



Priory Catholic Primary School

URN: 140743

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Plymouth

13–14 June 2024

Summary of key findings

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

2

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

What the school does well

- The strong leadership, drive and ambition of the executive headteacher has led to rapid improvements that have been wholeheartedly embraced by the staff.
- Pupils enjoy, engage and are excited by their religious education lessons due to the wide variety of creative tasks that are set including drama, freeze frame and art work.
- Pupils are able to articulate their learning well, including their knowledge of scripture, saints and messages of the bible stories, relating Jesus to their world.
- Pupils participate in acts of worship with meaning and purpose through their responses and prayers and especially their singing.
- The school is a welcoming community, with a strong staff team who go the extra mile for each other and their families.

What the school needs to improve

- Ensure all pupils have the opportunity to plan and lead prayer and liturgy.
- Place Catholic social teaching within the wider curriculum.
- Ensure that feedback consistently enables pupils to know exactly what they have learnt and what to do to improve.

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

1

Provision

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

2

Leadership

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

2

2

Pupils have a clear understanding that attending a Catholic school allows them to express their faith and to learn to follow in the footsteps of Christ. They can articulate the mission statement and understand how important it is to respect everyone and treat them with dignity, 'every person is just as valuable as every other one.' They enjoy learning about other faiths, and older pupils show a deep sense of respect. They enjoy school and feel happy, confident and secure due the strong family sense of community. Behaviour is exemplary and pupils treat each other with respect, listening to their contributions in class. The Growing In Faith Together (GIFT) chaplains are proud to be role models, support the younger pupils in their prayer life and supporting the staff in whole school celebration of the word. Laudato Leaders are a new addition to leadership opportunities for pupils and have an abundance of ideas of how to care for our common home, recognising that this is not just around in their locality but globally. Catholic social teaching is promoted through Cafod resources, and the school is seeking to place this within the wider curriculum.

The school has recognised that they have been on a long and challenging journey and would like their mission statement to reflect their current position. They are reviewing this with parents, pupils and staff. Parents value being involved in the process. Staff are highly committed to and actively contribute to the Catholic life of the school through, for example, their support for the leadership opportunities provided for the pupils. There is strong culture of welcome and all are included, as evidenced by the increase in numbers recently. The school goes above and beyond to understand the needs of their families so that they are able to support where needed. Parents appreciate this saying this is a 'wonderful inclusive and supportive school.' Staff are positive role models for pupils in the way they treat each other and the pupils at all times. Displays around

the school reflect its Catholic identity, including displays on caring for our world and a variety of saints. The GIFT chaplains and Laudato leaders are well led by the head and the religious education lead. Relationships education reflects the teachings of the church to ensure the dignity of all. Staff adapt resources to ensure the needs of all pupils and parents are met.

The mission of the church is a clear priority for the leaders of the school. They ensure that 'Christ is within the children', through their drive and passion and commitment. They promote the diocesan vision for schools and they work well with other schools as part of CAST. Parish links are strong with school supporting the sacramental programme and the relationship with the parish priest and parishioners flourishing. Parents support the Catholic life of the school and value the support their children are given. Leaders show their commitment to Catholic social teaching through their inclusivity, their provision for those in need and the focus on the care for our common home. Staff feel their physical and mental wellbeing are well supported by the leaders of the school and leaders feel well supported by governors and CAST. Governors are ambitious for the Catholic life of the school, they are involved in monitoring and evaluation and provide appropriate challenge to ensure that school is constantly improving. Leaders have ensured that staff have been given the time and opportunity to complete the diocesan Adult Formation Course so that they have a thorough understanding of why the Catholic life of the school is so important and how to be involved in it. There is an effective induction programme for new staff to ensure they are able to contribute to Catholic life.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

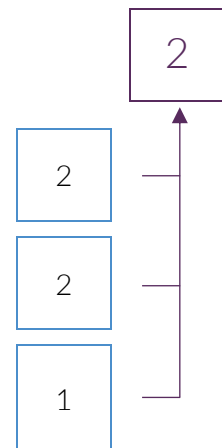
How well pupils achieve and enjoy their learning in religious education

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 clearly love their religious education lessons and show good engagement throughout the school. They are enthusiastic to make valuable contributions and are eager to learn. Pupils are able to articulate their knowledge and understanding using age appropriate religious vocabulary. Books show progress across the school and a wide range of tasks offered to express their learning. Tasks do not consistently enable pupils to show their extensive knowledge and understanding. Pupils' curiosity and depth of thinking is shown in all classes through the 'I wonder' questions, and also in their responses to some marking. Prior learning is referenced in recalls and throughout lessons which enables pupils to show their knowledge and understanding. Pupils are able to concentrate well in small group and independent work. They are able to articulate the messages from key scripture passages and know a vast array of stories of saints, and they can relate these to their own lives today. Attainment is in line with other core subjects.

