



Catholic Schools Inspectorate inspection report for **La Salette Catholic Primary School**

URN: 102330

Carried out on behalf of the Right Rev. Alan Williams, sm, Bishop of Brentwood on:

Date: 11 – 12 October 2023

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| Overall effectiveness The overall quality of Catholic education provided by the school..... | | 2 |
| 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..... | 2 | |
| 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

- There is a robust and effective partnership between the school and parish which leads to a strong sense of community.
- The quality of pupils' work in religious education is of an excellent standard, reflecting the school's high expectations for the subject.
- The school knows its families exceptionally well and therefore provides a highly inclusive and supportive environment for its most vulnerable pupils, including those with special educational needs and/or disabilities.

- Parents speak highly of the support received from the school, the approachability of all staff and are appreciative of the opportunities provided to participate in Mass and assemblies.
- All members of the school community embrace the school mission.

What the school needs to improve:

- Ensure that pupils take a leading role in responding to the demands of Catholic social teaching.
- Develop regular opportunities for religious education homework, in line with other foundation subjects.
- Provide pupils with experiences to ensure that they can creatively plan, lead and evaluate prayer and liturgy.

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

2

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 understand and fully embrace their school mission statement : "Loved by Jesus and Our Lady of La Salette, we learn and grow together in joy and friendship." They know, therefore, that their community is committed to following Jesus. Pupils know how the school virtues of love, joy and friendship are acted out in their daily lives. One Year 4 pupil spoke about "spreading God's message" and a Year 1 pupil explained that they are "kind because God told us". All pupils display kindness towards each other, particularly in regard to their peers with special educational needs and/or disabilities, who are welcomed and well integrated in the school community. The school has recently been awarded Green Flag Eco School status and pupils are able to provide examples of how this was achieved; they have planted trees and encouraged the school community to turn off lights. Pupils now need to relate their actions to caring for our common home and Laudato Si'. Pupils are actively engaged in responding to the needs of their community, by donations to the local food bank. Additionally, pupils support national and global charities. Pupils must now ensure that they are fully able to relate their actions to the principles of Catholic social teaching.

Staff can confidently articulate that the mission statement and Christ are at the heart of the school community. One member of staff explained, "The mission statement of our school is carried out on a day-to-day basis without question, and is at the heart of our school ethos." Staff are exceptionally keen to participate in all activities that reflect the mission of the school, for example volunteering at the fundraising Christmas bazaar and summer fayre. There is an exceptionally strong sense of community. Parents are particularly appreciative of the approachability of staff. New families feel that their children receive a warm welcome and are very well prepared to start school. There are many examples of the staff going above and beyond to support families, particularly those who are most vulnerable. Staff are proud to work at the school and enjoy their work, and they would now welcome further opportunities for their own spiritual and moral development The environment

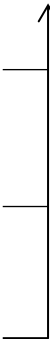
witnesses the school's mission with key displays celebrating the lives of class saints. Visible signs of the school's Catholic character include a harvest collection, certificates from fundraising and permanent displays highlighting the school's values. Chaplaincy provision is central to school life and is provided by the parish priests and the religious education leader. Relationships, sex and health education meets the statutory and diocesan requirements.

Leaders and governors can clearly articulate that Christ is at the centre of all they do. Governors are very clear in their role in reviewing policies in the light of Church teaching and offer challenge accordingly. Governors are highly ambitious for the Catholic life of the school; they have very good knowledge of it through regular visits, and attend diocesan training. Leaders and governors actively promote the partnership with the parish which is exceptionally strong. The parish priests are welcome and regular visitors to the school. Leaders have many highly successful strategies to engage with parents, who are exceptionally grateful for the support they receive when times are challenging with the provision of free after-school clubs and help with purchasing uniform. Leaders and governors are witnesses to Catholic social teaching. They now need to ensure that the whole taught curriculum incorporates connections with these principles. Leaders and governors demonstrate their respect for all staff through a caring well-being policy and access to additional support if needed. Governors and leaders have accurate monitoring systems in place to ensure that effective self-evaluation leads to improvements. This self-evaluation would be enhanced with greater opportunities for pupil participation in the process. Professional development, focusing on the Catholic life and mission, is frequent and ensures that staff have a secure understanding of the school's mission. Induction for new staff is strong and supportive.

Religious education

The quality of curriculum religious education

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| 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 |



Pupils achieve highly in religious education and are developing excellent knowledge, understanding and skills as they progress through the school. Their progress is increasingly rapid during Key Stage 2. They have admirable recall of Bible stories, which they can relate to their daily lives. For example, one pupil explained the story of David and Goliath helps him “to trust in God and overcome his fears.” Pupils produce work which is of a consistently high standard and show great pride in their completed tasks. They can speak confidently about what they have learned in religious education and are able to draw on prior learning to aid their understanding. In a Year 5 lesson on the Sacrament of Marriage a pupil made connections with the Wedding Feast of Cana and knew this was Jesus’ first miracle. Pupils are engaged in their learning and actively respond to teachers’ feedback which they use to consolidate their understanding. Behaviour in lessons is very good and pupils demonstrate a real commitment to their learning. Pupils with additional needs are supported exceptionally well with careful planning, differentiated tasks and effective adult support.

