



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

URN: 101555

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

Date: 17-18 May 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
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

- Pupils are provided with a rich religious education curriculum that prepares them to become disciples with life long faith.
- Staff are provided with extensive opportunities to develop professionally and in the formation of their faith.
- Christ is at the centre of this school and therefore the dignity of each individual is respected and valued.
- The prayer life of the school is rich and varied.
- Leaders are passionate about their school and Catholic education and are exemplary role models for staff and other schools.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school needs to improve

- Further develop and embed the principles of Catholic Social Teaching across the whole curriculum.

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:.....

1

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

1

Leadership

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

1



Pupils are very proud of their Catholic school, they are aware that their mission 'Following in the footsteps of Christ' is a driver for how they must behave. They have a good understanding of St Joseph and the role he played in the life of Christ. A spontaneous prayer was offered to welcome a new pupil in Year 6. Pupils could relate how they welcome each other to how St Joseph welcomed his work as part of the holy family. Pupils understand they are loved as unique persons, one explained that 'this is a school where everybody and every race is welcomed.' They have a good grasp of Catholic Social Teaching and a clear understanding of the theology behind their actions. Behaviour is exemplary throughout the school; pupils greet each other and visitors warmly. Staff model this behaviour in a highly effective way. High levels of pastoral care ensure pupils feel happy, safe and secure. A Year 4 pupil remarked, 'I love this school because it is a Catholic school. It is so special to be part of a Catholic school as God is part of our school.'

Pupils have an excellent understanding of Pope Francis' encyclical, 'Laudato Si' and the importance of caring for our common home. All display boards have notes explaining how the topic displayed relates to Catholic Social Teaching. Pupils can link their mission statement with everything they do, both in and out of school. A dedicated staff member works with families and leads a parent prayer group on Mondays. Governors are highly ambitious for the Catholic life and mission of the school. There is clear evidence of rigorous monitoring of Catholic life and mission and its impact on the whole school. All new staff complete an induction that includes the Catholic life and mission of the school. It's importance at the core of everything the school does is highlighted. The subject leader of religious education has excellent expertise and is able to lead and support staff highly effectively. It is clear Christ is at the centre of everything at this school. High quality displays celebrate the liturgical year and the Catholic ethos. The stained-glass window in the hall was installed thanks to parents' fundraising. It is based on the Presentation of the Lord and depicts the holy family in celebration of St Joseph, the school's patron saint. Relationships, sex and health education (RSHE)

is fully planned to meet all statutory and diocesan requirements. Floor books celebrate the work done in every year group and show the impact of this work. The school incorporates extra units on citizenship to reflect the needs of the school community and provide pupils with the skills they require to navigate life after St Joseph's.

Leaders are passionate about the Catholic life and mission of the school. They are excellent role models for all staff, actively embracing and promoting the principles of Catholic Social Teaching. The links with the local parish are very strong. The local parish priest is a link governor for religious education. The school greatly values his input and his work as a critical friend. The impact of his work in this regard can be clearly seen. The school puts itself at the service of its community by offering a weekly food bank that is available even when school is closed. Pupils also work collegiately to support CAFOD and UNICEF thereby ensuring their commitment to local, national and global charities. There is a commitment to ensure the physical and mental wellbeing of staff; they are provided with attractive work spaces and receive breakfast every Friday. Staff feel valued, there is an open-door policy and staff feel they can approach leaders. New staff are fully supported, receive extensive professional development and as a result subject knowledge is strong. The religious education lead ensures that all new staff fully understand Catholic Social Teaching and supports them in the planning and delivery of lessons. There is frequent and high quality professional development for all staff. Leaders including governors are committed to ensuring that Catholic Social Teaching is an element of every religious education lesson and are now beginning to fully embed this in the whole curriculum.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1



Pupils in St Joseph’s Catholic Primary School have a high level of religious literacy. They are articulate and enjoy learning their new ‘star’ words associated with their topics in religious education. This key vocabulary is identified, visible and referred to throughout lessons. Pupils use peer discussion effectively. They can expand their answers using appropriate scripture references. Pupils consistently make good progress, and their achievement is in line with other core subjects. They speak fluently and confidently of what they have learned in religious education and know what to do to improve their work. Work is consistently of a very high standard with excellent presentation. Pupils understand the importance of RE, are fully engaged in lessons and committed to improving their knowledge. They are highly ambitious and aware that St Joseph’s expects them to do their best. A Year 5 pupil commented that religious education is ‘the core of the core’ when answering a question about their school’s Catholic life and mission. The school is in the top 20% of schools nationally for achievement and has sustained this over time. Pupils have a clear understanding of how well they are doing and what they need to do to improve their work.

