



St Mary's Catholic Primary School

URN: 102036

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

17–18 June 2026

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

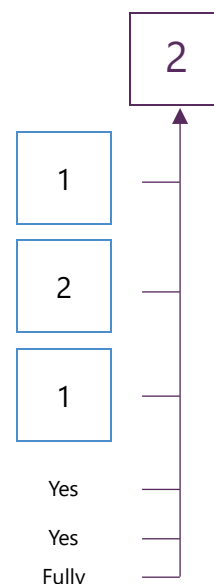
Collective worship (p.7)

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 compliant in relation to the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant in relation to any additional requirements of the diocesan bishop.
- The school is compliant in relation to previous areas for improvement.

What the school does well

- The school environment reflects its Catholic identity strongly through high-quality displays that celebrate the lives of saints and Catholic social teaching, while also recognising the diversity of the local community and the universal Church.
- Pupils' behaviour is exemplary and contributes positively to the calm, respectful and purposeful ethos of the school.
- Pupils understand how to improve their learning because teachers provide clear and effective feedback that supports progress.
- Pupils take great pride in their work; books are well presented and demonstrate high levels of engagement and enjoyment in religious education.
- Prayer and liturgy are central to the life of the school, with a natural and well-established rhythm of daily prayer providing pupils with regular opportunities to encounter God.

What the school needs to improve

- Deepen pupils' understanding of the school's charism and heritage so that they can confidently articulate its distinctive story.
- Develop adaptive teaching and questioning strategies so that all pupils are appropriately supported and challenged to deepen their learning.
- Review the prayer spaces provided to enhance the opportunities for prayer, reflection and spiritual formation across the school community.

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

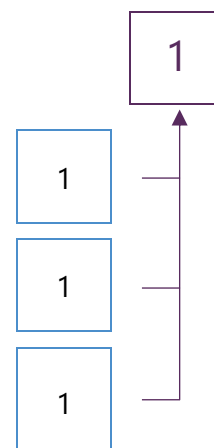
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils are proud of their Catholic school and embrace the many opportunities they have to contribute to and enhance its Catholic life and mission. They understand the school's mission and can articulate how it influences daily life within the community. The diversity of the school is celebrated thoughtfully through prayer, artwork and displays, particularly those honouring Our Lady in a variety of cultural traditions, languages and artistic forms. This reflects the rich range of ethnicities represented within the school community and helps pupils to recognise the universal nature of the Church. While the school's mission is well understood, the history of the school and the contribution of its founders are less evident within the environment and pupils are not yet able to articulate fully the distinctive story of the school's foundation and charism. Pupils feel safe, happy and secure, and speak confidently about the strong relationships that characterise the school community. They demonstrate a deep respect for people of all faiths and none and understand their responsibility to support those in need. Pupils have a secure understanding of Catholic social teaching. Pupils speak enthusiastically about initiatives such as 'One Tree Day' and their links with a local nursing home. They clearly understand that their actions are rooted in scripture and inspired by the Church's call to care for creation and serve others.

Staff are deeply committed to the school's mission and visibly live it out through their daily interactions and service to others. They describe the school as a genuine community where relationships are strong, support is readily offered, and everyone works together with a shared sense of purpose. Staff consistently model the values they seek to instil in pupils. The school provides highly effective support for those most in need, always preserving the dignity of individuals and families. Staff gave numerous examples of practical assistance, including providing Holy Communion clothing, school uniform and essential items, ensuring that no child feels excluded or disadvantaged. Particular care is taken to support families for whom English is an additional language, enabling them to participate fully in the life of the school. The school is an inclusive community where those of other faiths and none are welcomed, respected and supported in living out their own beliefs. Cultural

diversity is celebrated and valued. The school benefits from a strong partnership with the parish, and chaplaincy provision flourishes through initiatives such as the Digital Disciples, Faith Leaders and Prayer and Liturgy Team. The school environment reflects its Catholic identity clearly and attractively, celebrates the dignity of every person and makes a significant contribution to pupils' spiritual formation. Provision for relationships, sex and health education is carefully planned and firmly rooted in the teachings of Christ.

