



Coloma Convent Girls' School

URN: 149347

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

14 May 2026 – 15 May 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection

2

1

2

1

Yes

Yes

Fully

What the school does well

- Coloma embodies their charism of 'Compassion' and pastoral care for the whole community at its core.
- Enables all students to act as courageous disciples of Christ through student led projects rooted in compassion and care for the school community.
- Provides a wide range of opportunities for students to engage in prayerful activities throughout the school day, both formally and informally.
- Plays a key role in supporting other schools within the academy through the sharing of effective practice.
- Coloma fosters and encourages students to have positive relationships with each other through their charism of 'Compassion', reflecting the virtues of The Daughters of Mary and Joseph.

What the school needs to improve

- Provide consistent opportunities for students to respond to feedback in order to deepen exploration and critical thinking in religious education.
- Develop strategies for students to achieve a sense of awe and wonder through extended engagement in lessons.
- Impactful monitoring, training and support to ensure consistently high-quality provision for daily prayer and reflection.

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

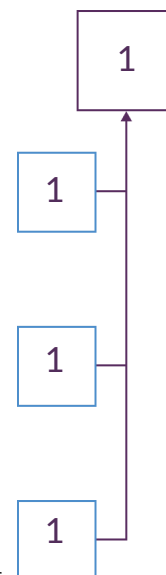
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 compassion permeates all aspects of life at Coloma and is deeply rooted as a guiding principle for life beyond school. As such, students embrace the many opportunities to serve Christ and confidently bring their own ideas and projects to staff for consideration. Staff support pupils in turning these ideas into initiatives that improve the lives of others. Student chaplains speak proudly and say they feel privileged to be able to interpret the vision and values of the school, supporting their peers to live out their faith with courage and confidence. This inclusive culture extends to students of other and no faiths, who value the school's ethos and recognise its positive impact on their own lives. Similarly, the sixth form Faith Ambassadors lead projects, such as collections for food banks, which strengthen the deeply rooted culture of mutual respect and foster a strong sense of belonging and pride to be a Coloma student. Students actively support a range of local and national charities, including CAFOD and the Hosanna House and Children's Pilgrimage Trust (HCPT), demonstrating their commitment to serving others. Students feel empowered through the school's values and charism; for example, approaching a local MP to raise issues that were important to them, resulting in their views being recognised publicly by the MP in their lobby for change. Students are overwhelmingly proud of their school, particularly the strong sense of community and diversity it embraces.

Staff fully embrace the charism at Coloma, 'Compassion', which has a significant impact on the life and culture of the school. With one member of staff commenting that, 'Coloma provides a warm and nurturing Catholic environment where faith, prayer and religious education are woven meaningfully into daily life, helping children grow spiritually, morally and academically.'

Catholic social teaching is integrated in a structured and planned way to link all aspects of school life to the principles. A high level of pastoral care is prioritised through systems and practices supported by a passionate, knowledgeable and skilled chaplaincy team. Chaplaincy is central to the life and mission of the school, enabling all staff to be exemplary role models. A dedicated chaplain, funded by the Daughters of Mary and Joseph (DMJ) has, in the words of one member of staff, 'enhanced the provision hugely with faith and Christ at the centre of what we offer.' Relationships, sex and health education (RSHE) follows an agreed scheme and is carefully mapped against the religious education curriculum, enabling students to make meaningful connections between themes and topics and providing greater coherence and purpose to their learning.

Leaders and governors prioritise the core purpose of the Church's mission within the life of the school by being meticulous in ensuring that all aspects of life at Coloma are underpinned by its Catholic identity, charism and mission. A parent commented, 'The school benefits from great leadership (they) are completely invested in developing and growing all areas of the school, but with particular emphasis on Catholic ethos, values and education.' Leaders, including the chaplaincy team, engage effectively across the academy and are instrumental in providing high-level support through the sharing of expertise. Governors and the Daughters of Mary and Joseph work closely with the school with specific focus on an understanding of the history and current day work of their Founders, enabling all students to understand and embrace the school purpose and carry out the school's mission fully. Staff describe leaders as 'living the faith' and highlight that 'so many contribute to the faith-life of our community', recognising the significant contribution leaders make. One member of staff reflected: 'There has been a wave of genuine spirituality at this school over recent years. This has made me want to be involved and take a more active role in the Catholic life of the school. Being here has strengthened my faith.'

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

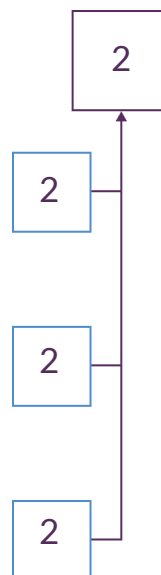
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



External outcomes for both GCSE and A level religious education are well above national and local levels. Internal assessment information indicates that students make progress over time with students expressing that they know how well they are doing in religious education. Whilst students demonstrate positive attitudes to learning and in most cases are fully focused in their lessons, limited opportunities for extended engagement hinders deeper thinking and exploration of the topics being studied. In the strongest lessons, students successfully retrieve prior learning and engage confidently in questioning activities, using 'hands up' systems. Students are able to reflect on sources of wisdom when provided with the opportunity to do so. Most students work independently with confidence, completing tasks effectively and collaborating well with others to support learning. Sixth form students commented that core religious studies, 'support critical thinking and the content motivates us to be less passive.'

