



St Charles Catholic Primary School

URN: 100505

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

12–13 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

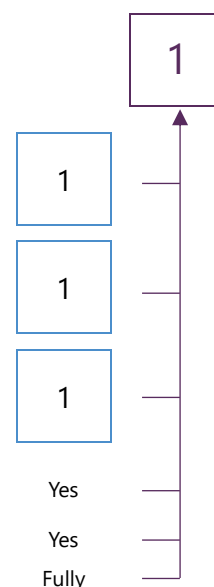
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- All areas for improvement outlined in the previous diocesan inspection report have been addressed in full.

What the school does well

- St Charles is an inclusive welcoming community deeply rooted in the teaching of Christ.
- Leaders are well respected within the St Charles community - they know the school well and are inspiring role models for staff and pupils.
- The subject leader leads religious education very well, resulting in strong teaching throughout the school, enabling pupils to apply Christ's teaching to their daily lives.
- Pupils lead prayer with reverence and maturity beyond their years.
- Pupils are religiously literate and are able to articulate their responses to how they live out the church's commitment to Catholic social teaching.

What the school needs to improve

- Map out the principles of Catholic social teaching into individual subjects, so the curriculum is delivered through a Catholic lens where appropriate.
- Further develop creativity in prayer.
- Make the most of prayer focal spaces to encourage more pupil participation.

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

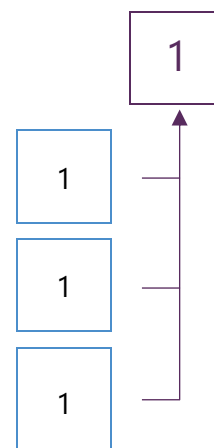
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



There is an inclusive and welcoming Catholic culture at St Charles underpinned by the school's mission statement, 'Love God, love your neighbour' which is understood and lived out by the whole community. Pupils openly discuss the importance of welcoming and respecting other faiths, reflecting a culture of inclusivity and belonging. One pupil told inspectors that 'the word neighbour should not be taken literally as it means everyone whether they are near or far'. Pupils are rightly proud of their school and there is a well-developed respect for one another, as evidenced by their exemplary behaviour across the school. Pupils demonstrate stewardship, actively leading and contributing to chaplaincy opportunities such as: Caritas Ambassadors, the School Council, supporting the local community by prayer, fundraising, providing food parcels, singing at the local residential home and caring for our common home. A pupil commented, 'I am thankful that my mum sent me to St Charles as the teaching helps me in my discipleship'. Their words and actions demonstrate a deep understanding of Catholic social teaching and linking this to other subject areas will enhance this even more. Pupils articulate confidently how Catholic social teaching reflects the Church's mission to respond locally, nationally, and globally. They discuss their fundraising efforts for charities including Cafod and the Delgarno Trust food bank with real conviction and purpose.

Christ is at the heart of this school, and there is a real sense of family, where everyone, regardless of faith or culture, is treated equally. Pupils at St Charles, know they are loved. Staff live out Christ's teachings by readily modelling their faith to the pupils. Living like Jesus is recognised by celebrating aspects of various cultures and beliefs, and going the extra mile to understand and support the community's needs. Pupils are happy and confident, feeling safe in their school environment. The Catholic mission and heritage are well reflected in the school environment. Walls are adorned with beautifully presented displays including the current Jubilee Year, 'Pilgrims of Hope' and sacred spaces. Pupils enjoy using the outdoor chapel, saying they find it a peaceful place. Based on four saints, the

school house system has a high profile and is enthusiastically embraced by pupils. The school orchestra enhances the Catholic life of the school through accomplished performances both in school and in the locality. The orchestra is regularly invited into the neighbouring Carmelite Monastery to play for the sisters and at various church services including funerals. Personal, social, and health education (PSHE) and relationship, sex, and health education (RSHE) are carefully planned to reflect Catholic teaching and principles.

