



# Diocese of Westminster

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## **DIOCESAN SELF EVALUATION FORM**

*(January 2015)*

8<sup>th</sup> December 2015

**The Federation of St Mary's Priory**  
Hermitage Road, Haringey, London N15 5RE  
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DFE Number: 3093505 Infant school  
URN Number: 102147  
DFE Number: 3093503 Junior School  
URN Number: 102145

Headteacher: Mrs F. Collins  
Chair of Governors: Mrs M. Hibbert

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Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster  
and Inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of previous inspection: May 2010

## Guidance on completing the Diocesan SEF for schools

The Diocesan SEF is formatted to help schools briefly summarise their evaluations. The emphasis is placed on justifying as concisely as possible the grades the school decides it merits. The Diocesan SEF is not intended to be used as a store for all the school's evidence.

Our mission is:

To love one another as Mary Loves Jesus and Jesus loves us

To do our best always

To take care of ourselves and the world God has given us.

The Federation of St Mary's Priory consists of an Infant school and a Junior School. Both schools have 2 forms of entry and include a nursery provision.

Our community tag confirms our belief that we are 'where great lives begin'.

This is because our vision is to inspire our children:

To become children of faith, hope and love

To become confident, independent learners for life

To keep safe, be strong and make a positive contribution to society

We are situated in the ward of Seven Sisters in the LA of Haringey. An area of much poverty, Haringey is in the lowest percentile for deprivation, 138<sup>th</sup> of 155 boroughs nationally. *The deprivation factor of our federation is 0.54 which is more than double the national number.*

The school serves the parishes of St Ignatius, St John Vianney and St Thomas More.

The proportion of pupils who are baptised Catholic is 80%.

The proportion of pupils who are from other Christian denominations is 18% and from other Faiths 2%.

There are 466 pupils on roll, with 52 pupils in the Nursery. Three children have EHCPs (Education Health Care Plans). Our SEND stands at 5.9% with 11% of pupils being supported at School Action.

The proportion of pupils from ethnic minority groups is well above the national average at 95%.

The number of pupils speaking English as an Additional Language is 92% in the Junior School and 84% in the Infant School, well above the national average.

Higher than national percentage of pupils on the Pupil Premium funding register, with 43% of pupils eligible for FSM, well above national average.

*93 children receive Pupil premium in the Junior School with 42 in the Infant School.*

Are there any particular characteristics of your school which you would like to share?

We are within the 'Top 100' performing and improving schools nationally – June 2015

Outstanding Early Years' provision – Ofsted September 2014

A vibrant as well as effective **learning community** we work closely with secondary schools who visit weekly to support learning. We also offer training/work experience to our parents and local students to enable them to access the skills they require for employment.

Community cohesion is well supported with excellent learning resources and CPD from the **PREVENT** strategy.

Strong links with local schools including **The Islamic Shakhshiyah Foundation School** and **St Ann's CE Primary**– with whom we share CPD and resources.

SMSC actions are a strong characteristic of our federation – working with **Credit Union**, encouraging children to become Lifelong savers/ **Enabling Enterprise Challenge Days** which develop the resilience, enterprise skills and experiences of the world for future success/British Values embedded in our school life.

We encourage our children to have a '**Can Do**' approach as demonstrated by Carol Dweck in her book 'Mindset' and we have a Silver award for Sports. Bronze awards for Kidscape, Healthy Schools and Games.

We cater for all of our children's **Social and Emotional Needs**, some of whom see a Counsellor who works with these children through art therapy.

Currently we cater for our more able (**potential plus**) children in RE with the employment of an artist whose focus this term is on churches as places of worship.