Leaders ensure that Christ remains at the heart of every aspect of school life; they are deeply committed to promoting the Catholic life and mission of the school. They work closely with the diocesan adviser and engage fully with diocesan initiatives. A flourishing partnership with the local parish enriches the spiritual life of the community and provides pupils with meaningful opportunities to deepen their faith. Leaders engage well with parents, who are highly supportive of the school's mission. Leaders ensure that resources are carefully targeted towards those most in need. Effective policies, structures and pastoral support demonstrate a strong commitment to the mental, physical and spiritual wellbeing of staff. Catholic social teaching is planned effectively within the religious education curriculum, and leaders have begun to strengthen links across subject areas to support pupils' understanding of a Catholic vision of life and learning. Governors support leaders' ambition for the school's Catholic life and mission. Self-evaluation is accurate, reflective and self-challenging, supported by rigorous monitoring. Well-planned induction and high-quality professional development ensure that all staff, including those new to Catholic education, contribute confidently and effectively to the school's Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

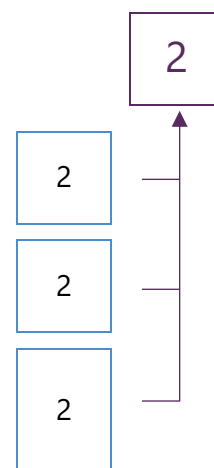
How well pupils achieve and enjoy their learning in religious education

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 enjoy religious education and speak enthusiastically about their learning. They articulate their understanding with confidence and are developing strong religious education knowledge and skills. Pupils, including those with special educational needs and/or disabilities, make good progress and demonstrate a clear ability to connect their learning to their own lives and experiences. Pupils understand how to improve their learning because teachers provide clear and effective feedback that supports progress. Pupils value opportunities to work independently, carrying out research, exploring questions and discussing their findings with one another. In upper Key Stage 2 lessons observed, pupils were studying beliefs within a Dharmic faith tradition. They worked collaboratively, drawing on a range of sources to evaluate evidence, deepen understanding and explore key concepts thoughtfully. Pupils' books are of a high quality and reflect the pride they take in their work. They speak confidently about previous learning and use self-assessment effectively to identify what they have achieved and what they need to do to improve further. This contributes to sustained outcomes that are consistently above those achieved in other core subjects over the last three years. Pupils make a strong start in the Early Years, where adults consistently model and reinforce ambitious religious vocabulary. As pupils progress through the school, they develop secure religious literacy and demonstrate strong recall of prior learning. When learning about the conversion of St Paul, pupils confidently incorporated scriptural language such as, 'Why are you persecuting me?' into their role play, demonstrating both understanding and engagement with the religious content.

Teachers demonstrate a strong commitment to religious education and create engaging learning experiences that enable pupils to deepen their understanding of faith and belief. Lessons are thoughtfully planned and often make meaningful links with other areas of the curriculum. For example, in a Key Stage 1 lesson exploring Christian beliefs in Cameroon, pupils developed their understanding through links with geography and an immersive experience enhanced by African music. Pupils with SEND were supported effectively through carefully chosen resources, including African dolls dressed in traditional clothing, enabling them to access the learning successfully. Teachers foster positive learning environments where pupils are encouraged to participate, discuss and reflect. In the strongest

lessons observed, teachers demonstrated a clear understanding of pupils' needs and used questioning skilfully to match challenge to ability. To strengthen practice further, greater consistency is needed in ensuring that learning activities are closely aligned to the intended learning objectives. Further refinement of adaptive teaching and questioning strategies would also provide more opportunities for pupils to justify, deepen and extend their responses, enabling them to engage with religious concepts at an even greater depth.

The religious education leadership team has been in post since September 2025 and has led the introduction of the *Religious Education Directory* with commitment and purpose. Leaders have ensured that staff have been well supported throughout this period of change through a carefully planned programme of professional development. They have greatly valued the support and guidance provided by the diocesan adviser. Robust systems for monitoring and evaluation have been established. Leaders analyse the evidence gathered with rigour and use their findings to inform improvements. They have modelled effective practice, supported colleagues in developing their subject knowledge and ensured that pupils' work reflects high expectations. Dedicated time is provided each term for staff to deepen their understanding of the relevant branches of the *Directory* and a collaborative approach to planning has strengthened consistency across the school. Leaders have accurately identified priorities, including the further development of questioning and adaptive teaching strategies, and have appropriate plans in place to address these areas. Leaders have a clear vision for religious education and have secured significant improvements since the introduction of the *Directory*. Governors are supportive of the school's work and are developing their understanding of the implementation and impact of the *Directory*. Leaders are committed to ensuring that the curriculum meets the needs of all learners. While significant improvements have been secured since the introduction of the *Directory*, greater consistency in teaching and learning has not yet been fully established.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