Leaders and governors have a strong vision for Catholic education and are passionate in ensuring that the school is active in achieving its mission. Staff are well supported by leaders and are provided with training in relation to their role. Pupil leaders work closely with staff to enable the community to actively live out its mission. The school has a flourishing partnership with the parish and pupils are regularly involved in parish services. Parents are overwhelmingly positive about the school's work in nurturing faith. Clear school policies and procedures, rooted in the school's Catholic mission ensure that strategic priorities permeate all areas of school development. Leaders and governors' ambitious vision ensures that Catholic life and mission are continually improving. Governors are passionate, experienced and thorough in contributing to the monitoring and evaluation of Catholic life and mission, validating the accuracy of leaders' self-evaluation judgements. The school caters very well for staff training, making good use of opportunities provided by the diocese.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

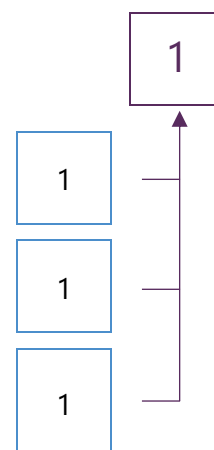
How well pupils achieve and enjoy their learning in religious education

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 have very strong knowledge and understanding of what they are learning in religious education. They make excellent progress from their starting points, resulting in above average attainment across all years. Pupils are very religiously literate because they regularly encounter scripture and are systematically helped to interpret it. In a Year 6 lesson on the different ways Christians bear witness to their beliefs, pupils confidently built on each other's responses, shaping well-formed articulate answers. This included making connections between what they were learning and real life situations using quotes from scripture to explain their faith in action. Pupils have an excellent religious vocabulary and use this accurately and fluently to communicate their knowledge and understanding. In the Nursery class a group of pupils enjoyed building a church from construction blocks. In another group a child stated that a picture of the church 'needed a cross on the top because they couldn't see one'. Pupils work diligently, are actively engaged and demonstrate a curiosity and a love of learning in religious education. One pupil commented: 'Teachers are kind and understanding, they push us because they know what we are capable of.' Another said, 'Teachers always make sure we understand topics before moving on'. Behaviour in lessons is exemplary because of effective teaching and pupil enthusiasm for the subject. Pupils know how well they are doing from the detailed feedback they receive and respond fully to the next step directions, producing detailed and well-presented learning.

Teachers have high expectations of their pupils and enable them to feel successful in their learning. They have excellent subject knowledge and use consistently effective teaching methods, adapting lessons to meet the needs of all learners and skilfully using questions to challenge and support. A well-established approach to teaching religious education across the school focuses on remembering and recalling prior learning before moving on to new content. This helps pupils know and remember more. Staff demonstrate a deep commitment to religious education and this is subsequently reflected well in the pupils' responses. Teachers are exceptional at using feedback to both celebrate pupil effort

and extend understanding. This is consistently applied across the whole school and has a significant impact on standards. Teachers are skilled at interpreting the moral messages in scripture, allowing pupils to reflect spiritually, and they make sure pupils can present their work in a range of creative ways. Pupils with additional needs are provided with high levels of support during lessons and as a result have inclusive access to learning, which is bespoke to their needs. The collaboration of additional adults in all classes is impressive, seamlessly supporting and enhancing pupil learning. A parent commented, 'The religious education is thoughtful and age-appropriate, helping my child understand important values in a way that feels meaningful.'

Leaders and governors meticulously ensure that the religious education curriculum fully meets the requirements of the *Religious Education Directory* and has full parity with other core subjects. Leaders ensure that staff receive high-quality training to help them deliver the best possible teaching. Resourcing and strategic development is a high priority. The subject leader has a strong vision for achieving excellence in religious education and has the knowledge and skills to help staff secure that vision. The subject leader works collaboratively with the federation school on various curriculum developments including moderation, which is well established. Leaders and governors ensure teaching is very well sequenced and follows a clear structure. There is a very effective deployment of teaching assistants to provide additional support when pupils need it, and there is extra challenge for higher-attaining pupils through the carefully planned use of questioning. Leaders and governors' monitoring and evaluation processes are thorough and drive strategic improvement.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

