



St Catherine Catholic Primary School

URN: 102424

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

30 April – 1 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

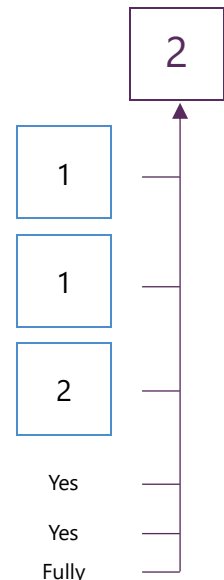
Collective worship (p.7)

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



Compliance statement

- The school is fully compliant with the 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.

What the school does well

- The school is a happy, vibrant and joyful community with Christ at its centre.
- The rhythm of daily prayer, worship and celebration shapes pupils' sense of belonging and enables them to recognise God's presence in everyday life.
- The strong partnership between parish, school and home supports a shared mission of Catholic education and a commitment to service.
- Pupils' behaviour is exemplary.
- Since appointment, the headteacher's inspirational, energetic and infectious leadership has driven continued school improvement.

What the school needs to improve

- Develop staff confidence and subject knowledge further to support the effective delivery of the *Religious Education Directory*.
- Strengthen pupil leadership opportunities in order to promote Catholic social teaching across the school.
- Develop a consistent approach to feedback that is clear, relevant, and specific, ensuring all pupils understand what they need to do to make progress in their learning.

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

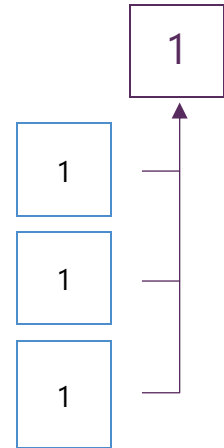
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Catholic life and mission is a significant strength of the school and is deeply embedded in daily practice. Pupils clearly understand that they are valued and cared for as unique individuals made in the image and likeness of God; as a result, they are happy, confident and feel secure. The school's commitment to the teachings and example of Jesus Christ is well understood by pupils, who are able to articulate the mission of the school with maturity. During Advent, pupils made Christmas cards for the 110 residents at Burroughs Care Home, motivated by love and a desire to uphold the dignity of those who might otherwise feel lonely. Pupils are actively engaged in responding to the demands of Catholic social teaching and are proactive in serving others. This is demonstrated through their enthusiastic engagement in initiatives such as the local food bank, the Advent giving calendar, Mary's Meals and support for St Patrick's Missionary Society, showing a clear commitment to responding to need at local, national and global levels. Respect for the dignity of all is a defining feature of the school community. One member of staff described how a pupil who had won a medal at a swimming gala chose to give it to a younger pupil who had not achieved a medal winning place, illustrating the deeply embedded values of compassion and selflessness.

The school is a joyful, welcoming community rooted in the word of God, where Christ is at the centre and every person is valued and supported, especially the most vulnerable. Staff consistently model Gospel values where, 'everything that is being taught is lived out'. This is evident in the way faith is lived beyond the classroom; one member of staff described how her daughter, inspired by the school's values, independently chose to buy a sandwich for a homeless person, demonstrating how pupils internalise and act upon the Gospel message. With Christ at its heart, there is a strong, lived sense of community, reflected in the quality of relationships and the culture of welcome. The welfare lead informed us that parents regularly donate pre-loved uniform to support families in need, reflecting a deep commitment to dignity and inclusion. One parent said that 'the community is a strength; there

is a sense of family and belonging'. A member of staff spoke of the prayerful support she received following a bereavement, alongside the thoughtful adaptations made to support her return to work. Several of the staff have a long history with the school, many being past pupils. The school and parish enjoy a close and mutually enriching relationship. The parish priest told us that 'this is a happy school, and the head has a supportive staff right behind him, it comes from the heart'. The learning environment visibly and authentically reflects the Catholic identity, with high-quality displays throughout. Provision for relationships, sex and health education is carefully planned to ensure that it fully meets diocesan requirements and is securely rooted in the teachings of the Church.