**Our Mission** which is at the heart of all that we do is celebrated through song, prayer and actions.

## Staffing Profile

	Numbers	%
<b>Total Catholic teachers</b>		
Total full-time Catholic teachers (headcount)	<b>15</b>	
Total part-time Catholic teachers (headcount)	<b>2</b>	
Total full-time teachers (headcount)	<b>19</b>	
Total part-time teachers (headcount)	<b>3</b>	
Total full time equivalent (f.t.e.)		<b>81%</b>
Teachers who teach Religious Education	<b>15</b>	
Teachers with CCRS	<b>4</b>	
Teachers with other Catholic qualification (e.g. Theology, leadership)		
Hours per week of additional staff support (e.g. Teaching Assistant) given in Religious Education lessons	<b>Each class has a LSA</b>	

Those involved in completion of Diocesan SEF:	Mrs Collins, Mrs Sheridan, Mrs Georgiou, Ms McLaughlin and Sister Eugenia
Name of Chaplain / priest:	Father Clive Lee and Father Michael Ashford
Subject Leader for Religious Education:	Ms McLaughlin

	N	R Y7	Y1 Y8	Y2 Y9	Y3 Y10	Y4 Y11	Y5 Y12	Y6 Y13	Totals
<b>Number of pupils on roll</b>	29	59	59	60	60	58	56	57	438
<b>Number of Catholic pupils</b>	18	41	47	49	52	44	56	45	352
% of Catholic pupils of total	62%	69%	80%	82%	87%	76%	100%	79%	80%
% of children from other Christian faiths	35%	26%	20%	16%	13%	22%		21%	18 %
% of pupils from other faith backgrounds		5%		2%		2%			1%
% of pupils from no faith background	3%	6%							1%

(Figures are accurate to: December 2015)

## Pupil Data

Number of pupils with a Statement of Special Educational Needs		3	
Number on SEN register (all categories)		96 + 3 above	
Number of pupils receiving the Pupil Premium		93	
Number of pupils excluded in the last academic year	<i>Permanent Nil</i>	<i>Temporary Nil</i>	

## Classroom Religious Education Time

Total teaching time – per week	23.5 hours
Total teaching time for classroom Religious Education – number of lessons and %	2hours 20 minutes

## Classroom Religious Education Budget

	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>
Religious Education budget over the last three years	£2000	£2000	£2000
English budget over the last three years	£500	£1000	£1500
Mathematics budget over the last three years	£500	£1000	£5,000*

\*New scheme bought for Maths across both schools

## Attainment Data – Primary

Please use numbers not percentages, unless otherwise stated.

### Key Stage I – Teacher Assessment (over the last three years)

Year	No. in cohort	Working towards		Level 1		Level 2		Level 3	
		No.	%	No.	%	No.	%	No.	%
2014-2015	60	1	2%	2	3%	52	87%	5	8%
2013-2014	60	2	3%	7	11%	45	75%	7	11%
2012-2013	58	4	7%	9	16%	42	72%	3	5%

**Key Stage 2 – Teacher Assessment (over the last three years)**

Year	No. in cohort	Working towards		Level 1		Level 2		Level 3		Level 4		Level 5	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2014-2015	53	0	0	1	2%	5	9%	11	21%	27	51%	9	17%
2013-2014	59	0	0	1	2%	3	5%	14	24%	34	58%	7	12%
2012-2013	60	0	0	2	3%	1	2%	12	20%	40	67%	5	8%

Please detail any additional attainment data, teacher assessment, related to Religious Education not included above (e.g. Foundation Stage).

**Foundation Stage- Teacher Assessment (over the last three years)**

Pupils achieving expected or better than expected level of development in PSE (EYFSP)

	St. Mary's Priory	LA (Haringey)	National Data
2015	92%	84%	tbc
2014	88%	82%	81%
2013	83%	75%	76%

Please detail participation in the following: internal moderation, external (Deanery/Diocesan) moderation.

RE Leader regularly attends deanery and diocesan moderation sessions which ensure that the schools' internal moderations are accurate and reliable.

## Classroom Religious Education

*How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?*

### **A1. What has improved in classroom religious education since the last inspection?**

- What has the subject leader done to address the previous inspection recommendations?

\* Completing the planned religious education sample work portfolio so that this can be used to moderate assessments throughout the school in line with national expectations.

\* Using developmental marking to challenge pupils to further improve their work and strive to achieve the next religious education attainment level.

