



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 102910

St Elizabeth's Catholic Primary School

Queen's Road

Richmond

TW10 6HN

Inspection date: 28th September 2021

Chair of Governors: Dr Oona Stannard

Headteacher: Mrs Jane Hines

**Inspectors: Mrs Rufina Ebenebe
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EDUCATION COMMISSION

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Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Elizabeth's Catholic Primary School is a voluntary aided school situated in the Mortlake Deanery of the Archdiocese of Southwark. The school serves four parishes, namely: St Elizabeth of Portugal, Richmond; St Thomas Aquinas, Ham; Our Lady Queen of Peace, East Sheen; and Our Lady of Loreto and St Winefride, Kew. The proportion of pupils who are baptised Catholics is 90%. The average weekly proportion of curriculum time given to Religious Education is 10% in all key stages.

The school takes pupils from 4 to 11 years and the number of pupils currently on roll is 246. There are two double year groups in Y5 and Y6.

The percentage of pupils who speak English as an additional language (EAL) is 55% and the percentage of black and minority ethnic pupils is 65%. The percentage of pupils for whom Pupil Premium funding is received is 5%. The proportion of pupils who have special educational needs (SEN) and / or disabilities is around the national average.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Elizabeth's Catholic Primary School is an outstanding school because:

- It is a welcoming and inclusive school with a strong Catholic ethos. Pupils, staff, parents, and governors enjoy being part of this Christian community. The school motto of 'Love one another as I have loved you' is at the heart of school life. Pupils and staff know the motto and live it out. Senior leaders and governors have a shared vision for the school and for excellence in Catholic education. They demonstrate a purposeful commitment to continued school improvement and to ensuring that the Catholic ethos of the school permeates all areas of school life. Pupils feel safe and happy and are proud of their school. They are aware of the needs of others and have a strong sense of equality for all and the need to work for justice. Parents feel part of the school community and value the Catholic education it offers.
- The Catholic life of the school embraces all members of its school community. It gives wonderful spiritual support and nurture to all children and their families. Pupils' behaviour, conduct and attitudes reflect the Catholic character of the school. This is evident in pupils' ability to articulate and share the school's values of respect and equality; perseverance and excellence; kindness and forgiveness; courage, friendship, and service. These values and other inspirational quotes are clearly on display around the school environment. Pupils make continuous reference to school values during lessons without prompting. They appreciate and value the Catholic life and mission of the school.
- Pupils are enthusiastic to serve others and are active in supporting a wide range of charities. Pupils are alert to the needs of others and seek justice for all within and beyond the school community. This is evident in their recognition of pupils from different backgrounds and culture displayed on the 'One World, One Family' corridor in the school.
- The school has excellent links with all its local parishes and the priests are very supportive of the school. This shows that the school and its pupils are active members of the wider Catholic family.
- In Religious Education, pupils are religiously literate relative to their age and capacity. They use their knowledge, understanding and skills effectively, reflecting on their learning and relating it to everyday life. Pupils demonstrate excellent behaviour for learning across the school. They approach lessons with great interest, passion and enthusiasm.
- Leaders and governors provide high standards of professional development and resources to ensure that Religious Education has full parity with other core curriculum subjects. The curriculum leader for Religious Education has an inspiring vision of



outstanding teaching and learning and a high level of expertise in the subject. This is evident in the high standard of teaching resources and support for the staff.

- A wide variety of opportunities for Collective Worship help pupils celebrate the liturgical seasons, themes in Religious Education and school events. Collective Worship is reverent and respectful, with a clear message for pupils to take out into their own lives. Prayer is central to school life. Pupils are familiar with the traditional prayers of the Church which are in a clearly structured programme for each year group.
- The school offers pupils many opportunities to take responsibility. Pupils are conscientious in these roles, recognising them as an opportunity to serve their school and as part of their vocation. Examples include Pupil Chaplains, School Council and Class Monitors.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Develop greater flexibility in lessons to ensure that all pupils are challenged appropriately, enabling the more able to demonstrate greater depth securely.
- Develop in pupils' the skills necessary to articulate the roles and responsibilities they have which contribute to the Catholic life of the school.
- Further develop the role of pupils in planning, leading and actively participating in school worship.



