



St John Fisher Catholic Primary School

URN: 101921

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

11–12 October 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

What the school does well

- Leaders, including governors are ambitious for the school and work collaboratively to ensure St John Fisher is an inclusive environment where all feel valued and welcomed.
- Relationships in school are strong, staff and pupils feel well-supported and are authentically living the school mission, 'Through our love of God, we respect and value every person'.
- Parents are proud of the school and value the support given to them.
- Pupils are religiously literate and confident in sharing their knowledge and understanding in religious education.
- Pupils respond well to the experience of prayer and liturgy throughout the school.

What the school needs to improve

- Increase the rigour of monitoring procedures in RE so that school planning, assessment and feedback procedures lead to improved pupil outcomes.
- Further develop pupil and staff knowledge of the principles of Catholic Social Teaching so all can make connections to the underpinning theology.
- Ensure all pupils understand how to reflect on their experience of prayer and liturgy and can articulate the way these experiences have led to action.

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

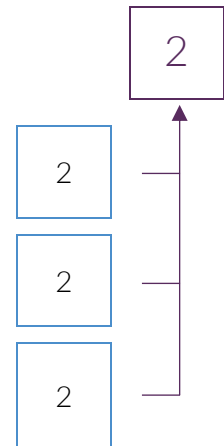
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 John Fisher know and understand their mission statement, 'Through our love of God, we respect and value every person'. They see it as central to the life of the school and they feel that it governs and dictates everything they do. As one pupil said, 'This school helps us strengthen our faith and to live out our mission statement'. Pupils know that they are valued and cared for, and they are happy and feel secure at school. They understand that the school community follows Jesus' example and they know they have a responsibility to care for 'God's beautiful creation.' They are starting to understand their role as stewards of the earth but some pupils are less sure about the theology underpinning their actions. The school responds to the needs of others locally, nationally and globally by supporting organisations such as The Passage and CAFOD, as well as hosting tea parties for parishioners at school. Pupils demonstrate respect for themselves and others, living out their mission, with a well-developed sense of respect for those of other faiths and religions. Pupils talk confidently about their house and class saints and of saints who inspire them. Relationships with the parish are strong and the parish priest is a welcome, regular visitor to the school and pupils see him as a positive role model. Pupils are proud of their school. They feel that expectations are high, but leaders, staff and pupils are fair and treat all pupils equally.

There is a sense of community, evident in the quality of relationships and the culture of inclusion, at St John Fisher. Everyone is welcomed and respected and pupils feel safe. Staff are committed to the implementation of the mission statement across the curriculum and create relevant links to support pupils' understanding. Pupils appreciate and value the Catholic life of the school and contribute formally through their roles on the chaplaincy team and the school council. Pupils speak confidently about their contributions to future plans, such as improving the prayer garden,

and of the willingness of staff to listen to their views and ideas. The school is a happy and joyful community where pupils demonstrate high standards of behaviour and clearly articulate how they feel valued and respected by each other and staff. Staff provide strong pastoral care for pupils and there is a clear commitment to support the most vulnerable. Pupils also know they can go to the mental health ambassadors or the counsellor if they have a problem and are confident it will be dealt with. The school environment reflects its mission with classroom displays and prayer spaces which are vibrant and inviting, promoting the diversity of the school community. Examples include the high quality parable displays in the hall, the Marian art created as part of a the Year 5 assembly and the prominent racial justice display in the school corridor. The school's provision of R(S)HE meets both statutory and diocesan requirements.

The head teacher and senior leaders, including the RE leads, share a commitment to ensuring that Catholic life is central to the school community. They are well supported by the parish priest and governors, who are proud of the strong links to the Church and fully support the school in its core mission. Governors are passionate about their role within the school, supporting and challenging leaders, whilst being ambitious for the school's future development. Staff show love and care for each other and all pupils, bearing witness to the school's commitment to enable all to flourish. New staff and non-Catholic staff are inducted into the school's Catholic life and mission through Diocesan and school professional development, and they understand the aims and values of the school and its partnership with the local Church. There was an overwhelmingly positive response to the parent survey. Parents' comments, such as, 'the school has shaped my child into a strong Catholic', and 'the school has helped me raise my child in the Catholic spirit' further demonstrate the school's commitment to Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

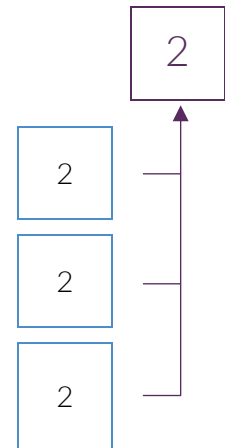
How well pupils achieve and enjoy their learning in religious education

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



Pupil behaviour and attitudes to learning are strong at St John Fisher leading to good outcomes in religious education. Pupils make good progress from their starting points. Religious literacy is strong: pupils can speak confidently about key concepts using subject specific vocabulary. Pupils are supported in drawing upon prior learning to aid their understanding of new concepts; these links lead to good levels of understanding within RE lessons. This is further supported by specific Catholic link lessons across the curriculum. Pupils are encouraged to work collaboratively in lessons and they enjoy learning with and from one another. Pupils, when offered the opportunity, can apply what they have learnt from scripture to how they should act or respond in their lives today. One child stated, 'We are called to be stewards of the earth because this is what God asked of us in Genesis 1'. When scripture is used effectively in lessons, pupils are able to reflect spiritually and think ethically and theologically. Leaders have identified that pupils would benefit from earlier opportunities in lessons to respond to challenge and to take the initiative in their learning. Pupils are well informed about the traditions and customs of others, not only from within the Catholic community but also those of other faiths. One parent commented that they are of a different religion but 'everybody is welcome to be part of the St John Fisher family and I am proud that we are'.