Teachers have very strong subject knowledge because of the high-quality professional development provided. Staff have opportunities to have high quality professional development in religious education each term to ensure there is a thorough understanding of upcoming topics. Some staff members are actively engaged in study for the Catholic Certificate of Religious Studies (CCRS) training and the Masters in Catholic Leadership programme in St Mary’s University. Prior learning is a feature of each lesson; this helps to ensure pupils make good progress in knowing more and remembering more. Teachers plan carefully, there is clear progression throughout each year group which ensures the best possible outcomes for all pupils. Other adults in the classroom are highly effective in ensuring all pupils access learning. Teachers provide time for reflection in lessons and use highly effective assessment for learning strategies. Questioning is targeted and used skillfully

during lessons to deepen pupils' understanding. Adaptive teaching methods are expertly used to personalise learning in class resulting in good progress being made. Using this approach each teacher in St Joseph's continually assesses the strengths and needs of pupils and adapts their RE teaching accordingly to ensure all pupils can meet and exceed expectations.

The RE curriculum fully meets the requirement of the *Religious Education Curriculum Directory* (RECD). Leaders and governors ensure the RE curriculum is carefully adapted to meet the needs of pupils in St Joseph's. Religious education has full parity with other curriculum subjects. The RE subject leader has an inspiring vision to improve teaching and learning. She is approachable and willingly shares her expertise to support staff. The head teacher takes a high-profile role within the diocese and locally. She leads a local cluster group of faith and community schools and is committed to ensuring the best possible outcomes for all pupils in the local area. She generously and willingly shares her significant expertise and works collaboratively with other schools. The head teacher and the senior leadership team are passionate educators who strive for excellence in every aspect of school life. The head teacher, senior leaders and governors are inspirational witnesses to the Gospel and Catholic Social Teaching. They worked together in compiling the Catholic Self-Evaluation Document (CSED) and it is wholly accurate. Leaders, including governors are forensic in their monitoring and evaluation of teaching and learning in religious education. This results in strategic action and well targeted planning which leads to outstanding outcomes.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

Pupils are active and engaged in prayer and liturgy. They confidently pray traditional prayers as well as their daily school prayers. Prayer and liturgy is accompanied with appropriate music, and a reverent tone is set using lighting and artefacts. During sessions of prayer and liturgy, pupils are given time for quiet reflection and are invited to share when appropriate. Scripture is used effectively and pupils ensure that Bibles are treated most reverently. Pupils and staff sing hymns confidently and joyfully in assemblies and liturgies, drawing upon the creative talents of pupils. Pupils demonstrate that they can evaluate their prayer and liturgy and can articulate the ways in which these experiences of prayer have led to action. In an assembly, pupils demonstrated how their work with the Acton Homeless Project linked with the story of the Good Samaritan. Pupils willingly undertake liturgical ministries, working with their teachers to prepare and confidently lead engaging experiences of collective worship.

Pupils have developed a sense of belonging and are proud to be part of St Joseph's school. During one session the teacher reminded pupils that 'we all belong' and are part of God's family. This was taken further when during spontaneous prayer, a Year 6 pupil thanked God for the new child in their class who had just started at St Joseph's. All staff model the high expectations of reverence and respect to other staff and pupils. Staff are highly skilled in helping pupils plan and prepare prayer and liturgy. Teachers and other staff are included in prayer and liturgy and participate fully. Staff from other faith backgrounds also have a strong sense of belonging and are always invited to Catholic faith traditions as well as being given time to celebrate their own faith traditions. The school makes excellent use of its prayer hut which is a permanent dedicated prayer space. Pupils are welcome to use it throughout the day and parents use it for their weekly prayer group sessions.

Leaders place a high priority on inspirational professional development to ensure all staff receive regular and high quality training on prayer and liturgy. The policy is well formulated and accessible.

There is a developmental progression pathway for prayer and liturgy to ensure pupils progress as they move through the school. Staff say that through support from external services and the religious education leader, they are more confident to plan meaningful prayer and liturgy. Leaders focus on liturgical formation and ensure that staff receive high quality professional development. As a result, all staff understand the centrality of prayer and liturgy to the life of St Joseph's and are highly skilled at supporting and leading collective worship. Teachers ensure pupils are given time to reflect on, and evaluate, their prayer and liturgy to monitor impact. Pupil voice is valued and used as part of the school's self evaluation of prayer and liturgy. Opportunities to celebrate Mass as a school community are carefully planned into the school's calendar and timetable, particularly at key times of the year such as Easter and the Feast of St Joseph. Leaders, including governors ensure the provision for prayer and liturgy is prioritised when setting budgets and allocating resources.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	101555
Full postal address of the school	Goodson Road, Willesden, London, NW10 9LS
School phone number	02089655651
Name of head teacher or principal	Dawn Titus
Chair of governing board	Clive Romain
School Website	www.stjosephsrc.co.uk
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Diocese of Westminster
Gender of pupils	Mixed
Date of last denominational inspection	15 June 2016
Previous denominational inspection grade	Outstanding

The inspection team

Evelyn Ward	Lead inspector
Stephanie Gavin	Team inspector
Fearghal Nash	Team inspector
Joanne Browne	Shadow 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