



St Thomas More Catholic Primary School

URN: 138185

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

21 January 2026 – 22 January 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 RE

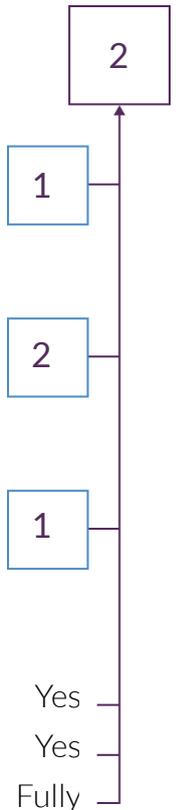
Collective worship (p.7)

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



Yes

Yes

Fully

What the school does well

- The Catholic life and mission are embraced as a core responsibility. The headteacher, a model example of servant leadership, is ably supported by all staff and governors.
- The school goes the extra mile to provide an exceptionally joyful and supportive community for its members, valuing all without exception especially the most vulnerable.
- Pupils show keen interest and enthusiastic engagement in their religious education lessons, marked by excellent behaviour and a willingness to improve.
- Pupils are confident in their capacity to evaluate the quality of prayer and liturgy that they have planned. They can articulate the ways in which their experiences of prayer have inspired them to action.
- Leaders including chaplains are highly effective in facilitating others to plan and lead experiences of prayer and liturgy.

What the school needs to improve

- Leaders and governors should ensure the consistency of high expectations in religious education for all classes.
- Leaders should embed robust and effective assessment procedures that allow pupils to have a clear understanding of how well they are doing, of what they need to improve, and to articulate how they have made progress.
- Enable pupils' creativity and independence in planning prayer and liturgy by making imaginative use of the resources available including prayer spaces around the school.

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

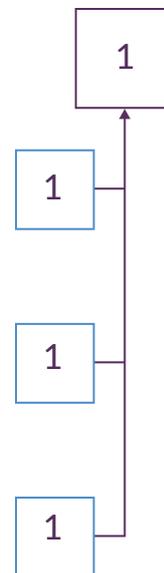
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at St Thomas More understand the distinctive Catholic nature of the school, and their place in its mission, to 'Love one another, as I have loved you'. They know that they are recognised as unique persons in the eyes of God, and consequently they have a strong sense of their worth, and feel confident, secure and safe as members of the community. They know that the school is founded on the teachings of Jesus in the Gospels, and that this brings a call for them to have deep respect for themselves and for each other. They respond willingly, recognising that this applies to all, irrespective of background or faith. Their understanding of Catholic social teaching is well developed, resulting in an enthusiasm to be of service, as can be seen through their extensive involvement in charitable work. Recent examples have included a harvest collection, support for a local food bank, and fund raising for Cafod and the local Leicester charity, 'Lifting Children's Hopes', but these are just a few of many ventures. Pupils relish the opportunities to take up roles of responsibility, most noticeably in the chaplaincy teams, five separate groups that focus on worship, witness, communication, service and charity. This sense of being of service to others results in excellent behaviour, both in lessons and around the school.

The embedded culture of welcome at St Thomas More is very evident, remarked on by parents, visitors and staff members alike. This is the result of the strong commitment and enthusiastic promotion of the school's Catholic mission from all staff. Pastoral care for pupils is exceptional, with great care taken to provide explicit and concrete commitment to the most vulnerable. Leaders and staff go above and beyond expectation to provide a supportive and joyful community. This includes individual, targeted support for pupils and their families, and

a desire to extend the school's ability to care well for all through external advice and further training. This is a very inclusive school, as seen in the comments of parents, some of them from other world faiths. The chaplaincy provision is very well regarded, and has a significant impact on the spiritual development of all. The physical environment is presented impressively, with care given to celebrate the school's Catholic identity, its values and mission, and the achievements and aspirations of its pupils. The Catholic mission that each class is allocated is an excellent structure for building pupils' knowledge of how to serve others, focussed on parents, the community and charity, at three points in the year. The relationships, sex and health education provision is rooted in the Church's teaching and carefully planned to match the wishes of the community.

