



St Paul's Catholic Primary School

URN: 117492

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

19–20 March 2025

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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

2

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 report have been addressed in full.

What the school does well

- Pupils consistently demonstrate excellent behaviour, both in lessons and around the school, creating a calm, respectful and positive atmosphere.
- Relationships across the school are warm and supportive, and as a result, pupils show kindness and respect towards one another.
- Pupils truly value their prayer life, and they express themselves with maturity, thoughtfulness and faith.
- The Catholic life and mission of the school is evident in everyday interactions, across different subjects, and in the heartfelt care shown for the poor and vulnerable.
- Leaders are dedicated to supporting staff through strong leadership, professional development, and community engagement.

What the school needs to improve

- Further adapt teaching by planning incisive questions that help deepen pupils' theological understanding.
- Continue to strengthen collaboration with the diocese, parish and Trust schools to further enhance the teaching of religious education.
- Continue to develop Catholic social teaching across the wider curriculum by making links more explicit and meaningful within different subjects and areas of 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



Pupils are proud of St. Paul's Catholic identity and mission. Their enthusiastic involvement in the school's mission animates the Catholic life of the school. Pupils understand that their actions contributing to the foodbank, partaking in their Lenten Walk for Cafod, and fundraising for the Catholic Children's Society are rooted in scripture. Pupils feel happy, safe, and deeply valued as individuals, knowing they are made in the image and likeness of God. They understand the importance of living out gospel values and the school's Catholic ethos. They gave the example of the parable of the good Samaritan to explain this. They linked learning about Catholic social teaching to their work in geography, explaining how the global impact of fair-trade links to the dignity of the worker as well as the theme of community and participation. Pupils take pride in leading and supporting the school's chaplaincy team. They are confident in expressing the faith and beliefs that inspire them, while showing genuine respect for everyone, regardless of background or belief. They are eager to learn about other religions and cultures. They explained that 'God made us to lead, to care for the world and spread peace'.

The school's mission statement, 'our school is a place of learning, a place of love', is truly lived and celebrated by the whole community. It shapes everyday school life; this is clearly seen in the way people care for one another and the world around them. Staff are dedicated role models, living out the mission in both word and action. They create a welcoming, joyful environment where everyone feels valued, supported, and loved - especially those who are most vulnerable. The school's response to caring for the most vulnerable is exemplary and their work in this area has been externally recognised. The parish priest gives generously of his time to nurture the spiritual and personal growth of both pupils and staff. As a result, the Catholic ethos is not only taught but lived in meaningful and authentic ways impacting on pupils' lives. The parish priest

explained, 'pupils want to be part of what they have come to know'. Relationships, sex, and health education lessons support pupils in understanding and valuing themselves and others, in line with Church teaching. Pupils appreciate and understand the importance of these lessons and can articulate what they have learned.

Leaders and governors are passionate champions of the school's Catholic life and mission. They keep Christ at the heart of everything, inspiring the whole community with their joyful, dedicated leadership. Their commitment shines through in every policy, decision, and aspect of school life. They work closely with the diocese and parish, building strong and vibrant partnerships that enrich the school community. They actively work with the St. Francis of Assisi Trust and the diocesan adviser to benchmark and strengthen their provision, reflecting leaders' ambition to continually improve. Leaders and governors value parents as the first educators of their children, building strong, supportive relationships with families. This welcoming approach helps all parents feel included and involved in the school's mission, creating a true sense of partnership. A parent commented, 'As a parent, I can see the importance placed on the Catholic faith and teachings for the children'. Leaders prioritise support for those most in need and ensure the well-being and dignity of all staff. Staff value leaders' support, appreciating their approachability, clear communication, commitment to staff well-being and professional development. Leaders have mapped Catholic social teaching across the curriculum and now need to further develop this work to make links in other subjects more explicit.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

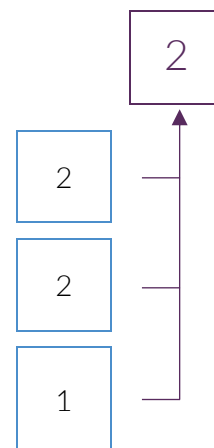
How well pupils achieve and enjoy their learning in religious education

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 strong knowledge, understanding and skills in religious education, following the *Religious Education Directory*. Pupils, including those with additional needs, achieve well year in all key stages and most years. In an observed Key Stage 1 lesson, the additional adult was effectively deployed supporting targeted pupils to make progress. Pupils are confident, enthusiastic learners who enjoy their lessons and take pride in their work. They reflect spiritually, ethically and theologically. Their growing religious literacy helps them understand how faith connects to everyday life. In an Early Years lesson observed, pupils reflecting on the story of Palm Sunday demonstrated strong religious literacy. Pupils in Key Stage 2 have a clear understanding how they are progressing and what they need to do next. They have a positive attitude to learning. In a lesson observed, pupils were discussing choices; they were adept at locating scripture and worked in a calm, focused learning environment where every voice mattered. Behaviour in lessons is good. However, pupils are not always provided with opportunities to think deeply and ask thoughtful questions about their learning.