Teachers plan lessons which are engaging and build on prior learning. They have high expectations for religious education and this is evident in how the pupils respond in producing extended pieces of work. Teachers are highly skilled in checking understanding, and in addressing any misconceptions quickly and effectively. In the best lessons questioning is used skillfully to identify where pupils are in their understanding, and tasks are adapted accordingly where needed. Planning ensures that pupils are given a wide range of ways to present their work including role play, artwork, diary extracts and letter writing. Committed and experienced teaching assistants are deployed very effectively to support children with special educational needs and/or disabilities so that every pupil can be a successful learner. Pupil achievement is celebrated in religious education through house points and in assemblies. One pupil spoke of his pride in receiving a certificate for achievement in religious education at the end of year assembly. Teachers provide pupils with opportunities to

reflect during some lessons. A Year 2 lesson concluded with the sign of peace and a chance for pupils to read their own prayers from a class prayer book. Additional space and time to reflect more deeply on their spiritual and moral development could be provided within religious education lessons.

School leaders ensure that the school fully meets the requirements of the *Religious Education Curriculum Directory*. The school has begun to implement the *Religious Education Directory* in the Early Years Foundation Stage and has a clear plan for implementation throughout the school. The religious education leader has been instrumental in supporting other schools in the deanery to implement the new curriculum. Religious education has parity in resourcing and is at least comparable with other core subjects. However, religious education also needs to be part of the regular homework offer. The head teacher, who is also the subject leader for religious education, is highly committed to ensuring that staff have access to regular and effective training to improve their practice. A high value is placed on professional development in religious education, with an exceptionally high proportion of staff having achieved the Catholic Certificate in Religious Studies. The subject leader and leadership team have a clear vision for teaching and learning and regular monitoring of the subject is in place. The head teacher has a clear and accurate understanding of the strengths and areas of development in religious education and is confident in setting clear targets to achieve outstanding outcomes.

Collective worship

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

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| Collective worship key judgement grade:..... | 2 |
| Pupil outcomes How well pupils participate in and respond to the school's collective worship | 2 |
| Provision The quality of collective worship provided by the school | 2 |
| Leadership How well leaders and governors promote, monitor and evaluate the provision for collective worship | 2 |

Pupils respond well to prayer and liturgy, and show respect during class prayer and liturgy. They understand the importance of silence and join in with community prayer. Pupils can describe parts of the liturgical year and older pupils are able to link their reconciliation services to Advent and Lent. Some year groups have a class book for pupils' prayers, which are used within the class. Older pupils also read the scripture in class prayer and liturgy. Pupils work well with each other and are engaged in prayer and liturgy. Pupil religious education leaders in each class take responsibility for setting up class prayers, however, pupils now need to collaboratively plan, lead and evaluate this prayer and liturgy. Pupils understand how prayer and liturgy can influence their lives. A Year 6 pupil reflected that, "when I am worried I can tell God and I am not worried anymore"

Prayer and liturgy is planned and central to the daily pattern and life of the school. Times of joy, for example the feast of Our Lady of La Salette, are celebrated with the school and parish community. The celebration of this feast day and other significant liturgical events, such as the Year 5 Easter play, are appreciated by parents. One parent expressed the view that "the school is excellent with their regular school Mass in the church". Prayer and liturgy offer pupils a range of ways of praying. Throughout the year one of the parish priests introduces the rosary to groups of older children. Scripture appropriate to the liturgical season is used in prayer and liturgy, and staff are increasingly confident in modelling good practice. Parents and pupils value the opportunity to receive the Wednesday Word; however, encouraging parents and children to pray together at home needs to be consistently implemented. To further enhance the prayer and liturgy provision, staff should provide increasing opportunities for pupils to plan lead and evaluate prayer and liturgy across the school, appropriate to their age and ability. Music is used to enhance many prayer and liturgy sessions. The pupils enjoy singing hymns, although opportunities to provide links with scripture and

reflective prayer in weekly hymn singing should be put in place. A reflective and well-cared-for prayer focus is provided within each class.

The school's policy on prayer and liturgy, alongside professional development and resources have helped to increase staff skill in providing prayer and liturgy opportunities. Leaders and governors have an excellent plan to ensure that the children attend all holy days of obligation. The timetable for the celebration of Mass, and other offerings of prayer and worship on especially significant occasions, is published on the school website. Staff understand the importance of prayer and liturgy within the life of the school. Professional development and investment in new resources have ensured that pupils have consistency in their access to the provision of prayer and liturgy. The religious education leader and parish priests, as chaplains, have high levels of skill to inform their planning of prayer and liturgy to meet the needs of the community. Leaders are developing good systems to monitor and evaluate the quality of prayer and liturgy. Governors, through focused visits to the school, have a good knowledge of the prayer and liturgy that is provided. Governors are also confident in their challenge regarding provision and have identified further guidance for parents on praying with their children at home as an area for improvement. The knowledge of leaders and governors, along with pupil voice, now needs to systematically feed into self-evaluation on prayer and liturgy to further improve the provision and outcomes for pupils in this area.

Information about the school

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| Full name of school | La Salette Catholic Primary School |
| School unique reference number (URN) | 102330 |
| Full postal address of the school | Dunedin Road, Rainham, RM13 8SP |
| School phone number | 01708 555554 |
| Name of head teacher or principal | Mr Adam Wilson |
| Chair of governing board | Mrs M Allitt |
| School Website | https://www.lasalette.havering.sch.uk/ |
| Multi-academy trust or company (if applicable) | |
| Type of school | Primary |
| School category | Voluntary aided |
| Age-range of pupils | 4-11 |
| Trustees | Diocese of Brentwood |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 3 rd May 2017 |
| Previous denominational inspection grade | Outstanding |

The inspection team

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|---------------|----------------|
| Gael Hicks | Lead inspector |
| Rosie McGlynn | Team inspector |

Key to grade judgements

| Grade | England | Wales |
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| 1 | Outstanding | Excellent |
| 2 | Good | Good |
| 3 | Requires improvement | Adequate and requires improvement |
| 4 | Inadequate | Unsatisfactory and in need of urgent improvement |