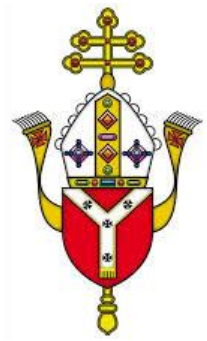


Pield Heath House School

Pield Heath Road. Uxbridge. UB8 3NW.



Date of inspection by Westminster Diocese: 8 October 2021

Summary of key findings for parents and pupils

A. Classroom religious education is good

- The content of the religious education curriculum meets the requirements of the *Religious Education Curriculum Directory*.
- There is structured and highly organised religious education planning, under the close guidance of the RE co-ordinator, which has been arranged in a three-year cycle.
- Most pupils make good progress in their knowledge of the Catholic faith and their religious literacy.
- Pupils' attitudes to learning are consistently positive and they enjoy their religious education lessons.
- The leadership of RE ensures that all staff are well supported in their teaching.
- Teaching is monitored regularly over time and good systems are in place to support teachers.
- Religious education is central to the Catholic life of the school and its influence permeates all aspects of the school.
- The link governor for religious education is familiar with current developments within the subject.

Classroom religious education is not yet outstanding because

- Assessment and tracking of pupils' progress are not yet fully established in the school.

B. The Catholic life of the school is outstanding

- Pield Heath House School is a welcoming, vibrant Catholic community, which provides its pupils with an outstanding experience of the richness of a Catholic way of living and believing.
- The school excels at being a community based on Catholic tradition and practice.
- It is evident to all - staff, parents, and pupils - that religious education is at the heart of the school in terms of allocation of curriculum time, the standard of accommodation, resources and the quality of its teaching staff.
- Worship and prayer are central to the life of the school. Pupils are offered opportunities to celebrate the Eucharist and be involved in other sacramental celebrations.
- There is a dynamic and creative understanding of the call to human flourishing that provides excellent opportunities for pupils to develop and celebrate their gifts and talents as individuals and as a community.
- Pupils' engagement with the Common Good is rooted in a deep understanding of the social teaching of the Church and it provides opportunities for pupils to develop and celebrate their gifts and talents both as individuals and as a community.
- The school's mission statement is embedded in every aspect of school life. It is a vibrant, engaging Catholic community with a strong Catholic identity

A. Classroom Religious Education

What has improved since the last inspection?

Since the last inspection the school has implemented a three-year cycle of religious education. This includes a very structured programme of three curriculum pathways. The school has continued to refine the P level criteria for religious education in conjunction with the diocese. The religious education learning environment is well resourced and there is a range of educational and sensory resources available for each topic. Self-assessment is also used in RE folders.

The content of classroom religious education

is outstanding

The content of the curriculum fully meets all the requirements of the Religious Education Curriculum Directory. The programmes of study and schemes of work provide a systematic study of God, the life and teaching of Jesus and the Church, the central beliefs that Catholics hold and the relationship between faith and life. As pupils progress through the three curriculum pathways, the delivery of religious education is structured to ensure pupils progress in their knowledge of their Catholic faith and their religious literacy. Curriculum design is creative and engaging, topics are revisited leading to opportunities for pupils to progress and develop depth to their learning. Pupils' attitudes to learning are consistently positive. During the inspection, several creative activities were developed around the sacraments of Baptism and Confirmation. Teachers created a calm and engaging learning environment and the relationships between staff and pupils had a positive impact on the progress pupils made in the lessons. Teaching is checked regularly over time and good systems are in place to monitor teachers. The contribution of religious education to the Catholic life of the school is vibrant and its influence permeates all aspects of the learning environment. The link governor for religious education is familiar with current developments and contributes positively to the subject's progress.

Pupil achievement in religious education

is good

The Executive, Associate Principals and the senior leadership team all share a coherent vision for religious education, and they work together to foster high expectations across the whole curriculum. Pupils know and understand what they must do and attitudes to learning are very positive. Good progress was made by most pupils in all the lessons that were observed. Pupils' religious literacy is good, and they are confident in their use of religious language. Learning walks and lesson observations show pupils are learning new information, being challenged, and enjoying their RE lessons.

