CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

St Elizabeth's Catholic Primary School

URN: 149925

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

15 October 2026 – 16 October 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

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 diocesan directives	Yes
The school has responded to the areas for improvement from the last inspection	Fully

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school does well

- Pupils take a leading role in responding to the demands of Catholic social teaching and are pro-active in finding ways of responding through their social action.
- At St Elizabeth's, Christ is at the heart of the school. There is a lived sense of community, evident in the quality of relationships and the strong culture of welcome.
- Staff at St Elizabeth's embrace the mission, 'Love one another as I have loved you,' and readily implement it across the curriculum and the daily life of the school.
- The subject leader for religious education has an inspiring vision of outstanding teaching and learning.
- The experiences of prayer and liturgy provided by the school engage pupils deeply and lead them to full, active and conscious participation.

What the school needs to improve

- To share their good practice with other schools within the Trust and beyond.
- To ensure that the programme of study is used imaginatively and creatively to meet the needs of all pupils.
- To share results of progress and attainment in religious education with governors to ensure that religious education has full parity with other core curriculum subjects.

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

1

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

Provision

1

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

Leadership

1

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

Pupils at St Elizabeth's demonstrate a strong understanding of the school's mission, "Love one another as I have loved you." They articulate clearly that this mission is both Jesus' commandment and the foundation for their behaviour. A Year 2 pupil said, 'Jesus' teaching is that we love one another and it helps us to make the right choices.' Pupils have first-hand experience of helping others, for example by visiting care home residents, donating to the local food bank and fundraising for different charities. Pupils highly value the school's chaplaincy provision. They actively participate in and contribute to planning Celebrations of the Word, setting up focal areas and leading prayers in classrooms. Pupil Chaplains, Mini-Vinnies, Schola Choir and Eco-Ambassadors take their roles seriously, demonstrating their desire to help the school work for the common good. Through their work, pupils enrich opportunities for prayer and service, including by creating prayer packs for their peers and families. A parent noted that the prayer packet produced by the Chaplains 'has transformed our prayer life at home.' Behaviour around the school is exemplary. Pupils show deep respect for their own personal dignity and that of others. An Eco-Ambassador stated, 'We love one another and care for others because everyone is equal and everyone is the same. God made us all so we are all equal.'

The life and mission of the school are deeply rooted in its core values of kindness, service, respect, and excellence. A parent commented, 'The Catholic faith lies at the heart of every activity in St Elizabeth's. Its Catholic character is essential to what St Elizabeth's is.' Staff unanimously agree that the school's mission is at the heart of St Elizabeth's, explaining that it, 'guides our daily life and children are taught to love and help each other, not only at school

but also to help people in the community.' Staff contribute generously to the life of the school and its wider community. This includes participating in celebrations of Holy Communion in local parishes, serving as extraordinary ministers, leading school choir visits to care homes and supporting local community projects such as 'Small Steps'. There is an embedded culture of welcome at St Elizabeth's. Staff ensure that the school community celebrates the presence of people from different cultures and belief traditions, for example by providing prayers in a range of languages. At the whole-school Harvest Mass, prayers were read in languages including Spanish and Russian. The relationships, sex, and health education programme (RSHE), *Life to the Full Plus*, is carefully planned. It meets diocesan requirements and is firmly rooted in the teaching of the Church.

School leaders clearly articulate the Church's mission in education, actively promoting the diocesan vision. Staff new to Catholic education say they have valued the opportunity to attend diocesan training such as 'New to teaching in a Catholic school.' Leaders and governors embrace and actively promote the principle that Catholic schools are at the service of the local Church. They work hard to ensure a flourishing partnership between the school and its local parishes. Priests from the local parishes are a visible presence within the school community. They are regularly welcomed into school to celebrate Mass, provide the Sacrament of Reconciliation and support staff in religious education. The school makes a significant contribution to the Church's mission of evangelisation by fostering pupils spiritual formation and supporting parents in their faith journey. A parent said, 'We feel incredibly lucky to be part of St Elizabeth's community. We love how the school's Catholic values are reflected in everyday life. We feel truly blessed to have found a school that reflects our beliefs and educational values so closely.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

1

Pupil outcomes

1

How well pupils achieve and enjoy their learning in religious education

Provision

1

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

Leadership

1

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

Pupils enjoy their learning in religious education and are actively engaged in lessons. They participate enthusiastically in drama, group and partner discussions, responding to questions, and working independently. Behaviour in lessons is excellent as all pupils show interest in their learning, remaining focused on tasks, and contributing positively to classroom activities. Pupils talk with enthusiasm and are confident about how their learning relates to everyday life. For example, during learning exploring how the Catholic social teaching principle of the dignity of work can be put into practice, a pupil said, 'I can say thank you to the Lunch Ladies when they give me my lunch to show respect for the work they do.' Pupils speak fluently and confidently about what they have learned in religious education, using key concepts and subject-specific vocabulary. As a result, pupils ask incisive questions of adults and peers, demonstrating curiosity and a desire to deepen their learning. For example, during lessons observed, pupils were confident to question the fairness of the teacher appointing one pupil to record the group's discussion, asking why everyone in the group could not record their own ideas. Activities in religious education books provide evidence of pupils' excellent presentation of high quality of work using vocabulary appropriately.

