



Catholic Schools Inspectorate inspection report for **St Richard Reynolds Catholic Primary School**

URN: 149298

Carried out on behalf of the **Cardinal Vincent Nichols , Archbishop of Westminster** on:

Date: 8&9 December 2022

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The leadership team articulates a vision which enables the whole school to joyfully live the St Richard Reynolds' mission of being 'loved, listened to, challenged and inspired'.
- The collaborative approach between teams of both staff and pupils in the school is a powerful driver for maintaining high standards.
- Consistent feedback and guidance given to pupils in their written work leads to excellent outcomes in religious education.
- Engagement with parents is strong and helps to build a thriving Catholic community.
- The focus on providing a wide range of creative opportunities in the teaching of religious education enhances pupils' enjoyment of the subject.

What the school needs to improve:

- Fully embed the planned programme for the chaplaincy ministry to independently lead worship across the school.
- Audit the current religious education curriculum and prepare for the implementation of the new *Religious Education Directory* in time for 2025.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

Pupils gladly embrace their personal responsibility to 'love thy neighbour' and clearly flourish through helping others in a variety of ways, supporting several local, national and global charities. The Chaplaincy Team is a group of 20 pupils from across the school comprising the Mini-Vinnies, ambassadors for religious education, liturgy representatives and Caritas ambassadors. This team structure results in full pupil representation across the school. Pupils show an eagerness to apply for the chaplaincy team positions and they can clearly articulate their understanding of service to others. Their fundraising efforts have supported Mary's Meals, Cafod, The Catholic Children's Society and Caritas as well as The Salvation Army and a primary school in Madagascar. The Mini-Vinnies recently decided to write letters to care home residents in order to reach out to those whom they felt were lonely and isolated. Pupils' excellent understanding of their mission is aided by the school's Behaviour Regulation Policy which links the principles of Catholic social teaching with the virtues and the school House system.

There is a strong culture of welcome towards those of all faith and cultural traditions and a striving to be exceptionally supportive to all members of the community. One parent commented, 'the school acknowledges the perspectives of other faiths which in turn allows students to gain a greater understanding of the Catholic faith.' The belief that no one should be left behind forms an important section of the school development plan as explicit witness to the school's care for all. Staff are committed to providing witness to the school's Catholic mission. They show high levels of care for one another and for pupils, resulting in a fully inclusive environment where all are nurtured. A parent commented on 'the strong messages of love, support and compassion that radiate from the school'. A close partnership with the special needs school, located on the school site, gives pupils the opportunity to become lunchtime mentors and helpers to other young people. The school environment bears strong witness to the Catholic ethos with its many spaces for reflection and prayer which engage and inspire pupils. The display 'Our Catholic Virtues' contains QR codes linked

to pupils' readings of scripture. School corridors are full of visual reminders of the call to service with permanent displays quoting inspirational people such as Pope Francis, St Richard Reynolds, and David Attenborough. The sensory space provides a quiet space for all pupils. The school chapel is the devotional heart of the school and is used to develop pupils' faith formation through frequent liturgies, reflections and the celebration of Mass.

The headteacher, senior leaders and governors bear inspirational witness to the Church's mission and are highly ambitious for the school's development. Four staff champions drive the Sustainability and Stewardship and Racial Justice, Equality and Diversity approach within Catholic Social Teaching principles. The parish priests from St James' and St Margaret's ably support the school in delivering its sacramental programme. There are excellent links with the parents who share the leaders' commitment and actively participate in the prayer life of the school. Parents' contributions have been essential in developing the prayer garden. Parents are regularly encouraged to comment after attending school liturgies using the parent feedback journal. Leaders value staff as 'the most important resource of the school'. A Staff Association considers staff well-being, whereas 'Our Catholic Community Group' of senior leaders from both the primary school and college ensures regular planning, monitoring and review of the Catholic mission. The link governor for religious education is very active in the school, monitoring the school's provision and reporting back to governors. Each half-term there is a training session for staff on an aspect of Catholic life and mission. Induction of staff is carefully planned with team teaching used as an effective strategy for ensuring excellence in teaching. Staff describe the school as 'a wonderful community to be part of and one parent observed that 'the school provides an excellent interaction of Catholic life and mission. My children have a very clear mission and path.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