Overall Effectiveness

How effective the school is in providing Catholic Education.	1
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Catholic Life

	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school.	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.	1

Religious Education

	1
How well pupils achieve and enjoy their learning in Religious Education.	1
The quality of teaching, learning and assessment in Religious Education.	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	1

Collective Worship

	1
How well pupils respond to and participate in the schools' Collective Worship.	2
The quality of provision for Collective Worship.	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	1



CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils enthusiastically embrace the demands that being members of the school community requires. They take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community.
- Pupils show great respect for each other and themselves. They are courteous and kind and know they have a part to play in making the school a happy and harmonious community. During this inspection, pupil behaviour was exemplary, in classrooms and around the school.
- Pupils conscientiously serve their school community in their roles as chaplains, assist in planning and taking part in Liturgies and Assemblies, leading the Bible Club weekly for Key Stage 1. Two of the chaplains eloquently read the scripture passage used in the assembly during this inspection.
- Pupils use their knowledge of Gospel values to look beyond the school community to support others less fortunate than them. They raise funds for different charities including CAFOD and The Passage, a charity dedicated to finding shelter for the homeless.
- Pupils regularly collect food for the local foodbank in response to Pope Francis' call to feed the hungry. Foodbank bins were seen in the school hall during this inspection and pupils were encouraged to begin filling them up.
- Pupils know that every member of the school is kind and caring and that if they have any anxieties or concerns, they are swiftly resolved. Pastoral care is a strength of the school and leaders have made provision for an emotional literacy assistant (ELSA). Pupils are encouraged to communicate any worries to the 'Worry box' visible in each classroom by the focal point. According to one pupil, 'I like that everyone is friendly and they give up their time to help you!'
- Most pupils commit to a monitoring system in which older pupils serve as monitors to younger pupils. They enjoy both the responsibility of being role models and the opportunity of building friendships which the system provides.
- Pupils value and respect the Catholic tradition of the school. They benefit from a rich programme of prayer opportunities. They know they are part of the wider Catholic family and enjoy participating in whole school Masses and class Masses. A parent said, 'St Elizabeth's gives wonderful spiritual support and inclusiveness to all children and families, it is a very special community that encourages and develops faith'.

- Pupils are aware of the need to respect the beliefs and faith practices of others. They enjoy the opportunity to learn about other faiths and to celebrate and share their learning with their peers. This was evident in the books scrutinised during this inspection.

The quality of provision of the Catholic Life of the school is outstanding

- The school's motto of "Love one another as I have loved you" is at the heart of school life. It is clearly displayed in the school and on the school website and informs all school policy and practice.
- Pupils know and appreciate the school values of equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect. Pupils recognise these values to be the overriding principles to which the whole school aspires. Referring to the school values during this inspection, one pupil said, 'You can be yourself; everyone is equal, and no one judges you.'
- The Catholic life of the school is evident in the school's learning environment. Scriptural and inspirational quotes are visible around the school. Prayer areas, images of modern saints and displays invite prayer and reflection.
- All staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils. According to a parent, 'St Elizabeth's staff truly live rather than just teaching Catholic values'.
- Leaders in the school provide opportunities to draw pupils' attention to the school's values and make links between the lives and actions of a diverse range of inspirational people through a weekly 'Values Assembly'. All class teachers recognise individual pupils who have lived out the school values and these pupils are celebrated in weekly newsletters.
- The school supports pupils and their families by signposting them to a range of other services where appropriate. School leaders and governors recognise that support for pupils, families and staff is of the greatest importance. Governors and senior leaders have an awareness of the need to foster staff wellbeing and reduce teacher workload, where possible, evident in the wellbeing posters around the staff areas.
- Parental questionnaires distributed as part of this inspection were overwhelmingly positive and had a very high rate of return. A parent commented, 'We could not ask for a better place to educate our child. St Elizabeth's is wonderful, and the Catholic character of the school plays a major part in this'. This comment reflects the views of many others parents.
- The priests from the local parishes celebrate Mass in school each month on a rota thereby supporting worship and faith development.