Teachers value the regular opportunities for professional development in religious education provided through staff meetings. As a result, teachers demonstrate high levels of confidence in their subject knowledge, together with a deep commitment to religious education and high expectations of pupils. They communicate these high expectations effectively through the use of retrieval activities and targeted, open-ended questions. Consequently, pupils explain their

ideas, justify their answers and make connections with prior learning. Pupil engagement is maximised by teachers' use of 'Cold Calling' and their commitment to high-quality planning; incorporating scripture boxes, artefacts and drama in lessons. Reflective questions enable pupils to make links with the learning and apply it to the world around them. For instance, in Year 1 when learning about the importance of working together to care for our common home, one pupil remarked, 'We have to look after animals because they are God's creation. We have to look after God's creation because they are gifts from God.' Teachers motivate pupils to make improvements by giving them opportunities to self-evaluate their work against set criteria. Feedback guides pupils to make immediate improvements, addresses misconceptions and deepens their understanding. Developmental marking responds to assessment and directs pupils to make improvements through their 'green pen' responses.

The subject leader for religious education has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. As a result, class teachers are supported effectively to improve teaching and learning. This exemplary leadership acts as a beacon of good practice which could be shared with other schools within the Trust and beyond. Leaders and governors place a high priority on religious education, ensuring it is comparable with other core curriculum subjects in terms of investing time, money and resources. They ensure that the *Religious Education Directory* is faithfully taught following the required diocesan programme, '*Lighting the Path.'* There is limited evidence of imagination and creativity within the *'Lighting the Path'* programme currently. Progress and attainment of religious education is not currently shared in the same structured way as other core curriculum subjects with governors. Leaders forge strong links with parishes, diocesan agencies, and local community groups to enrich the academic religious education curriculum. This commitment is evident through regular visits from parish priests, visits to local churches and other places of worship, and opportunities for pupils to engage in dialogue with representatives of other faiths.

Collective worship

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

Collective worship key judgement grade

1

Pupil outcomes

1

How well pupils participate in and respond to the school's collective worship

Provision

1

The quality of collective worship provided by the school

Leadership

1

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

Pupils participate fully, actively and reverently in all experiences of prayer and liturgy. They listen attentively to scripture, displaying the capacity to identify its central message, and they can articulate their personal mission in response. Pupils engage fully in the prayer life of the school and reflect thoughtfully on their spiritual experiences of prayer and liturgy. An example being the whole school Harvest Mass, the quality of prayerful silence was tangible as pupils, staff and parents together raised their hearts and minds to God. Led by the Schola choir, pupils participate consciously and enthusiastically in communal singing, creating excellent and uplifting experiences. Pupils demonstrate a clear understanding of the liturgical year. They can explain the significance of the liturgical colours and describe the meaning of the different seasons. For example, pupils explained, 'We are in Ordinary time at the moment so green is the liturgical colour. End of November we will go into Advent leading to Christmas. In Lent you give up things because Jesus did this. Jesus was in the desert for 40 days so he must have been hungry.' Pupil Chaplains, Minnie Vinnies and Class Prayer leaders benefit from a well-established structure to support their planning and leadership of liturgy. As a result, pupils lead prayer and liturgy with confidence, understanding and skill.

Prayer and liturgy are well-established as the central pillar of St Elizabeth's school life. The experiences of prayer and liturgy provided by the school engage all members of its community deeply and lead them to full, active and conscious participation. A parent explained, 'As parents we are regularly invited to be part of prayer life at the school. This month we are coming together in the mornings as parents to pray the rosary together.' The daily pattern and rhythm of prayer and liturgy are embedded across all key stages. The

four-part framework for Celebrations of the Word – Gather, Listen, Respond and Mission – is used consistently in class and whole-school celebrations, integrating prayer and liturgy into the daily life of the school. Staff engagement in prayer and liturgy is exemplary. All class-based staff actively participate in weekly whole-school Celebrations of the Word, school Masses, and seasonal liturgies, serving as role models for pupils, modelling reverence and using prayerful actions. The school makes imaginative and creative use of prayer spaces, which are carefully created and maintained to foster a sacred atmosphere. Classroom prayer areas are cared for by designated pupil prayer leaders; the interactive prayer table in the hall provides a focal point for spontaneous pupil reflection and other liturgical celebrations, while the recently commissioned school chapel serves as a dedicated place for class worship. The outdoor 'Mary Garden' is used effectively for rosary devotions.

Leaders and governors have established clear and detailed policies on prayer and liturgy, including progression in pupils' leadership of prayer. The policy sets out clear expectations and is firmly embedded in the life of the school. The annual plan of provision demonstrates careful planning of a wide range of appropriate events for the liturgical year, and this is evaluated by senior leaders to enable continuous improvement. The school calendar and timetable prioritise regular opportunities for the whole school community to celebrate the Eucharist. All holy days of obligation and St Elizabeth's Feast Day are marked with Mass. Leaders also work hard to ensure that pupils in Years 4, 5 and 6 are offered the Sacrament of Reconciliation during Advent and Lent. Leaders have a developed understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils. They are inspiring models of excellent practice, leading prayer and liturgy with enthusiasm and inspiring engagement. As a result, pupils develop as confident and enthusiastic leaders of prayer and liturgy, contributing to experiences that are engaging, meaningful and relevant to the school community.

Information about the school

Full name of school	St Elizabeth's Catholic Primary School
School unique reference number (URN)	149925
School DfE Number (LAESTAB)	3183310
Full postal address of the school	Queen's Road, Richmond, Surrey, TW10 6HN
School phone number	020 8940 3015
Headteacher or Head of School	Mrs Jane Hines
Chair of Governors	Mary-Ann McClaran
School Website	www.st-elizabeths.richmond.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Christ the Redeemer Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	28 September 2021
Previous denominational inspection grade	Outstanding

The Inspection Team

Rufina Ebenebe	Lead
Vera Jajechnyk	

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