool to aid communication.

Botwell House Catholic Primary School avails of diocesan training and participates fully in services offered through the Westminster Diocese Education Service. The school has a good appreciation of being part of the diocesan community of schools. A newly arrived parent commented on how well her daughter has settled in this school. The family is not Catholic and are greatly impressed by their daughter's knowledge of the Catholic faith and how welcomed they have been made to feel. They attend Mass and are now looking for a Catholic secondary school. Over 140 parental questionnaire responses were received. Responses were overwhelmingly positive and included the following: 'I couldn't be prouder of this school and how hard the staff work'; 'having the Year 3 teacher attend Holy Communion meant so much to me, this demonstrates their dedication and love for the children'; 'this school's religious education is amazing'.

The effectiveness of the leadership and management in promoting the Catholic life of the school**is outstanding**

The new headteacher took up post in September 2019 prior to the pandemic. He has developed a leadership team that puts Christ at its centre. The significant budget given to religious education shows that Botwell House Catholic Primary School actively supports the Church's mission in education. This is evident in the new signage, new prayer gardens and proposed Early Years Foundation development. The mission statement dynamically expresses the school's understanding of itself as a Catholic school. The newly adopted C.H.R.I.S.T awards structure further emphasises this fact in a dynamic and consistent way. Leadership offers pupils and staff vibrant opportunities to experience a richness of a Catholic way of living. This is a lively and engaging Catholic community. New staff are very well supported and non-Catholic staff are provided with coaching and mentoring in order to support them in their RE teaching. Non-Catholic staff are encouraged to share their faith experiences as they contribute to the Catholic life of the school. The newly established leadership

team is the driving force behind the school's commitment to the education of its pupils with a vision of discipleship for life. Leadership encourages staff and pupils to deepen their understanding of Botwell House as a Catholic school. Governors are highly effective and offer excellent support and challenge to leadership in strategic matters.

What should the school do to develop further the Catholic life of the school?

- Pupils need to develop the planning of collective worship to prepare experiences that are structured, developmental, vibrant and engaging.
- Leaders should regularly evaluate the quality and opportunities for prayer and worship.

Information about this school

- Botwell House Catholic Primary School is a voluntary aided three form entry school in the locality of Hayes.
- The school serves the parish of Immaculate Heart of Mary (Botwell) Church, Hayes.
- The proportion of pupils who are baptised Catholic is 73%.
- The proportion of pupils who are from other Christian denominations is 16% and from other faiths is 10%. The remaining 1% of pupils are from families who have not declared a faith or stated no faith.
- The percentage of Catholic teachers in the school is 67%.
- 15% of pupils in the school have special educational needs or disabilities, of whom 7 children (1%) have Educational Health Care Plans (EHCPs).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average (69%).
- There is a below average rate of families claiming free school meals (16%).
- 125 pupils receive the Pupil Premium (18%).

Department for Education Number	3123401
Unique Reference Number	102422
Local Authority	Hillingdon

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 - 11
Gender of pupils	Mixed
Number of pupils on roll	699
The appropriate authority	The governing body
Chair	Fr Paul Smythe CMF
Headteacher	Mr Kevin Oakley
Telephone number	0208 573 2229
Website	www.botwellhouseschool.co.uk
Email address	office@botwellhouseschool
Date of previous inspection	11 February 2016
Grades from previous inspection:	
Classroom religious education	Good
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 22 lessons or part lessons were observed.
- The inspectors attended 3 acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Ms Evelyn Ward

Lead Inspector

Mr Martin Fahey

Associate Inspector

Miss Cynthia Ní Loingsigh

Associate Inspector

Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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