- The school community encourages pupils to recognise and celebrate their role as members of a diverse community. The well-planned programme of study of other faiths is enriched by visits to places of worship and by welcoming visitors from other faiths into school. Pupils also develop cultural awareness through assemblies on other faiths.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The school's leadership is deeply committed to the Church's mission in education. Leaders are excellent role models and have created a cohesive staff team with a strong sense of Christian community. They are a source of inspiration for the whole school community. A parent commented, 'St Elizabeth's staff truly live rather than just teach Catholic values'.
- Governors make a highly significant contribution to the Catholic Life of the school. They are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary. They are frequent visitors to the school and play an important role in its Catholic life. The 'Governors' Awards' programme attests to this.
- The school's self-evaluation is an accurate reflection of planned monitoring, analysis and self-challenge. The very effective work of the governing body is evident in their understanding of the detailed evaluation and monitoring of Catholic Life across the school.
- The school works in partnership with parents, establishing clear lines of communication and ensuring that they feel part of the school community. Parents are kept informed of the school's Catholic life through the weekly Religious Education Newsletter.

RELIGIOUS EDUCATION

1

How well pupils achieve and enjoy their learning in Religious Education is outstanding

- Almost all pupils, relative to their age and capacity, are religiously literate and engaged learners. They use their knowledge, understanding and skills effectively to reflect spiritually and to relate their learning to everyday life. A pupil commented, '... and from the Bible we learn how to live our lives'.
- During the inspection, pupils demonstrated confidently, their knowledge of scripture by linking their learning to other aspects of it. Through discussion with the inspectors, pupils could explain and show examples of work where they had been challenged and inspired.
- Pupils show high levels of engagement, enjoyment and enthusiasm in lessons. They take part in discussions willingly and are happy to contribute ideas and listen to others. They work collaboratively with others and respond to challenge with enthusiasm.
- Pupils demonstrate excellent understanding of their Catholic faith and awareness of the demands of religious commitment in everyday life.
- Behaviour in lessons is outstanding. Pupils are meaningfully engaged and rarely off task even in extended periods without direction from adults.
- Pupils are encouraged to record and to communicate their ideas using a range of strategies, including posters, pictures, freeze frames and sequencing activities.

The quality of teaching and assessment in Religious Education is good.

- During the inspection four lessons, across two key stages, were observed. In addition, brief 'drop ins' took place in four other classes across the three key stages, contributing to an overall picture of Religious Education lessons across the school. In all lessons, pupils were attentive and engaged, behaviour for learning was excellent. Teachers showed good subject knowledge and had good relationships with their pupils. Although it is school policy, some lessons observed did not start with a prayer or reflection. In some lessons, opportunity to develop pupils' ability to formulate their own prayers to enhance the spiritual dimension of the lesson were missed.
- Teachers demonstrate good subject knowledge. They build on previous learning and use a range of strategies, including paired discussion, independent research and drama to interest and motivate pupils.
- Teachers' questioning encourages pupils to reflect on and explore their learning. It is used effectively to check pupils' understanding and assess progress within the lesson.



- Good quality resources, including other adults, are used effectively to optimise learning for pupils.
- Teachers communicate high expectations about Religious Education to their pupils, most of whom respond positively.
- As part of the school's policy, teachers ensure most pupils are involved in evaluating how well they are achieving by using the 'green pen questions' at the end of lessons. This contributes to good progress and increases pupils' confidence in making further improvements. More-able pupils would benefit from having similar questions much earlier in the lessons to be challenged to attain greater depth.
- Marking in pupils' books is regular and affirmative and pupil's response to feedback is evident.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.

- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development and resourcing.
- Religious Education is led by a highly committed and able deputy headteacher. She has an inspiring vision of outstanding teaching and learning and a high level of expertise in the subject. She has developed Knowledge Organisers for the subject in every year group. These have outlined the key knowledge and skills to be covered along with key vocabulary and reference to end of year descriptors. The Knowledge Organisers are used for curriculum monitoring. Teachers use these in their planning to ensure that key skills and vocabulary are addressed in lessons.
- The school uses the 'Come and See' programme of Religious Education. It is supplemented by other high-quality resources. Curriculum time is 10% in all key stages in line with the requirements of the Bishops' Conference.
- The Headteacher, Religious Education subject leader and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference throughout the school. They do this through ongoing monitoring and self-evaluation.
- The subject leader supports all teachers in planning the curriculum and leads frequent continuous professional development (CPD) on the teaching of Religious Education which ensures increased teacher confidence and subject knowledge in teaching the subject.
- Leaders have an embedded cycle of assessment and moderation in Religious Education. In-house moderation on the learning in Religious Education takes place termly to validate teachers' judgements. The judgement on Religious Education standards is put into the school's tracking system.



- Monitoring includes lesson observations, learning walks, book scrutinies and pupil conferencing; it forms part of school self-evaluation and informs development planning. The link governor's visits form part of the monitoring schedule and gives valuable insight into the quality of provision for Religious Education. The link governor for Religious Education visits the school and liaises with the subject leader on a regular basis.

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COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is good.

- A wide range of Collective Worship and prayer opportunities are offered to pupils, who respond positively, knowing that these are central to school life.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in the traditional community prayer with confidence.
- Pupils demonstrate a good understanding of the Church's liturgical year, its feasts, and seasons. They are encouraged to take part in the preparation and planning of Collective Worship during class assemblies and end of topic class liturgies.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of many pupils, irrespective of ability or faith background. This is reflected in the manner in which many pupils participated in prayers and singing during the assembly observed during this inspection.
- The act of worship observed was a whole school assembly on 'Looking after our common world'. Two pupils eloquently read the Gospel passage of Feeding the Five Thousand. Pupils were reverent and respectful throughout. They were able to use moments of stillness for reflection and silent prayers. They were very responsive to questioning. However, there was no opportunity for pupils to contribute their own prayers.
- With the well-established pupils' Chaplaincy and Class Prayer Leaders, greater opportunities should be made available for pupils to readily take the initiative in leading Collective Worship.

The quality of provision for Collective Worship and Prayer Life is outstanding.

- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education. They explore Gospel teachings as they relate to daily lives and global issues, events in the liturgical year, topics in Religious Education and school events. For example, there are timetabled weekly assemblies which focus on the Gospel, social justice, school values and a class led liturgy relating to the Religious Education topic or the liturgical season. The use of scripture across the school is a strength.



- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of a high quality that are universally cherished by every member of the community. All acts of Collective Worship are attended by all staff and pupils, demonstrating the high importance in which these are held.
- The act of Collective Worship observed during this inspection was well planned and of high quality. Music and candles contributed to the prayerful atmosphere. The assembly, which was strongly Scripture based, related to pupils' own lives and the need to feed the hungry in the Richmond community.
- Pupils participate in a range of liturgies throughout the year which develop their understanding of the liturgical seasons. In Lent for example, there is a Reconciliation Service with opportunity for individual Confession and during Lent, the Year 4 class leads the rest of the school to reflect on the Passion of Christ.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- School leaders are passionate and have expertise in leading Collective Worship. They are committed to making it a spiritual experience for all present. They model good examples, provide clear expectations, guidance, and support for staff in developing their skills.
- They have an extensive understanding of the Church's liturgical year, feasts and seasons and how these can be made accessible and celebrated by the whole school community.
- The highest priority is placed on the professional development of staff incorporating liturgical formation and the planning of Collective Worship. For instance, the school has made excellent use of an external Adviser on Collective Worship to provide CPD on enhancing Collective Worship. This has deepened staff confidence and expertise in this area.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular reviews of school performance.
- The link governor for Religious Education monitors the quality of Collective Worship through regular attendance at liturgies and through parent and pupil conferencing. The findings of these monitoring activities inform the high quality of Collective Worship.