



# **DENOMINATIONAL INSPECTION REPORT**

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

**URN 101823**

**Coloma Convent Girls' School**

**Upper Shirley Road**

**Croydon**

**CR9 5AS**

**Inspection date: 9 & 10 October 2019**

**Chair of Governors: Mike Buckingham**

**Headteacher: Sue Collins**

**Inspectors: Damian G Fox**

**Nigel Fisher**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR

Tel 01689 829331

**Director of Education: Dr Simon Hughes**



### Key for inspection grades

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

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

Coloma Convent Girls' School is a Voluntary Aided Girls' Catholic comprehensive in the joint trusteeship of the Daughters of Mary and Joseph. It is located in Croydon LA. It is situated in the Croydon Deanery of the Archdiocese of Southwark. The principal parishes the school serves are Our Lady of the Annunciation, Addiscombe; St Edmund's, Beckenham; St Gertrude's, South Croydon and St Chad's, South Norwood. The proportion of pupils who are baptised Catholics is 99% at key stages 3 and 4 and 61% at key stage 5. 24% of pupils at key stage 5 are from other faith traditions. The average weekly proportion of curriculum time given to Religious Education is 10% in key stages 3 and 4 and 5% in Year 12.

The school takes pupils from 11 to 18 years. The number of pupils currently on roll is 1070, including 280 in the sixth form. The attainment of most pupils on entering the school is significantly above average. 102 pupils have Special Educational Needs and/or Disabilities, ten of whom have an Educational Health Care Plan. The percentage of pupils who speak English as an additional language is 10%. 50% of students are from Black and Minority Ethnic groups, predominantly of Black African heritage.



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Coloma Convent Girls' School is an outstanding Catholic school because:

- It meets the criteria in the evaluation schedule for outstanding.
- It is an inclusive Catholic community. Every member of the school is treated with dignity in a culture of mutual trust. This reflects the vision of the Daughters of Mary and Joseph to nurture the faith of each child and to create a school in the image of the Holy Family.
- Governors continue to play a significant role in ensuring the school continues to be a highly effective Catholic school. They are knowledgeable and fully understand the strengths and areas of development of the school.
- Pastoral care for all pupils contributes to the sense of belonging evidenced in interviews with pupils across all key stages during the inspection process. It is significantly effective in providing a safe, spiritual learning environment.
- Outcomes in Religious Education are outstanding and put Religious Education as one of the lead departments in the school. Religious Education is regarded as central to the life of the school and is regarded as a key subject by Governors, the leadership team and indeed the entirety of the school community.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Strengthen the monitoring and support of classroom teaching so that the outstanding attainment and progress of pupils in Religious Education is sustained and produces equally outstanding outcomes in the future.
- Review the leadership of collective worship and the prayer life of the school in order to provide further opportunities for pupils to lead and support chaplaincy provision.
- Ensure the plans for sustained growth of the school are fully implemented so that pupils continue to receive outstanding opportunities to learn about and deepen their faith.



## 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**

1

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.

1

### **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.

2



## CATHOLIC LIFE

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

- Almost all pupils value and actively participate in the Catholic Life and mission of the school. They embrace the demands that membership of the school community entails. As a result, they contribute to creating a warm, friendly school that serves the common good.
- Pupils recognise they are not just numbers and grades. They are human beings. Pupils respond to this ethos with their commitment to the mission of the school and by the high level of mutual respect and trust between all members of the community. Pupils' spiritual, moral and social development is evidenced in their warm and courteous behaviour towards one another and staff. As a result, pupils are happy and confident.
- Pupils affirmed the high level of inclusion in the school. Regardless of faith and ability, pupils feel secure and respected. Year 7 pupils spoke warmly of the support and encouragement they received from the first day. They acknowledged the effective role pupil leaders played in helping them integrate into the school community.
- Sixth form leaders play a significant role in strengthening the Catholic life of the school. They proudly accept their responsibilities. For example, they are developing the House system through new House Families. Their vision is to create smaller family groups so that there is closer integration of pupils across all age groups.
- In discussions with inspectors, pupils across all key stages demonstrated a deep awareness of the needs of others in the local and wider community. Pupils understand their vocation to serve. For example, buying and sending school bags to a school in Malawi and the annual charities awareness week, reflect the commitment pupils have to needy and vulnerable communities.