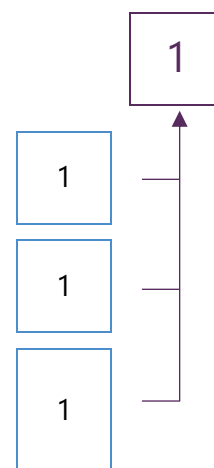
How well pupils participate in and respond to the school's collective worship

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 participate reverently and enthusiastically in prayer and liturgy. From the Early Years onwards, they are actively involved in preparing prayer spaces, including selecting the appropriate liturgical colours and creating focal points for reflection. They understand that the Bible is the Word of God and recognise its importance as a sacred text containing scripture. Pupils engage wholeheartedly in prayer, worship and singing, demonstrating confidence and respect. Pupils with SEND are supported effectively, ensuring that prayer and liturgy are meaningful and accessible experiences for all. Prayerful practices such as the Examen are undertaken with maturity and sincerity. Pupils are reflective, attentive and comfortable with silence, using these moments to deepen their relationship with God. They write thoughtful prayers, maintain personal prayer journals and speak confidently about the positive impact prayer has on their lives. Year 6 pupils explain that prayer helps them remain calm, focused and connected to their faith. Pupils understand and value the many forms of prayer within the Catholic tradition and are particularly skilled in spontaneous prayer, meditation and silent reflection. The Digital Disciples speak passionately about their mission to spread the Word of God through social media and the school website. Inspired by St Carlo Acutis, they use digital platforms to share faith-filled messages with the wider community. Pupils reflect thoughtfully on their experiences of prayer and liturgy and articulate clearly how these experiences shape their understanding of themselves, others and the world around them.

Prayer is central to the life of the school. A natural and well-established rhythm of prayer permeates each day, providing pupils with regular opportunities to encounter God through both traditional and contemporary forms of prayer. Scripture is used effectively, enabling pupils to engage deeply with the Word of God and reflect on its relevance to their lives. Staff are inspiring models of exemplary practice and lead prayer with authenticity, confidence and sensitivity. In a highly effective upper Key Stage 2 Lectio Divina observed during the inspection, the teacher skilfully guided pupils through a reflection on the Gospel account of Jesus calling the twelve apostles. Through thoughtful questioning, periods of silence and guided meditation, every pupil participated reverently in a deeply spiritual and meaningful celebration of the word. Staff are highly skilled in supporting pupils to plan and lead well-

structured prayer and liturgy. Music, artwork and other creative forms of expression are used effectively to enrich prayerful experiences and foster active participation. Prayer spaces throughout the school are attractive, well maintained and conducive to reflection and worship. Families are actively included in the prayer life of the school through initiatives such as prayer bags and invitations to participate in events including the stations of the cross. While most classroom prayer spaces are a strength, the development of a dedicated communal prayer area would further enhance opportunities for shared prayer and spiritual formation across the school community.

Leaders and governors ensure that prayer and liturgy are given a central place within the life of the school. The policy for prayer and liturgy is carefully considered, regularly reviewed and fit for purpose. The school calendar is planned thoughtfully to ensure that pupils experience the richness of the Church's liturgical year. Opportunities to celebrate the Eucharist are provided at significant points throughout the year. The Sacrament of Reconciliation is offered regularly. Leaders provide effective professional development and formation opportunities for staff. Those who are new to Catholic education or to the school are supported well, ensuring that all staff understand the importance of prayer and liturgy. Leaders prioritise prayer and liturgy when allocating resources and setting budgets. Prayer and liturgy form an integral part of the school's cycle of self-evaluation. Leaders monitor provision carefully and use evaluation effectively to sustain and enhance quality. Parents value the school's commitment to prayer, with one commenting, 'Prayer is an important aspect of St Mary's School and is embedded in the school culture from Nursery to Year 6.'

Information about the school

Full name of school	St Mary's Catholic Primary School
School unique reference number (URN)	102036
School DfE Number (LAESTAB)	3083500
Full postal address of the school	Durants Road, Ponders End, Enfield, EN3 7DE
School phone number	02088042396
Headteacher	Rosheen Martin
Chair of governors	Wendy Allen
School Website	www.stmarysenfield.co.uk
Trusteeship	Diocesan
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	26 September 2019
Previous denominational inspection grade	1

The inspection team

Evelyn Ward
Norah Flatley

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