The leadership of the Catholic life and mission is energised and joyful, a source of inspiration to all the community. Leaders and governors are clear in their vision for the school's success, with Christ at the centre. They immerse themselves in the bishop's vision for the diocese through partnerships with the diocesan education service and the St Thomas Aquinas Catholic Multi-Academy Trust. Links between the school and the parish are particularly good, with governors, leaders and staff all contributing in a variety of ways, and the parish priest a regular visitor to the school. There are highly successful strategies for engaging with parents and carers, fostering excellent relationships of trust and confidence. Parents give clear testimony to the feeling for the school, summed up by this typical comment, one among many: 'St Thomas More is a truly wonderful school that cares deeply for each young person, as they see them as a child of God, worthy of respect and dignity'. Leaders and governors' commitment to Catholic social teaching at every level extends also to the physical and mental wellbeing of staff. Professional development opportunities, focussed on Catholic life and mission, are regular and well-regarded, including those given to support new staff. The quality of the school's self-evaluation is impressive: leaders and governors know their school thoroughly.

Religious education

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 key judgement grade

Pupil outcomes

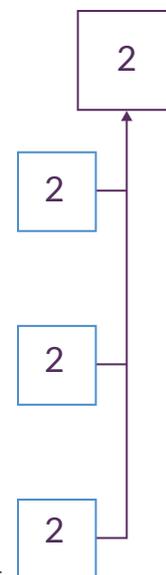
How well pupils achieve and enjoy their learning in religious education

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 their learning in religious education lessons. For the most part, they are engaged in the content of the curriculum, take a keen interest in what they are taught and show a willingness to improve. Behaviour in lessons is very good, with pupils able to listen attentively, volunteer responses to questions, take part in discussions, and collaborate with each other readily. Pupils can work independently when given the opportunity to do so. In some classes, this leads to a consistently high quality of work, with excellent presentation and the chance for pupils to show individuality and creativity in how they demonstrate their understanding. In these instances, pupils show the ability to articulate their religious literacy, and to think ethically and theologically. They show confident knowledge and recall of previous learning. They recognise when they have done well, exemplified by the typical comment from one pupil, 'It makes you feel really proud. It feels like a good achievement'. However, this is not a consistent picture across all classes. In other examples, pupils produce work that is inconsistent in its quality and presentation, and they are less clear in recalling what they have learnt, or how to improve from the feedback they are given by teachers. For some, this means that they make limited progress in knowing more, remembering more and doing more when measured against the planned curriculum.

Teachers are confident in their subject knowledge relating to religious education, having taken on board the understanding of the new curriculum with clear commitment and enthusiasm. They are committed to the value of religious education and convey this effectively to their pupils. Expectations of what pupils can achieve in their learning, and the quality of the work

they present, vary across classes. Where teaching is strongest, it is characterised by well-targeted planning that is based on accurate and rigorous assessment for learning, leading to high expectations of how pupils should respond. Assessment, marking and feedback procedures have begun to be developed in all classes, but are as yet inconsistent in how they are being implemented. For some pupils, this means that learning opportunities are lost, and understanding is not embedded. Generally, teachers use questioning effectively in lessons. Celebration of achievement and effort is evident, but feedback is less well developed. Opportunities for spiritual reflection are regularly provided, some of which are recorded in pupils' workbooks. Teaching assistants are deployed effectively to support pupils to access their learning.

The religious education curriculum is a faithful expression of the *Religious Education Directory*. Leaders and governors have ensured that it has parity with other core subjects. Professional development of staff occurs frequently, sourced from diocesan and trust advisers or from leaders in school, and is received as being very supportive and helpful by staff. The subject leader has a clear vision of the development of the subject; her support and advice is much appreciated by staff. Leaders have planned a sequential curriculum that is appropriate and accessible, meeting the needs of all pupils. There is a strong priority given to ensuring its adaptation for pupils who need bespoke support. A fine example of this is the provision of the 'Nest' for pupils with complex needs, ensuring that they can access a religious curriculum. Leaders ensure that all pupils are provided with engaging enrichment activities, examples of which are the residential retreat at The Briars for Year 5 and visitors associated with other world faiths. The school's monitoring and self evaluation of religious education is accurate, leading to focussed improvement planning strategies. School leaders understand the need for further targeted support to be put in place.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