A new portfolio started with the updated 'Agreed Understandings of the Levels of Attainment'. Samples have been moderated internally and at deanery and diocesan meetings. (Evidence: Portfolio accessible to all staff)

We have half termly professional development meetings focussing on pupil self-evaluation (green pen marking). This is at the core of ongoing SLT monitoring and self-evaluation. Pupils know and understand what they have to do to improve their work. (Evidence: In subject leader's monitoring files and in the pupils' books)

### **A2. How well does the content of classroom religious education meet the requirements of the Curriculum Directory?**

**At least Grade 2**

Summarise an evaluation of the main strengths and weaknesses relating to the above question, taking into account:

- The programmes of study and schemes of work illustrate where, how and when the appropriate **content** from the Curriculum Directory is taught and assessed
- The resources used facilitate good links to the **areas** within the Curriculum Directory, including other faiths, at each key stage and meet the needs of pupils' learning
- There is evidence of how topics are revisited over all key stages to show progression and greater depth of provision
- The taught curriculum enables pupils to develop their religious literacy.

The RE curriculum is creative and engaging bringing to life the teachings of Jesus and the Church through a variety of strategies including music, drama and ICT

Since September 2010 the school has been using discreet units of work by MC, these have covered the gospels of Matthew, Mark & Luke and follow the pattern of the Liturgical year. Clear references made in each unit to content and coverage of the curriculum directory, and this is reflected in the teachers planning. In addition, we track coverage of the RECD according to age related content. This enables monitoring of how topics progress across key stages with greater depth of provision. In both

schools there is a working wall outlining the RE learning and the coverage of the areas of study of the RECD.

These units have enabled the children and staff to develop their religious literacy and both have gained confidence and depth of knowledge and understanding. Resources to support this such as Godly Play, story boxes, Good News bibles have been purchased and this enables the children to greatly improve their access to and knowledge of scripture.

(Evidence: Pupil conversations and book looks)

Following CPD for staff on the agreed understandings of the levels of attainment, we are increasingly confident in using the resources creatively to ensure progress in learning from year to year.

(Evidence: Target Tracker)

Teaching of other faiths is currently delivered using a variety of resources. There is a week in the autumn term on Judaism and a week on another faith in the spring/summer term. We have a link to the local mosque and have undertaken whole school visits to enhance our learning. The Islamic Shakhsiyah Foundation School presented two assemblies sharing their practice and beliefs with our school communities. Summer 2015

(Evidence: SMSC portfolios)

### **A3. Pupil achievement (as well as attainment and progress) in religious education**

#### **Grade 2**

- Evidence of progress is measured against appropriate benchmarks – The National Levels of Attainment, the school's own internal systems and deanery and diocesan moderation.
- The National Levels of Attainment and the agreed understandings, are used to assist planning, inform teaching and learning as well as enable teachers make accurate judgements on pupil progress and attainment
- The ways in which the school measures and records pupil progress in religious literacy.

Children are enthusiastic learners as can be evidenced in their lessons and their workbooks.

Following the change to the use of the units from MC teaching is more focused and children from all ability groups are making greater progress.

(Evidence: Target tracker, planning, lesson observations and book looks)

The RE leader has attended deanery and diocesan moderation for the last three years and the diocesan advisor has supported internal moderation.

(Evidence: Portfolio)

Planning clearly identifies assessment tasks reflecting the agreed understandings of the levels of attainment.

Using the pupil targets produced in each unit the children know what they need to do to achieve and move on to the next level.

(Evidence: 'I can' statements for each unit in the children's book and on display in the classrooms)



#### **A4. The quality of teaching**

#### **Grade I**

- Monitoring of teaching provides evidence of high teacher expectation and the engagement of pupils in their own learning
- Class work and homework assignments enable pupils to develop as independent learners and to develop their knowledge and understanding of religious concepts and meaning
- Pupils understand how to improve their work, receive good feedback orally and through regular marking procedures.

100% of RE lessons observed in 2015 were judged to be good or better. Teachers are using a variety of teaching styles. Mini plenaries and good use of questioning check that children are making progress. Green pen marking similarly supports learning with teachers providing next steps. Homework provides opportunities for deepening children's understanding.