The quality of teaching

is good

Teaching is consistently good. A major strength of the teaching is the exceptionally detailed planning which involves a range of activities associated with teaching key words, including sorting, writing and developing pupils' understanding of the topic. There are opportunities for self-assessment where pupils can respond to marking and improve their work. There is good support for learning with teaching assistants being attached to specific classes and supporting pupils to make good progress. In classes that follow the formal curriculum a range of teaching strategies and activities are used to meet the needs of the pupils' different learning styles. Teachers create a positive climate and use a range of creative resources; the use of objects and symbols are used in Baptism and Confirmation classes to make it a real experience for the pupils. Effective teaching strategies engage pupils in their

own learning so that they learn well in lessons and enjoy them. All new staff who join the school receive a robust induction and ongoing mentoring to teach RE, led by the RE co-ordinator. Teachers have high expectations and plan lessons which deepen pupils' religious literacy and build on previous knowledge.

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

The leadership of religious education is good and consistently communicates clarity of purpose and commitment to high standards. The leadership team work hard to establish the essential systems and structures to ensure quality RE and provide staff with support, encouragement and challenge. The RE co-ordinator ensures that all staff have the skills and opportunities to contribute to the Catholic life of the school and there are effective systems in place to induct and support new teachers. The shared focus on improving teaching and learning ensures that the subject is well planned with meetings and opportunities to share ideas. The three curriculum pathways and the planned three-year cycle of lessons ensure that religious education delivers developmental and progressively challenging content to pupils across all the pathways. The Sisters of the Sacred Hearts of Jesus and Mary take an active role in supporting religious education in the school.

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

Further develop the school's assessment system to closely track pupils' progress and inform planning.

B. The Catholic life of the school

What has improved since the last inspection?

The school now provides a programme of retreats to support the pupils' spiritual life. Since the last inspection, the school has continued to develop all areas of the Catholic life of the school in line with diocesan guidance and expectations.

The place of religious education as the core of the curriculum

is outstanding

Pield Heath House is an outstanding Catholic school where pupils are offered an experience of Catholic life that is exceptional. It has a very strong Catholic identity and ethos, and the mission statement is at the heart of the school's calling. The status of religious education is further evidenced by the beautiful chapel and vibrant high-quality displays around the school and in the classroom areas. Religious Education is given the highest priority, valued and monitored as a core curriculum subject. It receives the allocated curriculum time required by the bishops' conference. It is evident to all - staff, parents, and pupils - that religious education is at the heart of the school in terms of allocation of the curriculum time, the standard of accommodation, resources and the quality of its teaching staff. The governors and leadership team offer outstanding support and active guidance in developing and reviewing the place of religious education in the school.

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

is outstanding

Prayer and worship are outstanding and central to the life of the school. As pupils enter their classrooms in the morning there is a reflection on the screen with some calming music which sets the tone for the day. The spiritual development of the pupils is achieved in various ways, using traditional and spontaneous prayer but also by providing opportunities for quiet reflection, sharing, and discussion. There are prayer areas around the school and there is an outdoor peace garden. Every week each pupil is given a copy of the message from the Sunday gospel. There was a very spiritual and powerful act of worship observed, led by the RE Ambassadors, that combined traditional prayer, dance, and music in which all pupils participated. There is also an opportunity for pupils to receive the sacraments of Reconciliation, First Holy Communion and Confirmation within the school. Mass is celebrated once a month. The school is an inclusive environment and is sensitive and open to pupils from other Christian traditions and faiths. There are plenty of prayer opportunities for pupils. The RE Ambassadors were articulate and confident in discussing their leadership role in the school which includes liturgies, acts of worship and charitable work. The school has developed a programme of retreats which supports the pupils' spiritual development.

