



St Joseph's Catholic Primary School

URN: 101924

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

09–10 October 2024

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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

- 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.
- All areas for improvement outlined in the previous diocesan inspection have been addressed in full.

What the school does well

- There is a lived sense of community at St Joseph's, evident in the quality of relationships and strong culture of welcome for all, where pupils, staff and parents are guided by the mission to 'Love, Learn, Believe.'
- The school has fostered strong links with parents and carers who clearly understand and support the school's mission.
- Leaders, governors and staff are highly committed to the pastoral care of the most vulnerable pupils.
- Pupils enjoy their learning in religious education and approach their lessons with interest and enthusiasm.
- Significant moments of joy and sorrow are identified and celebrated in the prayer life of the school.

What the school needs to improve

- Provide greater opportunities for challenge and independence in religious education lessons, in order to maximise learning for all groups of pupils.
- Offer pupils a wider experience of the range of ways of praying that are part of the Catholic tradition.
- Ensure that leaders and governors are more actively involved in the school's cycle of self-evaluation and planned improvements.

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

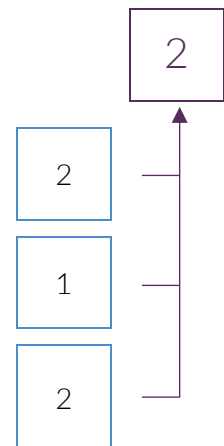
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 Joseph's School know, understand and live the school's mission to 'love, learn, believe'. Pupils actively participate through membership of the chaplaincy team, seeking opportunities to grow in virtue, pursue the common good and serve those in need. Pupils talk positively about the difference they make to their local, national and global communities, and they understand aspects of the theology underpinning their actions. Opportunities to serve include donations to the local food bank and fundraising for Cafod as well as Mission Together and the Catholic Children's Society. Pupils' behaviour shows a deep respect for their own personal dignity and others. Pupils can clearly express the understanding that they are made in the image and likeness of God, and they are confident about expressing their relationship with Him. Even the very youngest children in the school can demonstrate their growing faith. Children in Reception class were able to reflect prayerfully and 'thank God for our beautiful world'. One parent remarked that her 5-year-old child 'is very spiritual. She remembered all the Bible stories from lessons and assemblies'. Another parent commented, 'My child is growing in faith through the teachings delivered by the school'.

St Joseph's is a Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent praised the support offered to 'each child to feel safe and welcomed into the school family.' A member of staff stated, 'Adults and children benefit from the nurturing support and compassion of our school community.' Another commented that 'each member of the school community experiences how we love, learn and believe.' Staff embrace the mission of the school, which is encapsulated not only in their relationships with each other, but also in the highest levels of care and nurture they provide for all pupils, particularly the most vulnerable. The school environment bears witness to its Catholic identity, with central displays focusing on

the principles of Catholic social teaching, in addition to other areas, indoors and outdoors, which highlight the school's charism and mission. Pupils' drawings, paintings and collages of the Stations of the Cross adorn the Sacred Heart room, one of the many prayer areas developed by the school. Other areas include Claire's Classroom and Pauline's Garden, commemorating deceased members of staff. The provision for relationships and health education is carefully planned and meets all diocesan requirements. The programme is well-resourced and promotes a holistic vision of the human person.

Leaders and governors rightly see the school as a source of inspiration to the whole community and are keenly aware of its contribution to the lives of the people it serves. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need. The leadership team show their commitment to the principles of Catholic social teaching through the provision of a planned curriculum in this area. Leaders and governors work closely with the diocese, attending training and working in close partnership, to enthusiastically respond to diocesan policies and initiatives. Leaders are highly committed to the further development of all staff. Leaders and governors recognise the parish as being central to the Catholic life of the school, and they seek to work well with the parish clergy. Leaders and governors should be more actively involved in the school's self-evaluation cycle involving monitoring, analysis and self-challenge, leading to planned improvements. The school has a vibrant parent engagement strategy comprising weekly newsletters, emails and First Friday Family book discussions at home, ensuring that parents are kept well-informed about key events in the Catholic life of the school. A parent commented appreciatively that pupils are taken to the church regularly and that parents are always invited to the children's 'worship assemblies,' concluding that 'St Joseph's really is a wonderful school.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

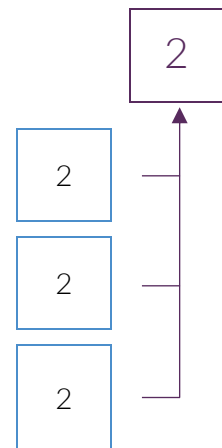
How well pupils achieve and enjoy their learning in religious education

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 are developing secure knowledge, understanding and skills in religious education, reflecting the learning required by the *Religious Education Directory*. Prior learning is re-visited at the beginning of each lesson. Pupils demonstrate a good knowledge of scripture, which is integral to lessons. Older pupils can analyse and compare Bible passages. Younger pupils show good understanding in class discussions. In answer to the question, 'What do we do when we need God's help?' a Year 1 pupil responded, 'We pray.' Pupils behave very well in lessons, and they enjoy learning in the subject. They can relate learning in lessons to their own lives and can use subject-specific vocabulary during class discussions. They can work both collaboratively and independently, ensuring good progress in lessons. Effective adult support and good visual resources are used so that all groups are given the help they need to achieve success. Achievement in religious education is at least as good as in other core subjects. Creative learning methods enhance pupils' engagement and allow them to explore their learning through a variety of media including art, music, drama and dance. Pupils are very proud of their religious education books and can recall their learning over time.