The Head Teacher and RE leader attended Section 48 Inspection training (July 2015)  
'Book Looks' occur half termly and are carried out by the RE leader, SLT and supported by the primary RE advisor.  
Samples of work are collected half termly and moderated – [found in both schools' portfolios.](#)

#### **A5 The effectiveness of the leadership and management of religious education.**

#### **Grade I**

- There is a clear vision and direction for religious education shared by all members of the department/ leadership teams/ improvement teams/ and all staff teaching religious education
- Systems and structures are in place to ensure an effective team, competent in their subject knowledge and supported in their teaching, especially teachers from other Christian/ faith traditions
- Established monitoring and self-assessment procedures ensure the continued professional development of all staff e.g. Catholic performance targets
- The school/department engages in moderation at deanery and diocesan levels
- Effective range of CPD ( Diocesan /in house ) is offered to teachers teaching religious education
- Monitoring evidence of the teaching of religious education.

RE is a core subject at the centre of the curriculum.

The RE Leader produces an annual action plan which is the foundation of our 'School Improvement Plan' agreed by governors and all stakeholders and can be found on our school website.

The RE Leader attends weekly SLT strategy meetings. She has additional leadership time weekly to allow her to focus relentlessly on improving teaching and learning.

The RE Leader attends regular training including the annual 'RE Leaders' conference'. CPD offered to support MC units and courses her own professional development. – [see RE Leader's file](#)

All teachers have a performance management target for RE. 2015/16 it is to be observed teach at least a 'good' RE lesson. This involves the triangulation of children's learning, pupils' books and pupil conversations.

Since the introduction of Margaret Carswell units we have endeavoured to improve the T & L, marking and assessment of RE. In order to empower the staff and increase their confidence the school has used the planning produced by the Islington deanery and adapted it with the support of the diocesan advisor. The RECD and the agreed understandings of the levels of attainment are working documents throughout the federated schools and form the basis of the teaching and assessment of RE.

The headteacher is a Local Leader of Education who works for Westminster in a voluntary capacity to coach and mentor newly appointed headteachers of Catholic Schools. In addition she is actively involved in Haringey's Voluntary Aided Schools' Headteacher group which meets half termly.

In the last academic year two teachers participated in the residential course organised by Westminster Diocese 'Aspiring Catholic Deputy Headteachers'

Both the Headteacher and the RE Leader participated in 2 days training for Section 48 Inspection – July 2015.

The RE coordinator regularly attends deanery and diocesan moderation sessions which ensures that the school's internal moderations are accurate and reliable.

Careful tracking of the coverage of the RECD is carried out by the RE Coordinator and files passed upwards to the new teacher.

**A6. What should the school do to improve further in classroom religious education?**

- State your priorities for improvement and development in classroom religious education.

See RE SIP as attached and on the Federation's website.

**A7. What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?**

**At least Grade 2**

As RE is treated with the same rigour, moderation and consistency of approach as other core subjects which leads to high expectations from all involved in teaching and learning of RE. Classroom practice is at least 'good'

**B. The Catholic life of the school**

*How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?*

## **BI. What has improved since the last inspection?**

- The ways in which the school has addressed any recommendations from its previous inspection.

As a vibrant Catholic community we have continued to build on the strengths of our previous inspection in the following ways.

Working with the children we have written and produced our very own 'Mission' song.

Our liturgies involving the whole community are celebrated in a creative and meaningful way bringing to life the Word of God.

Drama, music, art, dance are just a few of the ways in which carry through our joyous celebrations.

– SMSC books

We live out the teaching of The Gospels by supporting the vulnerable and needy in our local community, in our national community and internationally.

We do this by supporting such charities as 'Caritas', 'The Catholic Children's Society' and 'CAFOD.'

- see SMSC books

Pupil, parents and staff achievements are recognised and celebrated in assemblies and on the school website. One example is that a lady who began work here as a SMSA has with our support and encouragement achieved QTS status – November 2015.

Everyone within our community is valued and respected.

Our site-manager is our lunchtime referee as well as participating on residential trips to Pendarren, South Wales.

Children are encouraged to share their successes accomplished both in and out of school.

We participate in a monthly 'Praise Assembly' at St Ann's Church.

House Points are awarded to Junior School children for their kindness and good manners as our Mission asks us 'to love one another as Jesus loves us'.

