



Catholic Schools Inspectorate inspection report for **St Joseph's Catholic Primary School**

URN: 101133

Carried out on behalf of the **Most Rev. Cardinal Vincent Nichols**, Archbishop of Westminster on:

Date: 29-30 June 2023

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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

- All members of the community are highly valued in this inclusive, nurturing school.
- Pupils are proud ambassadors of their mission, 'Living life to the full' as followers of Christ.
- Pupils' recall of their learning in religious education over time.
- Pupils' reverence during worship and the joyful use of their gifts and talents to enhance the experience of prayer and worship.
- Supportive relationships which promote the Catholic ethos and faith-filled learning atmosphere in the school.

What the school needs to improve

- Continue to support pupils towards a fluent understanding of the principles underpinning Catholic Social Teaching.
- Continue to develop the partnership with the local parish focused on furthering the Catholic life and mission of the school.
- Ensure that high levels of expectation in religious education are consistent across the school to enable pupils of all abilities to achieve success in their learning.

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:.....

2

Pupil outcomes

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

2

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

Pupils at the school are happy, confident and feel secure. They are respectful and kind to each other and behave well in lessons and throughout the school. They speak enthusiastically about their learning about other faiths and can describe how this learning helps them to understand and respect others. As a result of the many opportunities pupils are given to participate in helping others, the school enables them to actively live out their faith. Pupils are able to express a deep understanding of their mission statement to 'live life and have it to the full' according to the teachings and example of Jesus. Pupils are actively engaged in responding to the demands of Catholic Social Teaching. They have chosen a variety of ways to support those in need, including making donations to support Ukrainian refugees, as well as raising funds for the local food bank, the Passage, St John's Hospice, the Catholic Children's Society and Cafod. The pupil chaplaincy group is thriving in the school, meeting regularly with the parish sister to decide on issues they would like to address in caring for our common home, pursuing the common good and serving those in need. They can articulate aspects of the theology underpinning their actions and are working towards a more fluent understanding of the principles underpinning Catholic Social Justice. A staff member commented, 'Children love being part of our pupil chaplaincy and it has been wonderful watching them grow as leaders of worship and reflection.'

The school is a welcoming community with Christ at its centre. Staff are positive role models for pupils. One staff member commented, 'Christ is at the heart of all we do in school.' A high level of pastoral care and support for the most vulnerable pupils is provided. As a result, all pupils feel valued and are encouraged to thrive and be successful in their learning. The school's

culture of welcome extends to all, as evidenced by one parent's view on the school's provision for their child: 'This is a warm, family school with a very strong spiritual life in which my son is thriving.' The school environment provides strong witness to its distinctive nature as a Catholic school. The mission statement takes pride of place and is reflected throughout the school. Beautiful statues and icons of St Joseph, Our Lady, St Martin de Porres and the school's chosen house saints, complemented by communal displays, enhance the school's mission and identity. The programme for relationships, sex and health education meets statutory requirements and contributes to the school's commitment to their pupils' human flourishing in faith.

Governors are fully committed to the school's Catholic mission. They fully support school leaders in their core mission and ensure that policies and procedures demonstrate its Catholic identity. Governors are committed to the professional development of leaders and school staff. Senior leaders, teachers and governors attend diocesan courses, and the religious education subject leader participates in deanery and diocesan moderation meetings. All work in partnership to promote the Catholic life of the school. As a result, school leaders have an ever-deepening understanding of their Catholic mission in education, and all staff are very aware of their own roles as ministers of the gospel in action. Leaders and governors are proud of the school's strong links with the parish. The parish priest and link-governor for religious education, is a frequent visitor to the school. He works hard to support senior leaders, staff and governors. A recent visit included a focus on the school environment, looking at pupils' religious education books and meeting the pupil chaplaincy team. The religious education subject leader and the parish priests plan Masses and liturgies throughout the academic year. Parents are invited to attend all school Masses and other liturgical events and are invited into school to receive the Sacrament of Reconciliation during Advent and Lent. One parent appreciated the 'opportunities for parents to participate in Masses or acts of worship. For example, having prayer sessions in celebration of Mothers' Day and Fathers' Day.' Weekly newsletters to parents prioritise information about the Catholic life of the school through a focus on the current week's gospel. One parent commented, 'Our faith and knowledge of God has been nurtured and increased.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

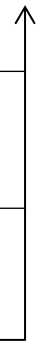
The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Most pupils are able to make good progress in religious education. They behave well during lessons and are competent learners as a result. Each lesson starts with a focus on prior learning so that, over time, pupils know more and remember more, and can apply their existing knowledge to new learning in the subject. Pupils are interested and enthusiastic about their learning in religious education and can speak with confidence about what they have learned. They talk about their religious education lessons in the context of how they relate to their own lives. Their written and oral work demonstrates good levels of religious literacy across the topics. Pupils achieve broadly average attainment when compared with other core curriculum subjects and against national data. In the best lessons, pupils are given work which is carefully adapted to their ability. Teaching assistants are deployed to optimise learning for pupils who need support. However, greater clarity and detail is needed in the planning for those pupils with special educational needs and/or disabilities to enable them to make better progress and achieve better outcomes. In addition, more opportunities for challenge are needed so that all pupils are given the opportunity to develop further in their learning.