Teachers are committed to developing 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 scheme of work's content. Scripture is used as a focus in lessons and pupils are encouraged to link its message to their daily lives. One staff member commented that 'this is evident in the children's play and group work where they show care and kindness towards each other.' Teachers' questioning encourages pupils to delve deeper into their theological understanding to maximise learning. Pupils' books are well-presented and are a testament to the use of creativity in the lessons. Pupils are also

given opportunities to explore their learning through extended writing. Dedicated spaces for reflection and prayer, available in the classrooms and throughout the school, promote pupils' growing spirituality. Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors. One parent commented that pupils 'are taught well about all important events of the Catholic Church.'

Leaders and governors have ensured that the religious education programme faithfully delivers the curriculum set out in the *Directory*. They have ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources, and accommodation. The religious education subject leader ably supports staff in planning and delivering the scheme of work so that, over time, sustained improvement in the quality of teaching and learning has occurred. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leader, particularly with support in planning. The curriculum is planned so that pupils progress sequentially through the subject content. Additional adults in class are highly effective in enabling vulnerable pupils to achieve. Pupils are given a wide range of engaging, enrichment activities in their lessons which enhances their interest and leads to good outcomes. In speaking about their religious education lessons, older pupils express that they thoroughly enjoy their learning, especially when opportunities for discussion and debate are offered. Leaders should now ensure that greater opportunities for challenge and independence are planned in order to maximise learning for all groups in religious education lessons.

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 engage reverently during daily prayer times and in moments of quiet reflection. Whole-school acts of worship are a testament to the school's identity and mission. Scripture is central to prayer and is used meaningfully to deepen pupils' experience. In a Year 5 assembly, pupils were able to make links in their learning about the solar system to Genesis and to a celebration of their own lives as part of God's creation. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils' singing is of a high standard; they readily and enthusiastically sing hymns which complement liturgies. The prayer life of the school follows the liturgical year. The rosary is recited during the months of October and May. Mass is celebrated on feast days and holy days and classes attend Mass on a rota throughout the year. Pupils work well with others, such as teachers and other pupils, to prepare and lead prayer and liturgy sessions. They are involved in evaluating the quality of the prayer and liturgy they have planned. Year 1 pupils were able to articulate the importance of prayer in discussion and when asked, 'how do you feel when God is with us?' they answered, 'happy', 'loved', 'safe', and 'glad'. One pupil explained more fully, 'we pray because God loves us.'

The school is a prayerful community. Prayer supports and nourishes all members of the school community and pupils draw inspiration from the lives of the saints and other figures in the Church. Designated prayer areas provide a focus for prayer in each class. Pupils can say their daily prayers with confidence and reverence. Prayer times are a cherished part of the school's daily life. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper understanding of the Gospel message and the call to serve. Pupils engage with other pupils in the deanery in Fratelli Tutti online prayer sessions. Music is central to prayer and liturgy and hymn practice is a focus for worship and praise. Staff are models of good practice for pupils, participating fully with reverence and

commitment. Class books serve as a record that pupils are given regular opportunities to lead liturgies and understand how to reflect meaningfully on their experiences. Pupils would now benefit from experiencing a greater range of ways of praying that are part of the Catholic tradition.

Leaders and governors ensure that pupils in the school are offered high-quality, meaningful experiences of prayer and worship. Leaders support staff in leading appropriate prayer and worship through clear guidance and support. 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 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, during 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 can 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 able to lead good prayer and liturgy in the classroom and in whole-school worship. One member of staff commented on the impact of prayer and liturgy at St Joseph's, 'We build God's kingdom here and now and each member of the school community experiences how we love, learn and believe.'

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	101924
School DfE Number (LAESTAB)	3073507
Full postal address of the school	St Joseph's Catholic Primary School, York Avenue, Hanwell, London, W7 3HU
School phone number	02085676293
Headteacher	Julian Rakowski
Co-Chair of governors	Anita Marshall & Hilary Turner
School Website	www.stjosephshanwell.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	May 2018
Previous denominational inspection grade	Good

The inspection team

Norah Flatley	Lead
Rose-Marie Sorohan	Team
Geraldine Hampton	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