**B2. The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget**

**Grade I**

Summarise an evaluation of the main strengths and weaknesses relating to the above question, taking into account:

- Religious education receives the weekly entitlement of 10% curriculum time at all Key Stages 1-4 and 5% at Key Stage 5, as directed by the Bishops' Conference of England and Wales
- The status of religious education is evidenced in the staffing; budget, resources and accommodation of the department
- Teachers of religious education are supported in their professional development

RE is timetabled for 10% coverage in the timetable

Termly RE newsletters sent home setting out the curriculum for our parents/carers.

RE budget allocation matches other core subjects.

RE is part of performance management for staff, who are encouraged to attend relevant CPD offered by the diocese. Half termly CPD takes place in school.

RE Leader attends SLT meetings and is given additional leadership time every week.

Sister Eugenia, our RE link governor, undertakes a learning walk termly with a focus on the RE displays and prayer corners.

RE Leader works with the Assessment Leader to monitor assessment data and track progress.

Artefacts and equipment for prayer spaces are age appropriate and reflect the seasons of the liturgical year.

Resources supporting the RE curriculum are regularly updated across the schools in order to enhance the delivery of religious education.

**B3. The experience of Catholic worship – prayer and liturgy – for the whole school community.**

**Grade I**

- Prayer and worship are central to the daily life of the school, through class prayer, assemblies and staff prayer
- Celebration of the key events of the liturgical year with Mass and the Sacrament of Reconciliation is part of the worship of the school community
- Opportunities for prayer and worship are offered from the richness of the Catholic tradition
- Pupils are actively involved in both the preparation and leadership of worship.

All staff, including cleaners and office staff, gather together, once a fortnight for a meeting of celebration. This meeting begins with a [prayer and time for reflection](#).

Pupils are actively involved in preparing and leading acts of worship which is linked to the Wednesday Word and the Liturgical Year.

Photographs of children leading collective worship can be found in the RE leader's file.

We have a '[Staff Well Being Team](#)' which includes premises and support staff as well as teachers and meets every half term.

Key events in the Liturgical Year are celebrated with Mass and the sacrament of Reconciliation is part of preparation for Easter and Christmas. ([Calendar of celebrations can be found in the RE Leader's file](#))

Celebrations of Mass include; beginning of the new term, Holy Days of Obligation and there is a programme of class Masses, with the support of Father Clive.

A Mass for the children who have made their first Holy Communion is celebrated in the summer and a Mass for the Year 6 leavers occurs in the last week of term.

The children in Year 6 also participate in the annual Haringey VA Schools' Leavers service held in St Pauls Church, Wood Green.

Opportunities for prayer and worship are from the Catholic tradition. Children are encouraged to learn both school and traditional prayers. Suggestions for praying at home are on the RE Newsletter sent half termly and the Wednesday Word distributed every week.

The children in Key Stage Two participate in the Catholic Children's Society Carol Service each year in Westminster.

In each classroom there is a focus for prayer, the children in the class will start and end each day with a prayer together and also at lunchtimes.

Monday/Tuesday assemblies led by a member of the SLT support the RE curriculum.

Class assemblies on Friday are themed according to the current curriculum area and incorporate a time of prayer and reflection.

Evaluations of the catholic life of our federation are made through parent, staff and pupil questionnaires. These questionnaires are analysed and shared with all stakeholders.

#### **B4. The commitment and contribution to the Common Good – service and social justice.**

##### **Grade I**

- Pupils know and understand the Gospel call to justice and service from a local, national and international context
- Opportunities are available for pupils to actively engage in service to those in need
- Respect for one's own and others' cultural background underpins relationships and behaviour
- The school offers pupils rich and varied opportunities to develop individually and socially as members of the school and wider community
- Pupils are enabled to develop their talents, assume appropriate levels of responsibility and actively engage in leadership activities.

We at St Mary's Priory offer our community a wide range of opportunities to celebrate 'human flourishing', peace and justice.

Examples such as;

'Just Enough' workshops for years' 5 and 6 to educate children in how to prevent child slavery – February 2016

CAFOD workshops on 'the rights of the child' – October 2015

Three magistrates came to lead workshops for year 6 children on justice and peace.