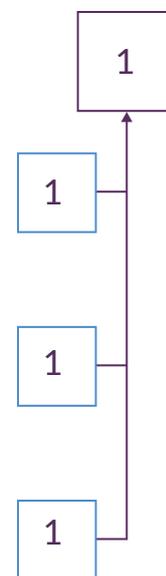
How well pupils participate in and respond to the school's collective worship

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 are engaged deeply in the experiences of prayer and liturgy provided by the school. They demonstrate their full, active participation in the way in which they are attentive in celebrations, fully respectful of the sacred nature of what is taking place. They are able to reflect in prayerful silence when called on to do so; they respond willingly to opportunities to contribute their thoughts; and their communal singing is enthusiastic and joyful, often accompanied by actions. Pupils understand that there are a variety of ways of praying within the Catholic tradition. They have become particularly adept, at an age-appropriate level, at collaborative planning of celebrations of the word, supported by teachers, teaching assistants and the lay chaplain. They willingly and confidently take on liturgical ministries, using a range of supportive artefacts, music and resources to elicit a response. Their confidence in leading their peers is particularly evident. Evaluation of prayer and liturgy has been developed significantly in all classes. This is particularly meaningful and effective in promoting deeply reflective responses when pupils attend Mass, and consider what they have learnt, and how they will take this into actions in their lives, and when given reflection time in *Lectio Divina*.

Prayer and Liturgy is central to the life of the school. This pattern of prayer is embedded, and faithfully reflects the rhythm of the prayer life of the Church, paying attention to the Church's liturgical year and its significant moments. There is a wide range of experiences provided, always well-planned and appropriate to the current season, with particularly good use made of the *Extra Ordo Nary* word of the week and its associated scripture. Celebrations of the word in class take place each week, alongside *Lectio Divina*, and these give pupils the chance to deepen their knowledge of scripture. Leaders and staff are exemplary in the way in which

they engage in prayer and liturgy, modelling this participation effectively to pupils. Staff are highly committed, and they are skilled in the way in which they help pupils' involvement in planning and leading celebrations. Opportunities for further independence and creativity to be given to pupils to develop their skills away from a set format are not yet developed. The classroom, the hall and the prayer garden are used well, and the school has plans to extend the use of other areas, for instance for prayer stations. Families cherish the invitation to participate in celebrations: 'I have loved being invited to the school to take part in the child-led collective worship. It is wonderful to see how inclusive these always are', being a typical comment.

The school's policy on prayer and liturgy is reviewed regularly, and gives very good advice to staff. The strategy document for developing pupils' skills progressively from term to term is particularly useful, and has had a significant impact on staff and pupil confidence. The school's annual plan of provision is comprehensively detailed, ensuring that there are regular opportunities to celebrate the Eucharist, and that all significant feasts and events during the year are provided for. These include Mass on holy days of obligation, celebrations for the feasts of the school and the St Thomas Aquinas Catholic Multi-Academy Trust patron saints, and appropriate attention given to seasonal prayer traditions in Advent, Lent and the months dedicated to Mary. Professional development of all staff has focused on liturgical formation, and is of consistently high quality. Leaders and the lay chaplain share their skills and knowledge generously in order to have a significant impact on the quality and accessibility of prayer and liturgy. Evaluation of prayer and liturgy has been a consistent feature of all celebrations, and involves staff, governors, parents and pupils.

Information about the school

Full name of school	St Thomas More Catholic Primary School
School unique reference number (URN)	138185
School DfE Number (LAESTAB)	8563426
Full postal address of the school	Newstead Road, Leicester, LE2 3TA
School phone number	0116 2706365
Headteacher or Head of School	Mrs Charlotte Crosse
Chair of Governors	Dr Bernard Attard
School Website	www.st-thomasmore.leicester.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Thomas Aquinas CMAT
Phase	Academy
Type of school	
Admissions policy	4 - 11
Age-range of pupils	Mixed
Gender of pupils	Mixed
Date of last denominational inspection	18 November 2019
Previous denominational inspection grade	Good

The Inspection Team

Alan Dewhurst Lead

Tammie McNamara

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