Teachers' subject knowledge is secure and staff value the support and expertise of the religious education lead when guidance is necessary. Expectations are high in most classes leading to pupils depth of understanding, where it is too low there is not enough challenge. The 'I wonder' model of questions enables pupils to extend their learning and develop their spiritual and moral understanding. This is also enhanced through time for reflection. Where feedback in books is most effective, pupils know exactly what they have done well and how to improve, and high quality questioning allows them to extend their learning, however this is not consistent across the school. Careful consideration is given to how pupils can present their learning according to their needs and language, for example, dual coding, scaffolding, recall, and effective questioning from teachers and teaching assistants. Teachers use modelling effectively to ensure that all pupils are able to access the learning objective. Teaching assistants support those with specific

needs in a gentle and sensitive manner. RE boards in each class show key vocabulary and pupils work and support pupils' learning.

The new *Religious Education Directory* has been introduced in 3 out of the 4 classes due to mixed year groups and, along with the school's scheme for the older class, covers the curriculum set out in the Directory. Religious education is given core parity with other core subjects in terms of timetabling, budget and staffing. Regular training is provided by the diocese and the religious education lead, including pedagogical knowledge, which is highly valued by the staff, and leads to improved pupil knowledge and progress. The religious education lead and the executive headteacher provide inspiring leadership that is recognised by all. They have a clear vision for the school. They monitor teaching and learning in religious education regularly, identify areas for improvement and then conduct follow up sessions to ensure that feedback has had an impact. Enrichment activities include visits from a local convent, pupils from the local secondary school, sending 'I wonder' questions to a local Rabbi, Godly play, worships with charities such as Aid to the Church in Need and Cafod, and church visits. Governors are fully informed and involved in the monitoring and evaluation of RE and provide appropriate challenge to ensure the school continues to develop. The school enjoys a close relationship with another local Catholic primary school and this enables shared practice and expertise.

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

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

2

Pupil participation from the youngest age is prayerful and respectful, joining with prayers and appropriate responses, and singing with confidence, enthusiasm and clear enjoyment. Parish links are strong with the parish priest, parishioners and the pupils enjoying each other's company at weekly parish Mass. There is growing participation in the Mass with pupils reading at each Mass. There are opportunities for pupils to enjoy services and events at the church throughout the liturgical year including a Lenten trail, an Easter play, a Nativity play and a Laudato Si play. Having refreshments regularly together ensure the relationships between pupils and parishioners continues to develop. There are opportunities for the GIFT chaplains to be involved in planning and leading acts of worship with the whole school and with younger pupils. The whole school celebration of the word on a Monday ensures that the pupils have an action to work on for the rest of the week. Through the variety of liturgies and services offered pupils have a good understanding of traditional ways to pray as well as through meditation and reflective silence.

There is template in place that supports the planning of all acts of worship, this ensures that there is a consistency of quality across the school and has promoted confidence and understanding by the staff and pupils. Teachers and Teaching assistants lead class prayers and are good role models in the way they participate in whole school worship. Scripture is at the heart of all worship and is read with confidence, fluency and understanding by staff and pupils. Pupils are able to articulate the meaning of the passages used. Pupils' love of singing is clear, and they also enjoy silent reflection and meditation. There is a daily pattern of prayer in each class, and there is a planned progression of prayers to be learnt in each term in each year so that pupils build up a bank of traditional prayers that they know off by heart. There are prayer focal points in each class which are well-maintained and include age appropriate artefacts. There

is an outdoor area which is being developed by the Laudato Leaders to 'rest and reflect', there is also an area with a Mary statue for quiet personal prayer. There are prayer spaces around the school for small group prayer which are well-maintained and well-used. Pupils feel they have the time and the space to pray at any time. Families are invited to join the school for events in the school and in the church, and they are supportive of the prayer life of the school. One parent commented that their child 'enjoys and is able to tell me about reflections and what he has learnt and does so with passion this shows me a lot about the teachers' passion for educating the children.'

The CAST policy is in place and used by staff. Leaders have a good understanding of the direction the school is going in terms of building up a progression of skills to enable all pupils to plan and lead worship at an age appropriate level. Holydays and feast days are regularly celebrated and this has led to pupils' knowledge of different saints to be embedded. The planned school calendar reflects a thoughtful consideration of significant events across the liturgical year. The head and religious education lead have led in-house training modelling worship in class and with the whole school which has led to staff confidence. The GIFT chaplains are a valuable asset to the school and enthusiastically prepare and deliver high quality prayer and liturgy with small groups, in class and supporting the whole school celebration of the word. They are given the opportunity to evaluate their contributions and this is an area that is being developed. Pupils are given the opportunity to lead prayer in class. Governors are involved in evaluating collective worship.

Information about the school

Full name of school	Priory Catholic Primary School
School unique reference number (URN)	140743
School DfE Number (LAESTAB)	8803617
Full postal address of the school	Priory Catholic Primary School, St Catherine's Road, St Marychurch, Torquay, TQ1 4NZ
School phone number	01803328480
Headteacher	Hannah Maskell
Chair of Governors/Trustees	Bridget Williams
School Website	http://www.priory-primary.torbay.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Plymouth Cast
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	December 2021
Previous denominational inspection grade	3

The inspection team

Dawn Summers-Breeze
Paul Cotter

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