



St Joseph's Catholic Primary School

URN: 148438

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

19 - 20 June 2024

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

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

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

1

What the school does well

- Pupils are offered a religious education curriculum that is challenging and creative; as result pupils achieve exceptionally well.
- Behaviour of pupils is exemplary throughout the school.
- Catholic social teaching is embedded in religious education and throughout the whole curriculum.
- Prayer and liturgy is an engaging and uplifting spiritual experience for all, with strong pupil leadership opportunities.
- Pupils evaluate their prayer and liturgy and use this to plan improvements.

What the school needs to improve

- Use the school's vision for Catholic education to inspire and develop quality leaders in school, in the wider St John Southworth Catholic Academy Trust and diocesan 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

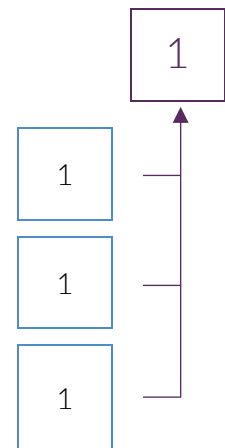
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 delight in explaining how they live out their mission statement. They consider it a privilege to attend school under the protection of St. Joseph and they value the work ethic of their teachers. Pupils have a clear understanding of Catholic social teaching. They can quote scripture and reference Pope Francis' encyclicals to explain the theology underpinning their actions. During book week, pupils chose to send books to the children's book project. They also chose to support the Cardinal Hume Centre for homeless in Westminster, Battersea Dogs Home, PACT, the Catholic Children's Society and CAFOD. Pupils said that they like to support a range of charities. They explained and consulted scripture passages as the inspiration for this work, giving examples of Jesus caring for the whole community. Pupils show a deep respect for their own personal dignity and that of others including those of other faiths. This inspection occurred during Sikhism week in school; pupils were enthralled to listen to their Sikh visitors and were eagerly anticipating visiting the Gurdwara having been thoroughly prepared during lessons. The behaviour of pupils is exemplary in lessons and throughout the school. Pupils are ambitious to take on leadership roles in school. They are proactive and keen to have a positive impact on others. The ambitious school motto, 'Through Christ we achieve our personal best', is lived by pupils and staff who demonstrate this ethos in a welcoming, secure and loving community of learning.

Staff share their own faith journeys with pupils. As a result, pupils appreciate they are part of an inclusive, vibrant and ambitious community. Vulnerable pupils are offered music lessons to nurture and extend talent. Consequently, pupils flourish. After-school activities and trips are provided for those in need. The entrance hall celebrates the life of St. Joseph. The St John Southworth Trust (SJSCAT) display board demonstrates the school's close bonds with the Trust. Books, displays and posters ensure that everyone sees their culture celebrated and valued. Saints from different countries celebrate pupils' heritage. The school parish links are very strong; pupils attend Mass and visit the church regularly. The well-planned chaplaincy programme

provides opportunities for staff to flourish. Those who are not from the Catholic faith are thoroughly supported and have secure subject knowledge. Staff value their spiritual development. R(S)HE provision is extremely well planned, and pupils enjoy their lessons. Additional opportunities to enrich the curriculum are effective in creating a curriculum firmly rooted in the teaching of the Church.

Leaders and governors are enlightened role models who inspire both pupils and staff to be the best that they can be. A growth mindset prevails where pupils understand that they have to work hard to achieve success. Pupils expect to be challenged and they are energised by this. The head of school is religious education adviser for the Trust and employs his expertise and commitment in a variety of ways. Governors are highly ambitious for the Catholic life and mission and lead by example in their consistent emphasising of this as a school improvement priority. Governors gathered to create the Trust's three characteristics of dignity, service and perseverance, with an aspiration to lead in the formation and achievement of every pupil. Professional development occurs frequently and is engaging, well planned and effective. There is overwhelming support for school leaders from parents. The work of leaders in ensuring that Catholic social teaching is embedded across the curriculum as a whole is exemplary. Pupils and teachers recognise and discuss elements of Catholic social teaching in religious education and in other subjects. They celebrate this learning with a heart in hands emblem to remind them of the richness of Catholic tradition.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

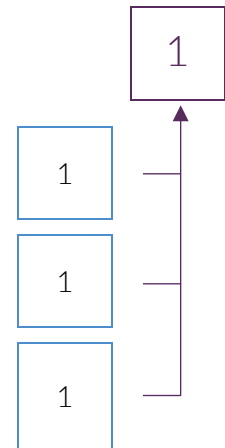
How well pupils achieve and enjoy their learning in religious education

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 make consistently good progress in religious education because they are challenged by questioning during lessons and effective feedback. Additional adults support pupils to be independent in their learning. As a result, pupils including disadvantaged pupils, and pupils with SEND, achieve the best possible outcomes in all years and all age-phases. Pupils are articulate and confident in their knowledge. They can reflect spiritually and offer opinions from ethical viewpoints. There is a robust focus on the development of religious vocabulary. This is a particular strength of Early Years where pupils were learning about Sikhism and enjoying exceptionally creative associated activities. Pupils are curious and enjoy delving deeper into their learning experiences. In Key Stage 2 lessons, pupils were considering a quote from Sikhism that challenged them to think about moral issues and make connections in their learning. They were discussing prior knowledge, and what they needed to find out to develop their skills and knowledge further. They were confident using religious vocabulary. Pupils produce work of a consistently high quality, demonstrating excellent presentation, individuality and creativity. The classrooms are nurturing and safe spaces to think. Pupils listen carefully to each other; they show respect for others' points of view and can work without adult direction.