The school considers that nurturing curiosity is essential to learning in religious education. Therefore, a rich and varied range of creative opportunities is available to engage pupils' interests through art, drama, music, and technology. Knowledge organisers pose a 'big question' at the start of each topic linked to the learning objectives so that pupils can track their own learning through the topic. Working walls in classrooms invite pupils to add thoughts and reflections during the topic. Regular feedback in their written work enables pupils to improve their work and achieve success in their learning. Pupils' knowledge and understanding of religious education is secure in all classes due to high levels of expertise among staff who build on prior learning and assess and deepen pupils' understanding through skilled questioning. Pupils can explain key concepts using subject-specific vocabulary. Additional adults are used effectively to support pupils' learning so that 'no one is left behind'. Pupils are encouraged to work collaboratively in lessons and they also show good levels of independence when completing written tasks. They speak proudly and confidently about their work in religious education. Outcomes for all pupils are excellent and are well above average compared to other core subjects and national data.

A well-planned curriculum from Reception to Year 13, linked to the *Religious Education Directory*, includes scripture passages, prayers and reflections, supporting pupils' excellent religious literacy. Progression in knowledge, skills and application is carefully structured on a linear map and additional high-quality resources are used to enhance learning. Catholic Social Teaching principles are woven into all topics. Staff are enthusiastic about teaching religious education and ensure that it is given the highest priority. They are very well-supported in the teaching of religious education through excellent training opportunities including the diocesan Foundation Stones course and the Catholic Certificate in Religious Education which is held by 60% of teachers. Planning sessions with the school chaplain, parish priest, religious education coordinators and senior leaders are regularly offered to develop teachers' subject knowledge and the use of higher-order questioning. The team-

teaching approach is used as an excellent strategy to support teachers' knowledge and skills development. Specialist teachers from the college's secondary sector deliver model religious education lessons in Year 6. As a result, teachers are confident in their delivery of the subject and ensure that lessons are vibrant and challenging for all pupils.

The headteacher and leaders ensure that staff are exceptionally well supported in implementing the religious education curriculum. Continuing professional development is not only provided within the school but also through partnerships with other schools and with the diocese. A 'staff fundamentals' document, outlining, amongst other things, the criteria for outstanding teaching, is provided for staff. The religious education coordinators support teachers during in-school sessions and both leaders work effectively together to ensure their vision leads to improvements in teaching and learning. Staff speak of the excellent support they are given from senior leaders in the school to improve standards. A cross-college religious education leadership hub ensures that there is an ongoing review and evaluation of the subject. A wide range of enrichment activities, including making sculptures based on the Easter story and 3-D clay stations of the cross, complement the subject. The link governor accurately understands the strengths of the school's provision and outcomes. The application of Catholic Social Teaching principles is reviewed as a regular item at governors' meetings and governors offer the right level of challenge and support to ensure that the religious education curriculum enjoys full parity with other core subjects. Through the religious education curriculum, the school lives out its mission to foster pupils in their faith journey towards becoming 'the person whom God created us to be'.

Collective worship

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

Collective worship key judgement grade:.....