Leaders and governors place the development of the Catholic life and mission of the school at the heart of their work and embrace this as a core leadership responsibility. They articulate the Church's mission in education with clarity and conviction and are diligent in their role as guardians of the school's Catholic identity, ensuring that Christ remains central to all aspects of school life. The entire taught curriculum, with religious education at its heart, provides a coherent and authentic expression of the Catholic understanding of reality. Leaders ensure that pupils receive not only a high-quality academic education but also a spiritually enriching experience, inspired by figures such as St John XXIII and St Teresa of Calcutta, which helps to shape them as compassionate and reflective members of society. The school's self-evaluation is a reasoned reflection of rigorous monitoring and honest self-challenge.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

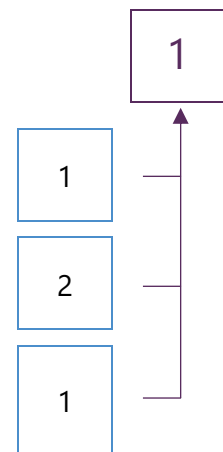
How well pupils achieve and enjoy their learning in religious education

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



Pupils achieve very well in religious education. They are developing excellent knowledge, understanding and skills in line with the expectations of the *Religious Education Directory*, reflecting the clear strategic priority given to this area by the headteacher since taking up post. Pupils make consistently good progress across all year groups. There is an inclusive and holistic approach to the curriculum, with carefully planned adaptations which enable all learners to access the curriculum effectively. Pupils make excellent progress over time and are well supported to reach their full potential. Behaviour for learning is excellent; pupils approach their learning with enthusiasm and purpose, producing creative, well-presented work that reflects both care and commitment. Pupils are religiously literate and highly engaged learners who use their knowledge to reflect spiritually and think ethically and theologically. This begins from the earliest stages; in the early years, children benefit from well-paced teaching and gentle challenge, alongside the consistent modelling of rich, subject-specific vocabulary. As they move through the school, pupils develop increasing confidence and fluency in articulating their understanding. By upper Key Stage 2, pupils speak with maturity and precision, using specialist theological language to express complex ideas. In a Year 6 discussion on 'Why the resurrection is essential to Christian belief', a pupil explained the central place of the resurrection, stating that 'only God has power over this, showing He was more than just a prophet'. Outcomes are consistently strong across all groups. The children's Big Books provide good examples of imaginative and creative teaching and learning.

Provision for religious education is characterised by confident and committed teaching. Teachers are developing secure subject knowledge and a clear understanding of how pupils learn at different stages. Leaders have high expectations and have pursued a consistent whole-school approach to the introduction of the *Directory*, actively developing staff expertise through team teaching, the careful deconstruction of complex theological concepts, an open-door culture, and the regular sharing of

effective practice. As a result, staff confidence has grown significantly, and this is reflected in the quality of teaching across the school. In lessons observed, there was a well-established culture of challenge and purposeful learning, with teachers regularly revisiting previous learning and checking pupils' understanding to ensure secure progress. Questioning is used effectively to assess pupils' understanding and to move learning forward. Effort is recognised and celebrated consistently, contributing to high levels of motivation and positive attitudes to learning. Teachers demonstrate a strong understanding of the important role religious education plays in pupils' moral and spiritual development. They provide regular opportunities for reflection, enabling pupils to make meaningful connections between their learning and their own lives. As one member of staff noted, 'pupils understand the link between religious teaching and everyday commitment, reflecting the extent to which learning is lived out beyond the classroom'. Additional adults are deployed effectively to support learning, ensuring that pupils with a range of needs are well supported. The new headteacher has made an impressive leap forward in the provision of religious education. However, staff need to continue to develop their subject knowledge and gain more confidence to deliver the *Religious Education Directory* independently.

Leadership of religious education demonstrates a clarity of vision and commitment to ensuring that the subject is a faithful expression of the *Directory*. The headteacher provides inspirational leadership and has been highly effective in bringing staff with him, fostering a united and committed team who share his vision and actively contribute to its implementation. Leaders, including governors, ensure that religious education is given equal status with other core subjects through appropriate allocation of curriculum time, resourcing, staffing, and professional development opportunities. They adopt an accurate and reflective approach to self-evaluation in religious education. Governors recognise the positive impact of recent leadership developments, describing a culture that balances both support and challenge, while acknowledging the strength and effectiveness of current leadership.

