



## Catholic Schools Inspectorate inspection report for **St. Catherine Catholic Primary School**

URN: 102424

Carried out on behalf of the Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 4 – 5 May 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>3</b>
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.....	2
Religious education (p.5) The quality of curriculum religious education.....	3
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops’ Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- Catholic life is at the centre of St Catherine School and is very evidently a priority focus for all staff and pupils.
- Prayer life is varied, meaningful, vibrant, linked to the liturgical year and enhanced with appropriate music.
- Pupils engage respectfully in prayer and worship and take great enjoyment from their liturgy.
- The school is a warm, welcoming place and parents and staff are supportive of the work initiated by the acting head teacher.
- The school environment is vibrant, displays are used to enhance pupils’ knowledge of areas such as prayer life, Catholic Social Teaching and other faiths.

### What the school needs to improve

- Adopt a team approach to the leadership of religious education and ensure both rigour and depth of a sequenced, progressive curriculum for religious education.
- Provide a rigorous approach to assessment that informs planning, so pupils understand what they need to do next to improve.
- Develop pupil leadership to enable them to prepare and deliver creative and well-constructed experiences of prayer and liturgy as well as leading in Catholic life and mission across the school.

## 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:.....

2

### Pupil outcomes

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

2

### Provision

The quality of provision for the Catholic life and mission of the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

2



Pupils were able to speak with great pride about the school's Catholic identity and could explain how the life of St Catherine underpinned many of the school's values. Pupils described the work they had done in helping to raise funds for those injured in the earthquake in Turkey and Syria. They also explained how they had given up their own time to sing in some of the local care homes. They understood that this was part of their own personal responsibility and the school's commitment to following the example of Jesus. Leaders have ensured that all communal areas have displays that are both vibrant and inviting as well as being informative. Pupils reflect on the themes of Catholic Social Teaching and can use photos to explain work they have done to address each area. Pupils were able to describe the work of organisations such as Fairtrade and explain the links to Catholic Social Teaching. They understand these concepts, however this work is not yet fully embedded.

Pupils and staff have a strong view of themselves as being rooted in Christ. Pupils reflected upon how the school trains them to show this learning in their everyday lives. They explained that as followers of Jesus, their actions must reflect his teaching. Pupils are respectful of each other and of others who do not share their Catholic faith. Pupils were able to talk about other faiths and, for example, have learned about Sikhism, Judaism and Hinduism over the course of the year. They are knowledgeable about other world religions and pupils of other faiths are confident to share their beliefs. Christ is at the heart of the school, there is a sense of community, evident in the quality of relationships and the culture of welcome. This has been identified by pupils, parents, and staff. The community has highlighted the work undertaken by the acting head teacher to raise the profile of the school's Catholicity. St Catherine is a supportive and joyful community, where all are valued, and Christ's presence is recognised in the other. Everyone is welcomed in a spirit of hospitality.

Staff therefore, are equally positive role models for pupils. Through their relationships with each other and the love and care they show for pupils, they bear witness to the school's Catholic life and mission. Staff provide supportive pastoral care for pupils, and there is a commitment to the most vulnerable. The school's environment provides a strong visual reminder of the school's Catholic mission and identity. Displays highlighting the themes of Catholic Social Teaching, the Church's liturgical year and prayer spaces throughout the school provide a clear daily reminder for the community of the school's purpose and the dignity of the individual. The school's recent competition to develop a stained-glass window reflecting the school's values and vision is one example of the work being done in this area. There is provision in place for the teaching of Relationship, Sex and Health Education (RSHE) to ensure it is firmly rooted in the teaching of the Church. This provision meets all statutory and diocesan requirements.

Parents noted that the acting head teacher's presence in the parish had helped to support liturgy in the parish and his commitment to the Catholic life and mission of the school. The school provides numerous opportunities for families to be involved via the school Masses, prayer suggestions and charity work. As a result, parents understand the school's Catholic ethos and feel supported by the school in their roles as the first educators of their children. The school puts into practice the Church's preferential option for the poor by supporting a range of projects such as the British Legion, Young Carers and the Michael Sobell Hospice. The development plan identifies religious education and Catholic life as areas of focus for the school. Leaders, including governors must ensure there are robust systems in place to validate judgements and ensure accuracy.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

3

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

3

### Provision

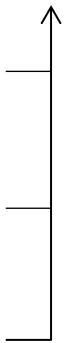
The quality of teaching, learning, and assessment in religious education.....