1

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



The centrality of prayer is evident in all areas of school life. The school is a prayerful community with many opportunities for pupils, staff and parents to engage in prayer and liturgy, as well as the regular celebration of Mass. A detailed liturgical planner ensures that the liturgical year is joyfully celebrated. In addition, the school's collective worship planner is used to provide a wide range of experiences for pupils throughout the year. Scripture is used frequently in worship to help pupils better understand their mission in faith. Pupils participate fully in leading prayer. In moments of quiet reflection, they behave reverently. In a Year 3 child-led liturgy in the chapel, a pupil from the class played the keyboard during silent reflection. Pupils in Year 5 led a class liturgy with confidence, understanding and skill. The sign of the cross was said in French and traditional prayers are often recited in pupils' home languages. As Year 5 pupils reflected on 'someone you love', Silent Night was played by a violinist in the class. Pupils demonstrated the quality of prayerful silence when the lay chaplain led a silent meditation during the weekly whole-school celebration assembly. Music is integral to worship. Pupils sing beautifully and enthusiastically. A sixth form student from the college provided keyboard accompaniment to the hymns (as well as acting as a role model for younger pupils). Prayer bags in each class encourage family prayer at home. Children in Reception class take home a travelling crib as a prayer focus during Advent. Every year group has a class prayer journal where pupils write and illustrate personal prayers. Each child in the school is given a prayer journal which they use to record individual prayers. Pupils regularly evaluate the quality of prayer and liturgies they have planned.

A wide range of engaging and creative worship experiences are offered to the community. Scripture passages are always the focus for liturgies and are thoughtfully chosen to deepen pupils' knowledge and understanding of the wealth of Catholic tradition. Senior leaders are inspirational role models for the pupils. They provide many prayerful opportunities which use scripture as the foundation to 'go forth' in service. Worship inspires action. One Caritas pupil ambassador explained that 'Caritas means love. It means that we help people. We put our faith into action. We try to be like Jesus. He cared for the people in need.' Staff work confidently with pupils to enable them to plan and lead liturgies. The

chaplains team are guided to select appropriate scripture passages for use in liturgies. Pupils and staff are called upon to use their gifts and talents to enhance the prayer life of the school. There are many thoughtfully prepared prayer spaces in each class and throughout the school, including a display on Pope Francis' five-finger prayer, paintings of the Eucharist annotated with excerpts from the Gospel of John, and permanent displays on the stewardship of creation. The prayer garden and school chapel are regularly used for the celebration of Mass and liturgies. During Advent and Lent, a 5-minute daily prayer service before school is held and is well-attended by pupils, staff and parents. There is a flourishing partnership with the parish, and older pupils actively encourage and train younger pupils to become altar servers. There are a wide variety of opportunities for families to engage in prayer and liturgy. An Advent evergreen spiral is prepared annually in the hall by one parent for pupils to journey through as they participate in a quiet, reflective, unique prayerful experience.

The school plans for progression in prayer and worship with a policy which spans all year groups across the College. It is not only used as a reference for staff but is also used by governors to monitor provision. Staff are trained on leading prayer and are helped by a prayer and worship guide which contains video exemplars. There is a staff leader for prayer and worship with dedicated release time to support staff and monitor provision. All leaders, as well as the college chaplain, prepare students to become confident leaders of prayer and worship as they journey through the school. Annual pupil surveys form part of the regular evaluation of provision and have led to improvements. For example, pupils' suggestions have led to praying in a variety of languages as well as pupils' instrumental accompaniments during liturgies. Weekly Mass in the chapel provides frequent opportunities for the community to celebrate the Eucharist. Mass is also offered on all holydays of obligation and feast days, and the Sacrament of Reconciliation takes place during Advent and Lent. Staff appraisal targets focus on their contribution to the Catholic life of the school, encouraging staff to regard the prayer life of the school with the highest priority. The headteacher and Governors ensure that ample resources are provided to allow for development in this area, such as providing prayer journals, permanent corridor displays and inspirational religious art.

Information about the school

Full name of school	St Richard Reynolds Catholic Primary School
School unique reference number (URN)	149298
Full postal address of the school	Clifden Road, Twickenham, TW1 4LT
School phone number	0208 325 4630
Name of head teacher or principal	Anna McMullen
Chair of governing board	Luke Parker
School Website	http://www.strichardreynolds.org.uk
Multi-academy trust or company (if applicable)	Ascension Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4 – 11 years
Trustees	Foundation
Gender of pupils	Mixed
Date of last denominational inspection	9-10 March 2016
Previous denominational inspection grade	Outstanding

The inspection team

Norah Flatley	Lead inspector
Robina Maher	Team 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