Caritas – to support an orphaned family in our community by buying them furniture for 2 bedrooms

We organised a carnival in response to the riots in Tottenham, promoting peace in Tottenham  
"One Love"

The Advent Charity for 2015 was CAFOD's World Gifts. Each class chose a gift and fund raised £600.00

To support a pupil with Down Syndrome, we raised £1700 for Downs Right Excellence

Catholic Children's Society Lenten boxes

Harvest food collection- distributed between three local churches and also the 'Giuseppe Conlon' catholic worker homeless shelter which is local to the school.

Counselling – Pupil Counsellor

We hold an annual International day and 'Talent Assembly'.

Each class has a 'star' of the week, ensuring every child has a chance to shine for at least one week in the year.

House points awarded for good manners, kindness and helpfulness. There is a half termly winning House Party.

Parents lead half termly assemblies in the Infant School.

The school community is supportive and generous to those in need in a local, national and global level.

**B5. 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.**

**Grade I**

- The leadership of the school – Governors and Head – are committed to developing their role as a Diocesan school within the Diocesan community of schools
- There is a strong sense of shared purpose in how the school presents itself as a Catholic school within the Diocese
- The school actively demonstrates - since its previous inspections – participation in Diocesan in-service; conferences; shows an openness to implementing diocesan policy and guidance, and celebrates with other schools as part of the Diocesan community of schools
- Opportunities are taken to develop home, school and parish(es) links.

Listening to the requests of all stakeholders, an evening SIP workshop was held in September 2015. RE was the main focus.

This event, attended by staff, parents and governors, was so successful we plan to hold a second one in June 2016.

Priests from our 3 local parishes regularly come to our schools to lead or support us in our liturgies.

Half termly social events for the parents/carers for each year group

Parent volunteers come in weekly to support children's learning.

We support families by encouraging older siblings and parents to carry out their work experience here at St Mary's Priory.

Proactive friends of St Mary's Priory – Coffee Mornings, organise events and fund raising

Very good attendance at parent teacher consultations

Annual parents, staff and pupil questionnaires

Parents come along in good numbers to all Masses and assemblies; they work with the school to develop their children's faith and understanding of catholic teaching.

Governors attend diocesan training.

School leaders are active in working with the CES; RE Leader and headteacher have begun training for Associated Inspection role.

The school puts itself at the service of Westminster Diocese with the headteacher coaching and mentoring other Catholic headteachers and the RE Leader becoming a key moderator for the Diocese.

## **B6. The effectiveness of the leadership and management in promoting the Catholic life of the school.**

### **Grade I**

- The leadership of the school – Governors and Head – shares a strong vision of the Catholic nature of education
- Leadership of the school enables and encourages all staff to participate fully in the religious life of the school
- All aspects of the school curriculum are underpinned by the Mission Statement
- Support, in-service and induction into the Catholic nature of education and the Catholic life of the school are a regular occurrence for all staff.

One example of a way in which we strive to live out our Mission is on such occasions as when the headteacher and a governor go out to visit our families in great need. We are active in support of these families providing food, money, letters to support them or just a friendly ear.

The Board of Governors is energetic and enthusiastic in their role. They are fully committed and have good systems in place to review the Catholic life of St Mary's Priory. These include learning walks, pupil conversations, workshops with the staff and attendance at a range of our liturgies.

New staff are buddied up with an experienced member of staff.

## **B7. What should the school do to develop further the Catholic life of the school?**

- State your priorities for continued improvement and development of the Catholic life of the school.

St Mary's Priory will continue to promote our schools within the local community as we celebrate our Catholic way of living and show how we live the Gospels.

Please see Action Plan with the priority 'To promote our schools within the community and show how we live the Gospels'

Progress and attainment of RE to be part of our termly 'pupil progress' meetings

Booster sessions for level 3 and level 5



Introduction of school chaplaincy team with prayer meetings at lunchtimes / all children to become 'mini vinnies'

Staff to be offered the CCRS with financial and professional support from the school,

**B8. What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?**

**Overall Grade I**

Children at St Mary's Priory flourish and are proud to be a part of a truly Catholic environment.

They learn to understand the Sacramental Life of a Catholic person.

They take their Catholicity into the wider community with pride and 'do their best' to live the Gospels as they show their 'love for one another' as 'they look after themselves and the world God has given them'.