3

### Leadership

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

3



Pupils enjoy their religious education lessons. They were mostly attentive and engaged in a variety of activities such as hot seating, research, peer discussion and group activities. The mapping of the religious education curriculum against the requirements of the Bishops' Religious Education Directory has been carried out, however this has not been carefully planned. As a result, topics are not always taught in a sequential manner and progress is limited. Pupils enjoy discussing what they have learned, however the limitations of the planned curriculum do not offer pupils opportunities to delve deeper and acquire subject specific religious vocabulary appropriate for their age group. Pupils do not always know what they need to do to improve their work as feedback does not guide them to the next steps on their learning journey. Pupils said they would like more challenging work in religious education and although they spoke confidently about what they had learned previously, they would prefer more new learning opportunities. They also did not like using worksheets in lessons and explained that they would prefer to develop their own ideas. Pupils are not provided with enough opportunities for extended writing in religious education.

The curriculum in religious education is not carefully mapped out across year groups, therefore teachers do not have a clear understanding of the learning pathway. This impacts on progression throughout year groups. Formative and summative assessment procedures are not always robust, assessment does not always inform planning, so learning is limited. Teachers provide pupils with verbal feedback and celebrate pupils' efforts; however, this does not always impact on pupils' understanding of how to make progress in lessons. Although teachers scaffold work for pupils this does not always offer pupils learning opportunities to extend their understanding. Teachers are committed to the value of religious education, and they communicate this to pupils. They use questioning during lessons to link with scripture and prior learning, and recognise the impact of RE on the moral development of pupils.

The school has been through a period of turbulence this academic year, and this has impacted on the evaluation and analysis of religious education. The evidence to support any analysis, evaluation or development of religious education is scant and systems are not robust. Succession planning has not taken place and as a result the acting head teacher has had to prioritise his focus areas. He has focused on the development of the Catholic life and mission of St Catherine School as well as collective worship. He is leading all aspects of religious education since taking on this role and is very well supported by parents and staff. Over eighty parent surveys were returned and there is support for the increased focus on Catholic life and mission and collective worship in St Catherine School.

## Collective worship

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

Collective worship key judgement grade:.....

2

### Pupil outcomes

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

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

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

2

From the very youngest children in Nursery, through to Year 6, pupils engage prayerfully and respectfully in class liturgy and prayer. They reflect in silence, make individual contributions and join in confidently with Catholic prayers and with prayer responses. Pupils throughout the school join in with singing enthusiastically. They demonstrate that they understand and can pray in a variety of ways. Year 6 pupils led a liturgy incorporating music, reflection and prayers which they had written. They were able to reflect upon and evaluate their prayer and liturgy, taking feedback from others. Younger children work well with their teachers to prepare engaging experiences of prayer. In an Early Years Foundation Stage (EYFS) liturgy, every child was able to participate and say what they were thankful for. Children displayed a sense of awe and wonder as reflective music was played. Pupils can talk about the Church's liturgical year and how they incorporate it into their prayer life, for example, by praying the rosary during the month of May and the Posada during Advent.

Music enhances liturgy in St Catherine School. The acting head teacher played the violin at school assembly and pupils were able to discuss the accompanying music knowledgeably. Pupils participate very well, they are attentive, respectful and join in with prayers. The acting head teacher is encouraging pupils to pray in a more spontaneous way and has refocused on traditional prayer. Every month there is a focus on a particular prayer which is shared in newsletters. Pupils prepare liturgy and prayer in class; the staff ensure pupils read at Mass and pupils join in the parish choir. Prayer is central to the life of the school and all routine gatherings begin with a prayer. Significant moments of joy and sorrow are identified and supported in prayer. Staff lead assemblies using appropriate scripture as a focus and are good role models for pupils.

The acting head teacher is beginning to plan a calendar for prayer across the liturgical year and has a policy for prayer and liturgy in place. Leaders have assisted pupils in planning and leading prayer and liturgy, and this has resulted in pupils providing engaging worship opportunities. Leaders including governors recognise the importance of prayer and liturgy when allocating resources. They ensure a sufficient budget is in place to provide high quality resources for prayer and liturgy. Leaders understand a variety of ways of praying and encourage staff to participate in leading prayer for example, through rosary club. As a consequence, pupils avail themselves of high quality prayer and liturgy experiences.



## Information about the school

Full name of school	St Catherine Catholic Primary School
School unique reference number (URN)	102424
Full postal address of the school	Money Lane, West Drayton, UB7 7NX
School phone number	01895442839
Name of head teacher or principal	Peter Doherty: Acting head teacher
Chair of governing board	Michael O'Brien
School Website	<a href="https://www.stcatherineprimary.co.uk">https://www.stcatherineprimary.co.uk</a>
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Diocese of Westminster
Gender of pupils	Mixed
Date of last denominational inspection	June 2016
Previous denominational inspection grade	2/1

## The inspection team

Evelyn Ward	Lead inspector
Nick Kehoe	Team inspector
Liz Keane	Shadow inspector

## 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