Teachers' subject knowledge is strong, and they constantly search for new and exciting ways to impart the knowledge. The religious education curriculum is ambitious and offers challenge opportunities in all lessons. Expectations are high. There is a palpable air of expectation from eager pupils in all lessons. Teachers acknowledge each pupil's own learning journey; consequently, challenge in lessons consolidates and extends knowledge and understanding of all. The style of questioning used by teachers is reactive to the learning taking place and is instrumental in keeping lessons challenging for all pupils. In Key Stage 1 teachers expertly scaffold to promote independence and effectively challenge all learners. Independent tasks are matched to ability and need with the use of excellent resources. Pupils are highly motivated to do well. They have a secure knowledge of what they must do to improve their work. Teachers ensure pupils have time to reflect and have peer discussion. In a Key Stage 2 lesson pupils were

thoughtfully engaged in discussions around selfless acts. The teacher's questioning expertise ensured pupils pondered deeply when responding. Teachers plan carefully to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms of expression.

Leaders ensure the religious education curriculum is creative and exciting. The RE lead is rigorous in his leadership of the subject. Targets are set termly, and progress is closely monitored. Weekly homework is linked to current learning and parents are kept informed of progress. The quality of the work in books is exceptional and matches that of other core subjects. Leaders ensure there are opportunities for high quality professional development both locally in school and within the St John Southworth Catholic Academy Trust. The RE leader's inspiring vision for outstanding teaching and learning and commitment to religious education has a strong impact in the school. His exceptional leadership of RE is recognised and valued within SJSCAT and is beginning to impact the wider school community. He also mentors new leaders. Succession planning is strategic, and this support is highly valued. Leaders ensure that religious education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils. They carefully consider pupils with additional needs and consider how best to adapt the curriculum. Excellent links are made to provide a wide range of enrichment activities to further engage pupils in their learning.

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

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

1

Pupils engage deeply and reverently in prayer and liturgy. They plan liturgy that includes prayerful silences. Pupils engage in a wide variety of prayers that are part of the Catholic tradition, using scripture that reflects their chosen theme. They enjoy communal singing and sign as they sing to further reinforce the gospel message. Pupils enjoy working together, and every pupil is offered opportunities to lead prayer and liturgy. They are confident undertaking and discussing liturgical ministries and show expertise in evaluating their liturgy as well as considering ways to improve their practice. Pupils clearly understand how prayer influences both the curriculum and the wider life of the school. They explained how they prayed for the dead in November and scattered poppies from a mezzanine floor onto the 'heart of the school'. This had a profound effect on pupils who especially appreciated and celebrated the attendance of the Chelsea Pensioners. Pupils offer prayers in thanksgiving in times of joy as well as prayers of petition and intercession. Prayer is central to pupils' life. One parent commented: 'The parents prayer mornings, the regular worship, and RE are all reinforcing on our children that they are unique and loved by God, that their lives have purpose and meaning in a world that is increasingly secular. The tone is set by staff as a refuge of love and respect in a noisy world. We love St Josephs.'

Staff pray together and value this time of spiritual reflection. Set prayers are taught in every year group. Each pupil has access to their own prayer book so that when pupils wish to respond to different life situations through prayer, they are fully equipped to do so. Staff are exemplary role models for pupils and are adept at helping pupils to plan and lead prayer and liturgy. Pupils are provided with excellent resources to help them plan creatively and artistically to enhance liturgies for all. The well-used 'heart of the school' is an area dedicated to St Joseph where pupils engage fully with the wide variety of prayer resources available. They are rightly very proud of their contributions to this prayer space. Families attend liturgy regularly and this helps support the prayer life at home. Pupils enjoy planning and leading liturgy and assemblies, and this is made more memorable for them with their family's regular attendance. The increase of opportunities for parents to attend liturgies has brought great joy to the whole community.

Another parent commented, 'We feel very much that St Joseph's motto, "Through Christ, we achieve our personal best", is applied on a daily basis in the school but also outside.'

Leaders have carefully considered the policy on prayer and liturgy to make sure it is useful for staff and has an impact on the community. Pupils from the very youngest in EYFS are adept at leading prayer and liturgy. Leaders ensure Mass is offered at significant times during the year such as feast days and holy days of obligation. Staff also participate in additional liturgy to reflect the liturgical season. Leaders offer excellent professional development in prayer and liturgy, as a result it is of an exceptionally high standard. Parents appreciate leaders' work in the formation of pupils' faith. A parent confirmed that school leaders, 'intentionally inculcate this sense of self-respect and understanding of Christ's love at age-appropriate levels. I also particularly enjoy the parent prayer sessions and feel it is a carved-out time of peace and prayer amidst our busy schedules. The pastoral team is always available, and I am very grateful to the school for building my faith as well as the children's.'

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	100496
School DfE Number (LAESTAB)	2073477
Full postal address of the school	St Joseph's Catholic Primary School, Cadogan St. Chelsea London SW3 2QT
School phone number	0207 589 2438
Headteacher	Karen Wyatt Executive Head teacher & James Stacey Head of School
Chair of Governors/Trustees	Anne Lyons
School Website	www.stjosephs.rbkc.sch.uk
Trusteeship	Diocese of Westminster
Multi-academy trust or company (if applicable)	St John Southworth Catholic Academy Trust
Phase	Primary
Type of school	Voluntary Aided
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2017
Previous denominational inspection grade	Outstanding

The inspection team

Evelyn Ward
Nick Stopps

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