



St Lawrence Catholic Primary School

URN: 102527

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

28–29 November 2024

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

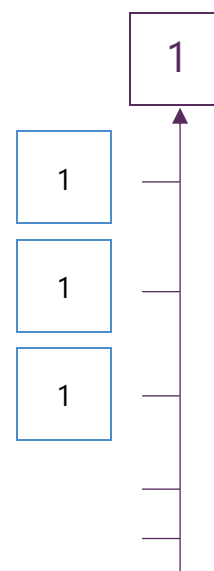
Collective worship (p.7)

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 general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- All areas for improvement outlined in the previous diocesan inspection have been addressed in full.

What the school does well

- St Lawrence School is a Christ-centred community whose school leaders and governors work as a team to clearly articulate the Church's mission through prayer and worship.
- The school's mission statement, 'Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God's love and care' is lived out in the excellent relationships which exist among its members.
- The school's emphasis on Catholic values and identity is celebrated through flourishing partnerships with its parents and the local parish.
- Pupils' engagement and enjoyment of learning in religious education result in work of a consistently high quality in which pupils take great pride.
- Staff are exemplary role models who consistently bear witness to the school's Catholic life and mission.

What the school needs to improve

- Enable pupils to take a leading role in responding to the demands of Catholic social teaching so they can fully articulate the theology underpinning their actions to support the common good.
- Plan opportunities in the religious education curriculum which promote a culture of enquiry by offering the more able pupils greater opportunities for challenge and independence in learning.
- Create further opportunities for pupils to experience moments of awe and wonder in collective worship, including prayerful silence and spontaneous prayer.

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

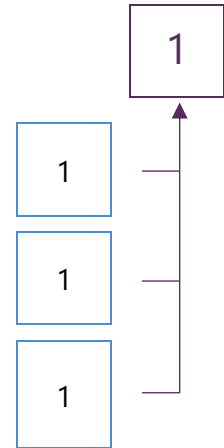
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils at St Lawrence school know, understand and live their mission: 'Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God's love and care'. Pupils avidly seek opportunities to grow in virtue, pursue the common good and serve those in need by participating in the range of leadership roles offered to them, such as Caritas ambassadors, Little Larries, Young Leaders and the school council. Pupils talk positively about the difference they make to their local, national and global communities, and they have a good understanding of the theology underpinning their actions. One pupil declared, 'We want to learn more about our faith.' Year 6 pupils were able to discuss their need to work towards a vision of the world as it could be, compared with the world as it is today. Pupils enjoy running The Hub, the school's food bank, and fundraising for Cafod, the Catholic Children's Society and The Passage. Pupils would benefit from further opportunities to take a leading role in responding to the demands of Catholic social teaching. Pupils' behaviour is exemplary, showing a deep respect for their own personal dignity and others; they can clearly express the understanding that they are made in the image and likeness of God. They demonstrate a deep respect for others, which is strengthened by a programme of learning about other faiths.

St Lawrence excels at being a Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent expressed being 'very happy' that pupils were 'studying in a Catholic school where their faith is nurtured and where they are taught to live by the Gospel values which in turn will help them make our society and country a better place to live.' A member of staff declared, 'Every day is guided by Catholic values, prayer and our mission, creating a school environment where happiness, respect and support thrive.' Staff are exemplary role models. They embrace the mission of the school, which is encapsulated not only in their relationships with each other, but also in the highest levels of care and nurture they provide for all pupils, particularly the

most vulnerable. One parent shared her appreciation that the school guides her child in 'learning the Catholic way of life'. The school environment bears exceptional witness to its Catholic identity through religious imagery, vibrant displays and murals reflecting the presence of Christ throughout. The close proximity of the parish Church enables it to be an extension of the learning environment for pupils. The provision for relationships, sex and health education is carefully planned and meets all diocesan requirements. The programme is well-resourced and promotes a holistic vision of the human person.