The contribution to the Common Good – service and social justice –

is outstanding

The school makes an outstanding contribution to the Common Good. It has a dynamic and creative understanding of the call to human flourishing and provides excellent opportunities for pupils to develop and celebrate their gifts and talents as individuals and as a community. Pupils undertake a variety of fundraising activities that support local, national, and international charities. The school is a member of 'WE Schools', participating in workshops and activities which involve pupils doing something for others and raising awareness of the role they play in the world. The school has set up

a community café called 'The Well' which has given pupils a chance to host special events such as Macmillan coffee mornings, CAFOD fast days and retreats for schools and parishes at weekends. The school's horticulture area grows and sells produce for community fayres and money is donated to local food banks and charities. The school also uses events such as Fairtrade Fortnight to raise issues about the importance of social justice and how other people are treated. Pupils not only actively engage in acts of service, but they also understand why it is important to get involved. The RE Ambassadors and the student council are well established and effectively serve the needs of the school community.

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

Partnerships between parents, school and parishes are very effective and are promoted at every opportunity. Parents are invited and encouraged to attend and participate in various school events such as the summer fayre, leavers mass, prize giving and whole school liturgical celebrations. There is also an active parents' forum where parents are invited to lead or suggest a theme for a future session. One parent wrote that 'her daughter's life has been enriched by the religious ethos of the school and she was delighted to be appointed the RE Ambassador'. Another parent pointed out that 'the school develops a clear moral teaching'.

The school comes under the parish of Our Lady of Lourdes and St Michael in Uxbridge and the parish priest is a regular visitor to the school saying a monthly mass, leading on reconciliation services and supporting the school with other key events including the sacrament of Confirmation which is held in the school chapel. The school takes pupils from thirteen local authorities across London. There are excellent partnerships with other local and national schools and Brunel University. Senior leaders attend diocesan conferences and in-service training offered by the Westminster Education Service. Governors, staff, parents and pupils are aware of their place as a Catholic school within the diocese. The Sisters of the Sacred Hearts of Jesus and Mary have schools in other parts of the world; the school maintains links with these schools and thus the staff and pupils are part of a wider global family.

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

is outstanding

The leadership team are outstanding in promoting the Catholic life of the school. The mission statement, 'We are a well organised educational community in which all young people are of equal importance and are valued for the individuals they are, regardless of race, culture or background' is embedded in every aspect of the school's work. The leadership team is fully committed to the Church's mission in education and demonstrates this in a dynamic and consistent way. The school's self-evaluation is an accurate reflection of the rigorous monitoring that occurs.

There are excellent systems in place for both new staff induction and for the development of all staff, including those from other Christian traditions and faiths, to ensure that all can actively participate in, and contribute to, the Catholic life of the school. The governors share in strategic leadership with energy and enthusiasm. There are also clear systems in place for receiving the views of parish, staff, and pupils.

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

- Maintain the excellent work on the spiritual development of the pupils.

Information about this school

- The school is a non-maintained Catholic SEN school in Uxbridge.
- The school is within the parish of Our Lady of Lourdes and St Michael Uxbridge.
- The proportion of pupils who are baptised Catholic is 24%.
- The proportion of pupils who are from other Christian denominations is 15 % and from other faiths is 38%. The remaining 23% of pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 32 %.
- The number of teachers with a Catholic qualification is 3.
- All 100 pupils in the school have special educational needs /disabilities Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average at 56%
- The number of pupils speaking English as an Additional Language is above average at 27%
- There are 28 pupils claiming free school meals.
- 27 pupils receive the Pupil Premium (27%).

Department for Education Number	312/7006
Unique Reference Number	102464
Local Authority	Hillingdon

Type of school	Special
School category	Non- Maintained
Age range of pupils	7-19
Gender of pupils	Mixed
Number of pupils on roll	100
The appropriate authority	The Governing body
Chair	Dr Stephen Mort
Headteacher	Sr Julie Rose- Executive Principal
Telephone number	01895 258507
Website	www.pieldheathschool.org.uk
Email address	eryl.dsouza@pieldheathschool.org.uk
Date of previous inspection	12 th December 2014
Grade from previous inspection:	Outstanding
Grades from previous inspection:	Outstanding
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 11 lessons or part lessons were observed.
- The inspectors attended 1 act 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.

Mrs Mary Coyle

Lead Inspector

Miss Angela Dodd

Associate Inspector

Miss Susan Grace

Associate Inspector

Miss Robina Maher

Associate Inspector

Miss Teresa Gaughan

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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