Teachers have a strong understanding of how their pupils learn. They enrich the planned curriculum by drawing on the expertise of the parish priest, adding depth and context to pupils' learning. There is a clear and shared commitment to the value of religious education, which is conveyed with enthusiasm. As a result, pupils are motivated and engaged, and their contributions and efforts are regularly celebrated. In the Early Years Foundation Stage, lessons are exceptionally well resourced, offering imaginative and creative activities that help consolidate and extend children's prior learning. In Key Stage 2, oracy strategies are used skilfully to encourage meaningful discussion and deeper thinking. One example of effective practice involved the use of artwork to explore the crucifixion, prompting a thoughtful pupil reflection: 'The picture is dark because He died, but there is also light because He died for us'. Religious

education makes a strong contribution to pupils' moral and spiritual development. Teachers provide valuable time for reflection during lessons, supporting pupils' personal growth. Provision for pupils with additional needs is a clear strength, with creative use of breakout spaces across the school. However, on occasion, teaching is overly content-driven. Greater use of incisive questioning and adapted teaching strategies would further enhance pupils' progress.

Leaders and governors are fully committed to delivering a rich religious education curriculum, aligned with the Directory. Leaders have adopted the new Directory in line with diocesan directives. Religious education is afforded the same status and importance as other core curriculum subjects, with equal attention given to staffing, resources, timetabling, homework and assessment. The subject benefits from a well-structured approach, ensuring that RE is both rigorous and enriching. Staff receive regular, high-quality professional development, which deepens their subject knowledge and enhances their pedagogical skills. Leaders demonstrate a clear and ambitious vision for RE, underpinned by a relentless drive for improvement since the last inspection. They rigorously monitor and evaluate the subject, applying strategic insight, expertise and inspiration to continually raise standards. Effective benchmarking with other schools has improved the curriculum offer. Leaders should continue their work to strengthen subject knowledge and share best practice across the staff, drawing on the support and guidance of the parish priest, diocesan advisers and the wider Trust team. The RE curriculum is thoughtfully sequenced to build knowledge and understanding step by step, meeting the needs of all learners, including those with additional needs. Enrichment opportunities and strong community links further enhance pupil engagement and enjoyment of the subject. Through ongoing self-evaluation and strategic leadership, RE remains vibrant and meaningful. The subject is led by individuals with passion and vision, whose expertise has a demonstrably positive impact across the school.

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 participate in prayer and liturgy with reverence, enthusiasm and joy. Their engagement - through silence, communal prayer, and heartfelt singing reflects a deep spiritual awareness. In a Year 5 liturgy, pupils linked their prayers to the RE topic of sacrifice, creating prayer spaces and encouraging class participation. They led the well-structured liturgy with reverence, drawing on the gospel of Mark as inspiration. Even the youngest pupils are given meaningful opportunities to lead liturgy appropriate to their level. They reflect on scripture and engage in prayer with sincerity and understanding. Pupils demonstrate a rich awareness of the diverse forms of Catholic prayer, including scripture, reflection, music and meditation, and appreciate the importance of the Church's liturgical year as celebrated in school. Pupils confidently plan and lead prayer and liturgy, working collaboratively with staff and peers. They approach this with creativity, care, and a willingness to reflect and improve. The role of pupil chaplain is highly valued, offering further opportunities for spiritual leadership. These experiences encourage pupils to think deeply about their own lives and the wider world. They speak thoughtfully about how prayer and liturgy shape their beliefs, values, and actions both in school and beyond.

Prayer and liturgy are central to life at St Paul's, forming part of daily routines and special celebrations. These moments reflect the liturgical year and bring the school community together in faith. Pupils and staff experience a wide range of prayer opportunities, rooted in scripture and the Church's seasons. A parent shared, 'my child explained that, although she might not see God, she feels Him like a gentle stroke on her cheek. This is all thanks to the amazing work of St Paul's.' Pupils pray the Rosary in May and October, they know many traditional prayers, and write their own prayers. One member of staff observed, 'pupils are confident in creating prayers and are willing to put themselves forward for key roles'. Staff value the training provided and are skilled at helping pupils lead prayer and liturgy. The prayer garden is cherished; pupils use the outdoor

spaces to reflect and lead prayer. The Early Years Foundation Stage playground includes a small 'church' for role play. Prayer spaces are well maintained and inviting.

Prayer and liturgy are thoughtfully planned throughout the year. A clear, well-articulated policy guides staff in their practice, while leaders ensure that pupils are supported in developing the skills and confidence needed to participate meaningfully as they grow in faith. The school calendar reflects the central role of the liturgical year, with regular celebrations of Mass, the sacrament of Reconciliation, and other key moments that bring the school community together in prayer and reflection. These occasions are marked with reverence and joy, strengthening the spiritual life of the school. All staff, including teaching assistants, benefit from high-quality training and ongoing support, ensuring that prayer and liturgy remain a vibrant and central aspect of school life. This area is underpinned by strong investment, clear leadership and regular evaluation to ensure it continues to flourish. Everyone's voice is valued - especially the pupils - who are actively involved in shaping and enhancing the school's prayer life, contributing to a deeply rooted and inclusive faith community. Staff, including school leaders, are excellent role models, confidently guiding and supporting pupils in leading prayer and liturgy with reverence, confidence and a strong sense of purpose. Pupils are encouraged to use their individual gifts - such as music, art, and drama - to enrich and personalise liturgy. The school also warmly welcomes families and the wider parish community into its prayer life, fostering a strong, supportive and vibrant faith community. These shared experiences of prayer help to nurture a deep sense of belonging and spiritual connection for all involved.

Information about the school

Full name of school	St Paul's Catholic Primary School
School unique reference number (URN)	117492
School DfE Number (LAESTAB)	9193423
Full postal address of the school	St Paul's Catholic Primary School, Park Lane, Cheshunt, EN7 6LR
School phone number	01992635060
Headteacher	Katie Worton-Geer
Chair of governors	Sharon Robson
School Website	http://stpauls.herts.dbprimary.com
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	November 2021
Previous denominational inspection grade	Requires Improvement

The inspection team

Evelyn Ward
Jane Zamora

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