Leaders and governors rightly see the school as a source of inspiration to the whole community and are highly ambitious about its contribution to the lives of those it serves. Governors are committed, well-organised and conscientious. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need. The head teacher articulated leaders' understanding that 'the poor are the Church's greatest treasure.' The leadership team show their commitment to the principles of Catholic social teaching through the provision of a planned curriculum closely matched to the *Religious Education Directory*. Leaders and governors work closely with the diocese, attending training and working in partnership to enthusiastically respond to diocesan policies and initiatives. They are highly committed to the further development of all staff. Leaders and governors recognise the parish as being central to the Catholic life of the school which is demonstrated through a flourishing partnership. The school builds on this partnership by providing a vibrant parent engagement strategy, ensuring that parents are kept well-informed about key events in the Catholic life of the school. As a result, one parent commented, 'It's a blessing to have my children at St Lawrence Catholic School.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

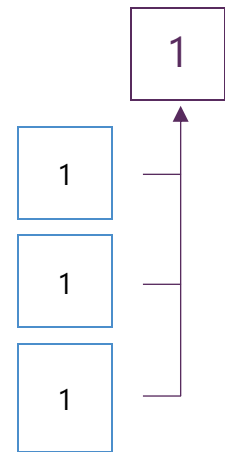
How well pupils achieve and enjoy their learning in religious education

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 are developing excellent knowledge, understanding and skills in religious education which exemplifies the learning required by the *Directory*. At the beginning of lessons, pupils are invited to recall prior learning through reviewing their knowledge and linking what they already know to new learning. There is a consistent structure and excellent pace to lessons throughout the school so that pupils are enabled to progress through their learning, fully engaged and using their knowledge, understanding and skills effectively to reflect spiritually and think theologically. They are adept at relating learning in lessons to their own lives. Pupils use subject-specific vocabulary seamlessly during class discussions. They can work both collaboratively and independently on tasks, and their passion and enthusiasm results in excellent progress. Pupils in Year 6 expressed their enjoyment in learning about the Bible. Effective adult support and excellent visual resources are used so that all groups are given the help they need to achieve success. Achievement in religious education is above average when compared with other core subjects. Creative learning methods enhance pupils' engagement and allow them to explore their learning through a wide variety of media. Presentation of pupils' work is meticulous and is of a consistently high standard. In order to secure the best outcomes, the more able pupils would benefit from greater opportunities for challenge and independence in learning.

Teachers have a high level of confidence and are skilled and knowledgeable in the subject. They demonstrate a deep commitment and bear powerful witness to their belief in the impact religious education has on the spiritual development of pupils. This is shown in the way that pupils are regularly led into periods of reflection in lessons which they greatly value and which lead to a deeper and more meaningful experience for them. As a result of regular professional development, through diocesan courses and support from the religious education subject leader, planning is closely linked to high-quality assessment. Well-designed lessons extend pupils' knowledge and understanding so that pupils learn extremely well. For example, a child in reception class confidently responded to the question,

'What do you know about Advent?' with the answer, 'We have to wait for Jesus.' Scripture is used as an integral part of lessons which has given pupils the opportunity to become skilled at linking messages in scripture to their daily lives. A Year 6 pupil explained that Mary's acceptance to be the Mother of God shaped his life because 'she wasn't afraid so that makes us confident.' Teachers' questioning encourages pupils to delve deeper into their theological understanding to maximise learning. Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors.

Leaders and governors have ensured that the religious education programme faithfully delivers a sequential, imaginative and creative curriculum as set out in the *Directory*. They have ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources, and accommodation. The religious education subject leader ably supports staff in planning and delivering the scheme of work so that innovative and creative teaching methods are used to promote active learning and fully engage pupils. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leader and senior leaders. Thorough, collaborative planning sessions secure coherence across the ages and phases of learning. Through carefully planned lessons, and high-quality resources, additional adults in class are highly effective in supporting vulnerable pupils to achieve. Action plans are shared with governors so that priorities are implemented, and their impact analysed. The link-governor for religious education visits the school regularly, providing a clear and strategic vision for development. Regular, forensic monitoring and analysis by senior leaders and governors results in accurate self-evaluation which leads to improving outcomes for all pupils. A staff member commented, 'We take pride in being a school community that cares deeply for one another, fostering strong relationships that empower us all to grow and succeed together.'