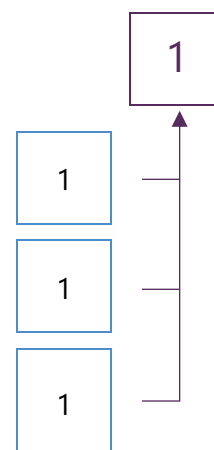
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils benefit from a varied range of liturgical experiences. They understand the rhythm of the liturgical seasons through the changing cycle of prayer during the school year. During class prayers and larger group worship, pupils are respectful and join in prayerfully. They particularly enjoy singing and do so with great enthusiasm. Pupils have a good understanding of a variety of ways of praying that are part of their rich Catholic heritage, confidently joining in with responses and gestures associated with them. As pupils progress through the school, they become more familiar with a range of traditional prayers. The experience of being in a faithful, prayerful community positively impacts the spiritual and moral development of all pupils, irrespective of their ability or faith background. They sit quietly and listen carefully. Pupils with additional needs are supported well, so they access worship alongside all pupils. Pupils are able to articulate how prayer is influenced by caring for others in their school communities and the importance for prayer for those in need around the world. During a liturgy to commemorate the Grenfell anniversary, pupils showed great maturity articulating how we need to find forgiveness in our hearts. Older pupils are confident in collaborating to lead prayer and worship. They work well with staff and each other and are excellent role models. A highly skilled pupil orchestra significantly enhances the prayer experience and ways to incorporate this further would add to its richness. Pupils are also very accomplished in evaluating pupil led liturgy. One pupil explained how it made him feel at peace, and how good it is to have peace and stillness in our lives.

Prayer supports and nourishes the school community and is central to all gatherings; there is a natural daily pattern of prayer for pupils that reflects the mission. The provision plan for worship is linked to the liturgical seasons, significant feast days and the weekly Gospel. This is enhanced by a close partnership with the parish priest. The words, 'Lord here we are in your presence and nothing else matters', echo through the school in both staff and pupil prayer times. Designated prayer areas provide a focus and pupils say their daily prayers with confidence and reverence. More creative and

interactive approaches will enhance this further. Pupils have developed strong skills for organising their own prayer and liturgy because staff have modelled good practice and skilfully supported pupils. A dedicated sacred space in the hall has been created for spontaneous prayer times. Whilst pupils like using this space, they would appreciate additional spaces for this purpose around the school. Excellent links with the parish further support pupils in participating fully in the liturgy of the Church.

Leaders and governors ensure that prayer is central to the life of this happy and successful school by ensuring that the church's liturgical year is fully reflected in the school calendar for prayer and liturgy. They ensure opportunities for Mass are frequent and the Sacrament of Reconciliation is offered during Advent and Lent. Governors prioritise a generous budget for resources, enabling opportunities for creating a beautiful outdoor chapel. The school has a clear policy for prayer and liturgy that is very helpful in ensuring consistency. Monitoring and evaluation of worship by leaders and pupils is regular and well-established, with clear links to the school improvement plan. There is a genuine commitment from all leaders to ensure the school does all it can to inspire, support and develop the community and prepare pupils for the next stage in their faith journey. Parents are overwhelmingly positive about the impact leaders and staff have on their children's spiritual development and are extremely appreciative. One parent commented, 'Thank you for fostering such a supportive spiritual environment for the children.'

Information about the school

Full name of school	St Charles Catholic Primary School
School unique reference number (URN)	100505
School DfE Number (LAESTAB)	2075201
Full postal address of the school	St Charles Catholic Primary School, 83 St Charles Square, London, W10 6EB
School phone number	02089695566
Executive Headteacher	Geraldine Hampton
Head of School	Tony Lynch
Co-Chair of governors	Marie Costigan David Hallbery
School Website	http://www.st-charles.rbkc.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2018
Previous denominational inspection grade	Good

The inspection team

Kirstie Yuen	Lead
Ursula Hargrave	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