Teachers are confident in their subject knowledge, and they value the influence religious education has on the moral and spiritual development of pupils. As a result of regular professional development, through diocesan courses and support from the religious education subject leader, teachers have grown in confidence in delivering the contents of the scheme of work. Scripture is used as a focus in lessons and pupils are encouraged to link its message to their daily lives. Enjoyable and creative activities are offered to pupils through a range of media, such as art, music, and drama. For example, in a Year 2 class, pupils designed and built a model cathedral. They also responded to a selection of religious art through their

own drawings and written responses. Pupils' books are well-presented and are a testament to the use of creativity in the lessons. They are also given many opportunities to explore their learning through extended writing. Class prayer books, and class compilation books of their favourite Bible stories, provide a record of further learning in the subject. Dedicated spaces for reflection and prayer, available in the classrooms, throughout the school, and on the school grounds, promote pupils' independent reflection. Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors. One parent commented, 'My child often tells us about what he has learned in religious education in class, whether it is the life of saints or the importance of charity work.' Although pupils are able to talk about their work in religious education, they are not yet able to describe what they need to do to improve their work in the subject.

Leaders and governors ensure that the curriculum for religious education is well-planned and sequential. The curriculum is faithful to the requirements set out in the *Religious Education Directory*. Senior leaders work hard to ensure that pupils are provided with enrichment activities which enhance learning in the subject. The RE subject leader has a clear vision for securing good teaching and learning in religious education. Staff feel well-supported by the coaching and direction which the subject leader willingly provides. They regularly draw upon her expertise to improve standards in religious education. Senior leaders ensure that time is allocated to pass on important information from the diocese and to explain concepts in the planning of lessons. Teachers new to the school feel that they are offered an effective induction programme which supports their well-being and promotes their subject knowledge. Although the subject leader works closely with senior leaders and governors to monitor and evaluate provision, leaders and governors now need to take strategic action to improve standards so that all groups of pupils achieve their potential by providing a curriculum which is planned in enough detail to meet the needs of different groups of pupils.

Collective worship

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

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 engage reverently during daily prayer times and in moments of quiet reflection. A range of ways of praying are offered to pupils, including meditation, silence, reflection, and traditional prayer. Scripture is central to prayer and is used meaningfully to deepen pupils' experience. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils' singing is of a high standard; they readily sing hymns which complement liturgies. The mission statement is sung joyfully as a prayer each day. Prayer spaces are provided in both the classrooms and the prayer garden. Each class has a prayer book where pupils' individual prayers are offered and shared with peers. Throughout the year, pupils participate in prayer linked to the liturgical year. The school's recent 'Spirituality Day' focused on 'Laudato Si'. It enabled pupils to focus on different forms of prayer and consider the presence of God in their lives through religious art activities, guided meditation and special assemblies. Pupils willingly undertake liturgical ministries in the school, led by the chaplaincy team. One of their tasks is helping the younger pupils learn how to pray the Rosary during the months of October and May. Mass is celebrated on feast days and holy days during the liturgical year. Pupils enthusiastically participate in the celebration of Mass. One parent commented, 'Masses and other Catholic feasts are celebrated with the children in a way that enables them to participate in a positive and supportive way.' Pupils work well with others, such as teachers and other pupils, to prepare prayer and liturgy sessions. Pupils in all year groups would now benefit from opportunities to plan, lead and evaluate worship independently of staff.

The school is a prayerful community. Prayer supports and nourishes all members of the school community in times of joy as well as sorrow. Pupils have a good knowledge of their daily

prayers. Staff spoke poignantly about how the school community supported its members through a recent bereavement. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils develop a deeper understanding of the Gospel message and the call to serve. Class prayer sessions focus on embedding the message from the Sunday gospel. Music is central to prayer and liturgy and pupils are eager to contribute their gifts. A Year 4 pupil played a Mozart piece on the piano as the school assembled for collective worship in a way that enhanced the experience of worship for the pupils. The school works with the local parish to ensure that pupils participate in the breadth and richness of Catholic tradition. The parish team are frequent visitors to the school. They contribute greatly to helping both pupils and adults participate more fully, with a greater understanding, in the prayer life of the school. One parent spoke of the 'real sense of community between school, church and home.'

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. Leaders support staff to lead appropriate prayer and worship through clear guidance in the collective worship policy. Diocesan resources using the four elements (gather, word, response, mission) are used to plan and prepare liturgies, encouraging pupils to 'go forth' in action as followers of Christ. Leaders and governors ensure that the school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist, in particular on holy days and feast days. Parents are welcome to attend assemblies, liturgies and Masses. The Sacrament of Reconciliation is offered at key times in the liturgical year, such as Advent and Lent. Governors prioritise a generous budget for resources, for developing prayer areas, and for providing professional development for all staff. Resources are effectively allocated to ensure staff are able to develop and deliver high quality experiences of prayer and liturgy. Leaders and governors prioritise the formation of staff who are given the opportunity to attend relevant diocesan courses, deanery meetings and moderation days. As a result, staff are competent in supporting prayer and liturgy in the classroom and in whole-school worship. A staff member observed that 'working at St Joseph's has allowed me to become closer to my own faith.' Leaders, including governors, now need to develop systems to regularly monitor and review the quality of prayer and worship as part of the school's self-evaluation, which includes the views of the pupils. Monitoring and review should then be used for strategic improvement planning for worship throughout the school.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	101133
Full postal address of the school	Lanark Road, Maida Vale, London W9 1DF
School phone number	0207 286 3518
Name of head teacher or principal	Ninette Fernandes Viana
Chair of governing board	Andrew Heffernan
School Website	http://www.stjosephsschool.org.uk
Multi-academy trust or company (if applicable)	St John Southworth Catholic Academy Trust
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Westminster Diocese
Gender of pupils	Mixed
Date of last denominational inspection	November 2016
Previous denominational inspection grade	Good

The inspection team

Norah Flatley	Lead inspector
Evelyn Ward	Team inspector

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