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1



Pupils engage reverently in a full, active and joyous prayer life. A range of ways of praying is offered to pupils, including traditional prayer, meditation, silence, and reflection. Pupils in Year 6 prayed the Magnificat together and spoke about praying the Hail Mary, the Angelus and the Rosary in honour of Mary, the Mother of God. Children in the Early Years and Year 1 energetically expressed prayer through singing and dancing joyfully. Year 2 pupils were able to explain that they show their faith in God by praying. A parent described her child ‘going around talking about Jesus, singing hymns with joy and happiness.’ The Little Larries are role models in planning liturgies and helping to lead the weekly Gospel assemblies. Teachers support pupils in using previous evaluations of sessions to improve the quality of prayer and liturgy. Scripture is central to prayer and is used meaningfully to deepen pupils’ experience in full, active and conscious participation. Appropriate music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils’ singing is of the highest standard; they readily and enthusiastically sing hymns which complement liturgies. High-quality prayer spaces are provided throughout the school, in the classrooms, and in the prayer garden. The prayer life of the school is a full expression of the Church’s liturgical year. Mass is celebrated often, particularly on feast days and holy days.

Prayer supports and nourishes the school community and pupils draw inspiration from the lives of the saints. Designated prayer areas provide a focus for prayer, and pupils can say their daily prayers with confidence and reverence. Teachers designate moments of silence during prayer to facilitate deeper reflection and contemplation. Prayer times are a cherished part of the school’s daily life. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper understanding of the Gospel message and the call to serve. The school’s excellent partnership with the local parish priest ensures that pupils

participate in the breadth and richness of Catholic tradition. First Communion candidates take leading roles at Mass in the church on the First Friday of each month. Staff are excellent role-models for pupils, participating fully, with reverence and commitment, in the prayer life of the school. Pupils are given regular opportunities to plan, lead and evaluate liturgies, as recorded in class 'Collective Worship' books. Pupils should now be offered further opportunities to experience awe and wonder in prayer through silence and spontaneous prayer.

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. They support staff to lead appropriate prayer and liturgy through a clear, effective policy. Leaders and governors ensure that the school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Parents are invited to attend assemblies, liturgies and Masses through newsletters, social media and the school website. The Sacrament of Reconciliation is offered at key times in the liturgical year. Governors prioritise a generous budget for resources, for developing prayer areas and for providing professional development. Staff are given ample opportunity to attend relevant diocesan courses, deanery meetings and moderation days. As part of the school's self-evaluation, staff, parent and pupil voice questionnaires are regularly used by leaders to review and improve the quality and impact of prayer and liturgy. A parent commented appreciatively that, 'day by day my children have learnt to develop a personal relationship with God by singing hymns, praising God and learning to recite prayers.' A staff member observed, 'The school is a valued place for staff, pupils, parents and parishioners. It truly is a special place for all.'

Information about the school

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| Full name of school | St Lawrence Catholic Primary School |
| School unique reference number (URN) | 102527 |
| School DfE Number (LAESTAB) | 3133503 |
| Full postal address of the school | St Lawrence Catholic Primary School, High Street, Feltham, TW13 4FH |
| School phone number | 002088903878 |
| Headteacher | Leo Duggan |
| Chair of governors | Tom Gallahue |
| School Website | www.st-lawrencesprimary.co.uk |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | N/A |
| 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 | March 2018 |
| Previous denominational inspection grade | Good |

The inspection team

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|----------------|------|
| Norah Flatley | Lead |
| Amanda Ruthven | Team |
| Daniel Keane | 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 |