Teachers are committed to the value of religious education at St John Fisher and they communicate this effectively to their pupils. Most additional adults are used effectively to support identified pupils and groups of pupils during lessons. Teachers demonstrate good subject knowledge, which is supported by continuous professional development, in particular the Foundation Stones diocesan training and the Catholic Certificate in Religious Studies. The RE leads are new in post but have accurately identified areas for development including clarifying learning outcomes in lesson planning, and reviewing the monitoring and assessment systems to

ensure good outcomes for all pupils. In the best lessons, teachers used questions skilfully, adapting tasks to lead pupils to a better understanding of their faith: for example, when making explicit links to Catholic Social Teaching, modelling religious vocabulary and giving time for reflection within lessons. Opportunities for challenge are available to pupils during the lessons, however, pupils are not always given the space and time to explore their learning in greater depth. Pupils' achievements are celebrated in many ways including through joyful weekly praise assemblies and through the use of 'WOW' walls.

Leaders and governors ensure that religious education enjoys parity with other subjects and is acknowledged as the foundation of all learning in the school. The budget allocation for religious education is equitable to other core subjects and leaders ensure that resources are available to support and enhance learning. Leaders also prioritise staff training through identifying and funding high quality, continuous professional development at deanery and diocesan levels. Leaders are aware of the need for Catholic Social Teaching principles to underpin the curriculum, though this work is not yet fully embedded across the school. In the best lessons observed, teachers planned lessons carefully to ensure that pupils were given opportunities to present their learning in a variety of forms such as recording persuasive adverts or writing to the prime minister about the importance of caring for our common home. As a result, pupils were enthusiastic and engaged in learning. Leaders have ensured that there are processes in place to monitor the teaching of religious education. However, assessment does not always accurately inform planning, and therefore the needs of all groups of learners are not always met. Senior leaders, RE leads and governors have a good understanding of the strengths of St John Fisher and have identified what needs to improve.

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

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

2

Pupils respond well to their experiences of daily prayer, child led worship and assemblies by readily singing and confidently joining in community prayer. This was seen very effectively in the Nursery when all pupils prayed confidently and sang joyful songs of thanks for God's wonderful world. During moments of quiet reflection, pupils behave reverently. Prayer and liturgy reflect the liturgical year. For example, there is a rosary club during the month of October, and on All Saints Day pupils came into school dressed as their favourite saint. Pupils are given opportunities to use scripture and reflect on its meaning. In Key Stages 1 and 2 pupils are beginning to prepare engaging experiences of prayer and liturgy independently and to evaluate its impact. In the best examples of liturgy, pupils understand that prayer should lead to action; in an observed liturgy, after reflecting on the parable of The Good Samaritan, pupils knew they should help those who have no one to play with them at lunchtime. Pupil committees, including the pupil chaplains, readily embrace opportunities to help younger pupils in developing their experience of prayer such as leading the Stations of the Cross during Lent.

Teachers ensure there is a daily pattern of prayer for pupils at the beginning of the day, at lunch and end of the day. Seasonally appropriate Scripture passages are used during prayer and liturgy. Examples include the use of Genesis during the topic of Creation, and the Annunciation in Luke's gospel during October, the month of the rosary. There are members of staff who understand the liturgical norms of the Church and have the skills to facilitate meaningful child led prayer and liturgy. Staff use hymns well to enhance the pupils' experience of prayer and liturgy, for example, singing the Ave Maria and understanding its links to scripture. Each classroom has a well-maintained, liturgically accurate and attractive prayer space. There are high quality statues and displays throughout the school that reflect the liturgical year as well as an outdoor prayer garden. The variety of opportunities for families to join in prayer and liturgy,

including class and praise assemblies as well as school Masses, is widely valued by the school community. The school works positively with the local parish priest, celebrating Mass on feast days and other significant school occasions in the school and when possible, in the parish church. The strong parish link has supported the pupils being able to celebrate the Sacrament of Reconciliation during Advent and Lent.

Leaders, including governors, are reviewing the quality and impact of prayer and liturgy as part of the school's cycle of self-evaluation and planned improvements. They have a developing strategy for supporting prayer and liturgy in the school, which includes staff training. The diocesan advisor recently gave whole staff training on child led worship. Leaders across the school are clearly committed in their support for the school's cycle of prayer and liturgy and regularly attend Masses, assemblies and other form of prayer and liturgy. The school has a new prayer and liturgy policy. Monitoring of prayer and liturgy throughout the school has highlighted the importance of creating a range of opportunities for pupils to develop and reflect on their faith. The parish priest works closely with the school to facilitate a range of prayer and worship opportunities throughout the school year. Following discussions with leaders, governors and the parish priest, it is evident that they are all very proud to be part of this joyful and committed worshipping community.

Information about the school

Full name of school	St John Fisher Catholic Primary School
School unique reference number (URN)	101921
School DfE Number (LAESTAB)	3073504
Full postal address of the school	St John Fisher Catholic Primary School, Sarsfield Road, Perivale, Greenford, UB6 7AF
School phone number	02087990970
Headteacher	Rebecca Sullivan
Chair of Governors	John Sexton
School Website	www.st-johnfisher.ealing.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	February 2017
Previous denominational inspection grade	Outstanding

The inspection team

Mo O'Donoghue
Sue Cunningham

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