### **The quality of provision of the Catholic Life of the school is outstanding.**

- The mission statement is a clear expression of the educational mission of the Daughters of Mary and Joseph that education is about the whole child. Making the most of God-given talents is the duty of the whole school community.
- The mission of service and commitment to staff and pupils is encapsulated in the school's motto, 'To work is to pray'. As one parent said, 'It is embedded in the daily life of the girls.'
- The impact of mission statement is evident in the warm and respectful relationships that exist throughout the school. Staff and pupils are fully committed to its implementation as confirmed in interviews during the inspection. It was reflected in the many references to the emotional and effective response from the whole school to a recent pupil bereavement.
- The school environment reflects the Catholic mission and identity through tangible and effective signs of the school's character. The chapel, with the permanent presence of the blessed Sacrament, is at the physical and spiritual heart of the



school. Pupils affirmed the important part it plays and that they frequently use it for mass and assemblies.

- Pastoral care is a strength of the school, evidenced in interviews with governors, staff and pupils. One member of staff described it as a nurturing school. Pupils know who to turn to and have confidence that they will be listened to. The effectiveness of older pupils in strengthening the ethos of the school is seen in the testimony of new pupils who appreciated the warm welcome to the school.
- A secure Relationships and Sex Education (RSE) programme is in place. A new policy, reflecting the relevant new guidance is ready for governors' approval this term.

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

- Leaders and governors are deeply committed to the Church's mission in education. They demonstrate a clear understanding of their role in providing a school that works together for the common good. Governors' understanding of their vocation to maintain the efficacy of Catholic education was clearly articulated in discussions during the inspection.
- The priority of leaders is to sustain the Catholic life of the school. This reflected in their acknowledgement of the need to develop student chaplaincy to support the team leader for Religious Education who is fulfilling the role of chaplain. They displayed an honest realisation that this was a necessary way to strengthen the Catholic Life of the school further.
- Induction for new staff ensures they understand their role in working in a Catholic school. They affirmed that they were guided on the Catholic mission of the school when they joined.
- The governing body monitors the quality of the Catholic Life of the school by their presence around the school and through formal reports. Several governors are parents and have a clear understanding of the strengths of the school and areas for development. Minutes of meetings reflect the importance they place on effectively leading a Catholic school.



## RELIGIOUS EDUCATION

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

- Achievement of pupils at GCSE is outstanding because they make above national average progress when compared to the national average and the average for all subjects across the school. Attainment over the last three years has been consistently outstanding.
- Different groups of pupils, including those with special educational needs and /or disabilities, make expected progress. Some make outstanding progress.
- Religious Education is held in high regard by pupils. There was unanimous affirmation during interviews and within the classroom that they enjoy Religious Education lessons and understand its importance in a Catholic school.
- In observations during the inspection, almost all pupils quickly engaged in learning and were rarely off task.
- Pupils respond positively to the curriculum and enjoy their learning. This is evidenced by outstanding behaviour for learning in lessons. They were attentive and collaborated well when opportunities arose. The presentation of written work was of a high standard and showed pupils' pride in their work.
- Pupils display good, and in most cases, outstanding age-appropriate standards of religious literacy.

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

- Outcomes in Religious Education over the last three years reflect a strong culture of success that has placed it as one of the key departments in the school. Teachers' high expectations of pupils was evident in some lessons. For example, in a GCSE lesson, a good rapport between teacher and pupils was established by consistently revisiting key words and skills. No pupil was allowed merely to listen. It was evident from their responses that pupils were continually thinking and learning.
- Teachers are confident in their subject knowledge and understand how pupils learn. Good lessons were characterised by effective use of prior learning and whole class feedback. A Year 7 lesson was a good example of pupils learning together effectively. Conversations and written work showed pupils were engaged and making progress.
- Although evidence shows teachers are committed to improving the quality of their teaching to ensure pupils make progress, school leaders are aware that the quality of teaching overall, demonstrated by observations during the inspection, did not show the expected consistency required to sustain high levels of teaching and learning.
- Assessment of pupils' progress is in line with school policy. Assessment at key stage 4 enables teachers to identify pupils' strengths and areas that need further support. The impact of assessment is reflected in the consistently outstanding outcomes at GCSE since the last inspection.
- Assessment exercise books are used effectively in all key stages. Pupils complete termly formal assessments that are marked according to GCSE criteria. Assessments indicate why a



grade is arrived at and the areas for improvement. Pupils respond with their own reflection. They can track their own progress and identify where they need to improve.

