

Inspection of St Elizabeth's Catholic Primary School

Queen's Road, Richmond, Surrey, TW10 6HN

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2009.

What is it like to attend this school?

Pupils thrive in this nurturing and supportive school. They are proud of their school and its inclusive ethos. Staff work in very close partnership with parents and carers and the community to deliver the best possible experience for all pupils. The school develops pupils' knowledge and confidence through a rich curriculum and thought-provoking experiences. Pupils excel in their learning. This is because the school has the highest expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are very well prepared for the next stage of their education.

Pupils' behaviour is exemplary. They listen attentively, are highly motivated and show respect and kindness towards adults and each other. From the early years, pupils learn to identify emotions and adopt a positive mindset through which they see challenges or setbacks as a way to get better at something.

The school develops pupils' independence and character. Staff encourage them to take on responsibilities. For example, older pupils support younger pupils by working as a play leader or they can help in the library.

Pupils appreciate the huge range of clubs they can choose to attend. These include chess, gardening, art, music and the popular orchestra, which performs in the local community. Leaders ensure that all pupils take part in these activities. This is because they see such experiences as important for developing pupils' character.

What does the school do well and what does it need to do better?

The school has a broad and ambitious curriculum. It is well sequenced, enabling pupils to build up their knowledge as they move through the school. Teachers ensure that activities are adapted to meet individual pupils' needs. In the early years, staff provide high levels of support for children to develop their language and communication. Children flourish in this supportive and purposeful environment.

The school's focus on early reading is at the heart of curriculum thinking. From the start of Reception, pupils learn to read using phonics. Staff have been trained well and teach with precision. Pupils and those at the early stages of reading develop the phonics knowledge and skills they need to read with fluency. Teachers make sure that pupils read books which match the sounds they know. They swiftly identify pupils who are not as confident and put in place a range of appropriate support. This results in pupils, including those with SEND or who are new to English, becoming confident and enthusiastic readers. This love of reading continues throughout the school. The school exposes pupils to a diverse range of high-quality texts and authors.

Teachers set work for pupils which matches the aims of the school's curriculum. They have excellent subject knowledge. They choose activities which help pupils to remember the knowledge they have been taught in the long term. For example, in

mathematics, pupils recall their knowledge of number to solve more complex fraction problems. Leaders challenge pupils to become more independent learners as they progress through the school. For example, in music, pupils learn tempo, pitch and notation in Reception. They then experiment and build further on this knowledge in Years 1 to 4. By Year 6, many pupils are proficient composers and performers. Teachers check pupils' understanding regularly, addressing any gaps in knowledge. Pupils have exemplary attitudes to learning.

The school identifies the needs of pupils with SEND with precision. Staff are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations to teaching if needed. As a result, pupils achieve exceptionally well.

The school has established a comprehensive and age-appropriate programme to support pupils' personal development. This well-being curriculum is aligned to the school's ethos and enables pupils to 'live life to the full'. Teachers explain sensitive topics such as consent with care. Staff encourage pupils to debate such topics and consider other points of view. Pupils have a voice in school life and take on positions of responsibility. Central to this is a sense of service to others.

Leaders have effective systems for ensuring that pupils attend school regularly and on time. They work with families and other agencies to ensure that pupils' welfare is carefully monitored. This means that action can be taken if there are any patterns of concern.

Staff are exceptionally positive about working at St Elizabeth's. They are proud to work in a school which cares for them and one which has such a strong 'family' ethos. They appreciate the many professional development opportunities on offer. Governors fulfil their statutory responsibilities well. They hold leaders to account for the quality of education at the school but also consider staff welfare. Parents are overwhelmingly positive about the school. They feel that the school provides an exceptional education. They are right.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102910
Local authority	Richmond Upon Thames
Inspection number	10255334
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	Oona Stannard
Headteacher	Jane Hines
Website	www.st-elizabeths.richmond.sch.uk
Date of previous inspection	26 June 2009, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.
- The school has a Roman Catholic religious character. The school had its last section 48 inspection in September 2021.
- The school runs its own breakfast club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with leaders and staff in the school, including those responsible for the quality of education, behaviour, attendance, personal development and safeguarding.
- Inspectors met with representatives from the governing body. These included the chair of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and inclusive culture around safeguarding that puts pupils' interests first.
- Inspectors took in to account the responses to parent, staff and pupil surveys.

Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

Andrea Bedeau

His Majesty's Inspector

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