The curriculum lead has developed a scheme of work and resources which provide consistency of content in lessons and aligns with the *Religious Education Directory* (RED). As a result, students report that they enjoy religious education lessons because, 'the content is interesting'. Teachers use appropriate visual resources to support student's engagement with the learning activities but not all teachers consistently demonstrate confidence in subject delivery or in the accurate use of religious literacy. Teachers recognise the impact religious education has on the moral and spiritual development of students and make relevant links between learning and lived experience. In the strongest lessons, teachers use questioning well to enable students to question appropriately, leading learning forward. Opportunities for

all students to engage consistently in discussion and questioning activities are not yet fully developed. Teachers follow the school's marking and feedback policy, using regular summative assessment to inform whole-school progress monitoring. Students do not routinely have sufficient opportunities to reflect on feedback or respond to teacher, self and peer assessment to deepen their learning. In lessons where this does happen, teachers are able to rectify misunderstanding, clarify key learning points and introduce religious vocabulary. The majority of books are well presented and reflect teachers' high expectations for standards of written work. Teachers introduce age-related religious literacy; however, there is inconsistency in staff subject knowledge when exploring the meaning and purpose of key terms. In the strongest lessons, praise is used effectively to encourage and motivate students in their learning.

The leadership of religious education is currently in a period of transition, supported effectively by senior leaders and governors. Leaders and governors provide support and guidance for interim leaders of religious education to ensure students receive a curriculum which faithfully reflects the RED. This includes supporting non-specialist staff with training to have the skills and knowledge to ensure consistency of content for every child. Specialist support for subject knowledge is available from the chaplain, priest, and governors with appropriate expertise. Staff engagement with the professional development opportunities provided however is not yet fully consistent. Leaders ensure that religious education is effectively planned to meet students' differing needs. Leaders and governors acknowledge further quality assurance of data at department level is required and as such have introduced robust monitoring through regular data analysis meetings, leading to targeted support for students. Governors have a clear understanding of teaching and learning, accurately reflecting judgements made by senior leaders.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

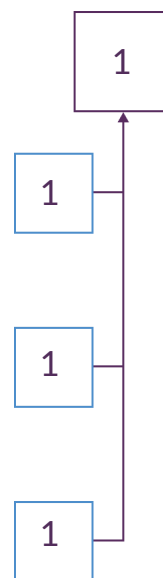
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



The experiences provided by the school to engage in prayer, liturgy and celebrations of the word are highly valued by students. They show a deep respect of the right to pray and understand the variety of ways in which individuals express their faith. Students actively seek opportunities for prayer and reflection to support one another during times of grief and remembrance. This is reflected in memorial opportunities and acts of prayer for members of the school community who have died. Students, through their role in chaplaincy, embrace and expertly lead celebrations of the word, working alongside the chaplain who guides them. They also see themselves as disciples who encourage and support others to take active leadership roles within the faith life of the school, inspired by the charism of compassion. Each tutor group takes responsibility for planning and leading Tuesday morning Mass working with the support of the school chaplain. Student chaplains are confident to take scripture and link messages to the virtues and values of the school, 'ensuring we use language that everyone understands'. Students and members of staff have taken up the opportunity to be trained as Extraordinary Ministers of the Eucharist which is offered by the parish priest and school chaplain.

The comprehensive program of prayer, liturgy and celebrations of the word, ensures all members of the community can choose to benefit from the prayer and spiritual life of the school. One parent commented that, 'prayer and worship of God is part of every day at Coloma and this is what I want for my daughter.' Another parent stated, 'I appreciate the many opportunities for the girls to worship collectively.' In addition to the beautiful chapel and Rose Hall, the students nurture and maintain a large prayer garden providing a very special

place for reflection. A parent commented, 'My daughter often mentions the spaces of prayer and reflection that the school has created, particularly the prayer garden, which she is really proud of as it is well maintained by the students and very welcoming.' Students participate in daily prayer at the beginning and end of the school day. In the strongest practice, these moments provide opportunities for reflection and calm which enhance wellbeing and deepen students' personal faith journeys. The quality of prayer experiences is not yet consistently as strong across all provision. The school provides students with a range of opportunities to engage actively in their faith. Examples include through liturgies, to being special ministers at Mass, to having the chance to go on retreats and help with Hosanna House and Children's Pilgrimage Trust (HCPT) on pilgrimage to Lourdes.

The school's policy on prayer and liturgy is well-developed, regularly reviewed and supports staff providing the highest level of provision. A parent noted that all important moments in school life are marked through the celebration of Mass. The school is supported by a local priest who regularly celebrates weekly Mass and provides pastoral care and guidance within the school community. Leaders work closely with the priest to ensure that feast days, special events and holy days of obligation are celebrated meaningfully within the life of the school. Governors and leaders regularly monitor prayer and liturgy provision, responding to and providing support for student suggestions in a timely manner. Such as requests to be more involved in the Mass. This proactive approach by leaders acts to progressively increase students' own leadership of prayer and worship. A parent commented that leaders, 'own strong personal faith and value system permeates at every level, that's what makes the Catholic faith feel alive at this school.' Leaders have embedded opportunities for staff formation, with a member of staff referring to members of staff finding faith here.

Information about the school

Full name of school	Coloma Convent Girls' School
School unique reference number (URN)	149347
School DfE Number (LAESTAB)	3065405
Full postal address of the school	Upper Shirley Road, CROYDON, CR9 5AS
School phone number	020 8654 6228
Headteacher or Head of School	Mrs Danielle Bumford-Sinclair
Chair of Governors	Mr Pawel Krzemienski
School Website	www.coloma.croydon.sch.uk
Trusteeship	Diocesan Daughters of Mary and Joseph
Multi-academy trust or company (if applicable)	St Oscar Romero Catholic Academy Trust
Phase	Secondary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	11 - 18
Gender of pupils	Girls (Sixth Form: Girls)
Date of last denominational inspection	10 October 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Catherine Burnett Lead

Bernard Woodcock

Shelley McClure

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