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

- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in key stages 3 and 4 and in year 12. The Year 13 programme is being redeveloped. The required amount of curriculum time is given to Religious Education across all key stages.
- Outcomes in Religious Education reflect the rigorous monitoring of leaders and governors over several years. The governing body demonstrate a clear understanding of their priorities in sustaining the high standards in Religious Education over recent years. Restructuring of school leadership has not impacted negatively on standards.
- Interviews during the inspection show that governors understand the need for continual vigilance to ensure standards in Religious Education remain high. They are committed to ensuring plans for Religious Education are included in a whole school approach to improve the quality of teaching and learning further.
- The headteacher is committed to sustained improvement in the standards of teaching and learning in Religious Education. She has taken on responsibility to monitor the department to ensure teachers further develop the skills to keep Religious Education as a lead department within the school.
- The headteacher is supported by a highly effective team leader whose expertise and experience will continue to support all teachers of Religious Education. She has a rigorous and effective tracking system that ensures teachers know the strengths of each pupil. Accurate use of baseline data and termly assessments mean appropriate intervention is put in place to challenge and support pupils as appropriate.



## COLLECTIVE WORSHIP

1

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

- Pupils respond reverently and respectfully to the many opportunities to experience and participate in prayer. In the assembly observed during the inspection, Year 11 pupils prayed together thoughtfully and reflectively. Visits to form rooms in the morning, also showed a calm and spiritual atmosphere conducive to prayer.
- The impact of living and working in a praying community is evident in the way pupils engage in communal prayer, for example, at the beginning of lessons. Pupils, irrespective of faith or ability, say they willingly participate because they understand the value of prayer and reflection in their lives. Pupils of another faith tradition welcome the opportunity to pray according to their rites.
- The parish priest acknowledged that pupils are attentive at mass. Their behaviour and level of participation contribute positively to the celebration of mass. He further confirmed that pupils participate actively in acts of collective worship and readily display enthusiasm and confidence.
- Pupils demonstrate a good understanding of why they pray. They acknowledge that prayer is part of the daily routine in school. Pupils said they are given opportunities to write prayers in their form rooms and that intentions can be offered at mass.

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

- Collective Worship is central to the life of the school. Pupils confirmed the extensive and varied opportunities for daily prayer and worship. The programme follows the celebrations in the liturgical year. The retreat programme provides pupils further opportunities for pupils to reflect on their lives in a prayerful atmosphere.
- The fortnightly mass and opportunity for confession provide further opportunities for pupils to partake of the sacraments. Eucharistic services are available in place of mass.
- Staff are integral to the provision of collective worship. The Religious Education team leader organises the extensive programme of liturgical celebrations. She is supported by all staff who willingly lead and participate in acts of worship. The highlight of the year was the recent celebration of the school's 150 year anniversary.
- Pupils affirmed that the chapel is open throughout the day and is regularly used for year group masses and for individual reflection.

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

- Leaders and governors demonstrate a deep understanding of their responsibility to provide spiritual and liturgical experiences for staff and pupils. They have a strong commitment to ensuring the school is a beacon of Catholic faith and practice.



- The headteacher is aware of her role as a Catholic leader. She clearly demonstrates her own commitment to maintaining a range of opportunities for pupils to participate in high quality acts of prayer and worship. She is ably supported by the Religious Education team leader who has responsibility for chaplaincy provision throughout the school.
- An extensive and varied programme of liturgical and prayer experiences is in place. Governors have allocated separate resources to support this.
- Governors ensure they are fully informed of the quality of provision. They make regular visits, formal and informal, as part of their monitoring role. They receive formal reports as evidenced in minutes of meetings.
- Governors rightly acknowledge that the sustained effectiveness of chaplaincy provision will need the development of a pupils' chaplaincy team across the school.