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

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

2

Pupils respond positively to the experiences of prayer and liturgy provided by the school. They participate with confidence and reverence, reflecting in silence, joining in communal prayer and singing with enthusiasm. During hymn practice, pupils sang *Ave Maria* joyfully, supported by a piano accompaniment, creating a vibrant and prayerful atmosphere for both pupils and staff. Pupils demonstrate a well-developed understanding of the Catholic tradition of prayer, appropriate to their age and capacity. They are familiar with a range of forms of prayer, including scripture, silence, reflection and liturgical music, and can articulate how the Church's liturgical year shapes the prayer life of the school. This was seen during the May procession, where pupils reverently processed and crowned Mary with flowers. Pupils willingly undertake liturgical roles and are increasingly involved in planning and evaluating prayer and liturgy. This is reflected in the range of key Catholic celebrations marked throughout the year, including Corpus Christi, Epiphany (with the tradition of chalking the doors), the Rosary and the feast of St Catherine. Pupils are able to recognise the impact of prayer and liturgy on their lives. They understand that prayer informs action, and this is reinforced through the school's clear teaching that prayer is about 'raising the mind to God', encouraging pupils to engage personally and meaningfully. Pupils now need to reflect confidently on their experience of prayer and clearly articulate the ways in which these experiences have shaped how they think about themselves and the world, and how this has inspired them to action.

Prayer and liturgy are carefully planned and form a natural and integral part of daily routines for pupils, staff and leaders. There is a clear and consistent pattern of daily prayer that reflects the rhythm of the Church's liturgical life, which pupils understand well; the Power of Prayer group were able to articulate this rhythm with confidence. A wide range of prayer experiences are provided, enabling pupils to engage with different forms of prayer, including scripture, silence, reflection and liturgical music. Scripture is at the heart of prayer and liturgy and is chosen thoughtfully to ensure that pupils can

participate fully and meaningfully. The Celebration of the Word led by the headteacher, provided an engaging and reflective experience focused on the life of St Bernadette and her devotion to the Immaculate Conception. Pupils responded with evident awe and reverence, demonstrated through their attentive participation. During the May Procession, the playground was beautifully decorated to provide meaningful focal points for reflection when the procession reached 'Our Lady Undoer of Knots', 'Mary, Queen of Heaven' and 'Mary, Mother of God'. The Power of Prayer group uses the library effectively as a reflective space to lead worship within phases. The Rosary Club is led by a member of the Union of Catholic Mothers (UCM). The weekly lunchtime session is voluntary, but the library was packed. The school recognises that their next step is to develop the creative expertise of pupils to enable them to use their gifts confidently to enhance prayer and liturgy further.

Leaders including governors carefully plan the school calendar to ensure regular opportunities for the celebration of the Eucharist, particularly at key points in the liturgical year and at significant moments in the life of the school. Holy days of obligation and other important celebrations are recognised and marked with reverence, and pupils are given meaningful opportunities to participate in Mass and other liturgies. The Sacrament of Reconciliation is also offered at key times, such as Advent and Lent, supporting pupils' spiritual development. Leaders demonstrate a secure understanding of the Church's liturgical traditions, including the use of scripture, the liturgical year and key sources such as the lectionary and missal. This understanding, combined with their knowledge of the school community, ensures that prayer and liturgy are thoughtfully planned and relevant to pupils. Leadership in this area is not yet outstanding as the relevant staff require support to develop consistently high-quality experiences of prayer and liturgy. This will help facilitate prayer and liturgy opportunities that are engaging, of a consistently high quality and relevant for the whole school community.

Information about the school

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| Full name of school | St Catherine Catholic Primary School |
| School unique reference number (URN) | 102424 |
| School DfE Number (LAESTAB) | 3123403 |
| Full postal address of the school | Money Lane, West Drayton, UB7 7NX |
| School phone number | 01895442839 |
| Headteacher | Thomas Booth |
| Chair of governors | Michael O'Brien |
| School Website | https://www.stcatherineprimary.co.uk/ |
| Trusteeship | Diocesan |
| Phase | Primary |
| Type of school | Voluntary Aided School |
| Admissions policy | Non-selective |
| Age-range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 4 May 2023 |
| Previous denominational inspection grade | 3 |

The inspection team

Deirdre Finan
Daniel Keane

Lead
Team

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 |