



# St John XXIII Catholic Primary School

URN: 149641

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

07–08 November 2024

## Summary of key findings

### 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 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.
- The school has fully responded to the areas for improvement from the last inspection.

## What the school does well

- Leaders have a highly ambitious vision for the Catholic life and mission of the school.
- Christ is at the heart of this school, there is a lived sense of community, evident in the quality of relationships and the strong culture of welcome.
- Pupils enjoy religious education and behaviour in lessons is outstanding.
- Pupils have strong religious literacy enabling them to confidently demonstrate their religious knowledge.
- Prayer and liturgy are enhanced by the vibrant culture of music.

## What the school needs to improve

- Provide further opportunities for pupils to demonstrate their deeper understanding and knowledge in religious education lessons.
- Share excellent examples of pupil led prayer and liturgy, so that it is consistent in all year groups and shared across the Catholic Academy Trust.

## 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**

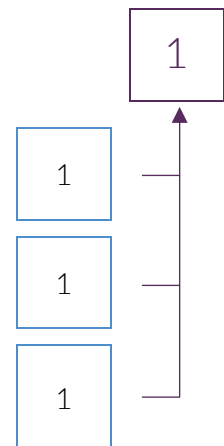
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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



Catholic values are central to life at St John XXIII and pupils have a very clear understanding of the school's Catholic identity. The mission statement and St John XXIII's Decalogue are revisited at the start of each academic year and are seamlessly woven into the school's Catholic identity. Pupils understand that their Catholic community is fully committed to following the teachings of Christ. The Caritas Ambassadors were invited to the parish priest's Greener Living Fayre where they ran a 'Refill Station'; the Ambassadors explained that this is a shop to help reduce wastage, a project they had identified as a need in the community. Pupils are taught that God calls them to serve. The school ensures that pupils gain high quality leadership experiences ranging from Caritas Ambassadors, pupil chaplaincy, well-being Ambassadors and 'Disciple of the week'. As a result, pupils are adept at linking their work to Catholic social teaching and can clearly articulate the theology underpinning their actions.

Christ is at the heart of this school: there is a lived sense of community, evident in the quality of relationships and the strong culture of welcome. The school goes the extra mile to provide an exceptionally supportive and joyful community for each of its members, valuing all without exception and acknowledging Christ's presence in the other. One member of staff said that 'everything we do is grounded in our Catholic mission'. The school promotes inclusivity and respect for diversity, ensuring every pupil feels welcomed and accepted. Leaders have worked tirelessly to promote diversity through the naming of their class saints, ensuring they reflect the community they serve. Displays across the school environment are of a high quality and bear witness to the school's Catholic life and mission. Relationships, sexual and health education (RSHE) is carefully planned and meets diocesan requirements. It is firmly rooted in the teachings of the Church. Pupils enjoy their RSHE lessons and produce well-presented and creative work.

All policies and procedures as well as the school website reflect the strong Catholic identity of St John XXIII.

Leaders and governors are inspirational witnesses to the Gospel and to Catholic social teaching in their direction of the school at every level. The Upper Room, Mary's Meals and the Food Bank are tangible examples of their commitment. The Catholic life and mission leader has a passion that is infectious. Leaders and governors demonstrate an exemplary commitment to care for our common home. The school, with support from their priest, has commenced work on a communal garden to create a shared space for all. Pupils have created sustainable artwork, using recycled bottle tops to reflect the school's commitment to caring for our common home. Leaders and governors are mindful of the well-being of staff. Staff appreciate that leaders have an open-door policy, and they feel very well supported. Leaders and governors are inspirational in their respect for the dignity of workers and were awarded the National Well Being Award in 2022. The school avails of diocesan training offered, and leaders ensure that they take part in deanery and diocesan moderation. The school has strong links with the local church, the priest is a frequent visitor and is greatly valued by the community. Parents are regularly consulted and are very happy with the provision offered. Governors offer challenge and support and provided examples of how they ensured that the school's Catholic mission is always given the highest priority.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

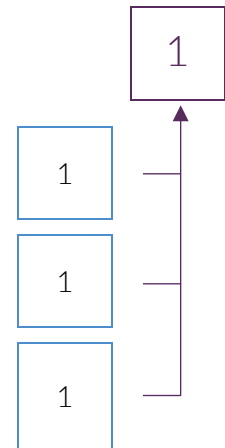
How well pupils achieve and enjoy their learning in religious education

**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



Teaching is effectively mapped against the *Religious Education Directory* and as a result pupils are developing excellent knowledge, understanding and skills. Data indicates good or better progress in RE for all pupils and has parity with English and mathematics data. Lessons connect effectively to prior learning, and pupils can recall scripture and think ethically and theologically. As a result, pupils can demonstrate how they can put their faith into action. This was evident in a Year 6 lesson on Justice – ‘I can reflect on Justice in the world’. Pupils were able to recall their Catholic social teaching, link it to scripture and give examples of individuals and campaigns linked to fairness and justice: the suffragettes, right to vote, Black Lives Matter and Nelson Mandela. Pupils produce work of a consistently high quality, demonstrating excellent presentation, individuality, and creativity. Good coverage was seen in books. Pupils are religiously literate and actively engaged in their learning; they concentrate extremely well and are interested learners. Behaviour in lessons is outstanding and all pupils enjoy religious education lessons.

Teachers’ subject knowledge is strong. They are committed to the value of religious education and communicate this effectively. Lessons consistently highlight key vocabulary, and teachers make links with prior learning. Pupils are provided with knowledge organisers at the start of each topic. Owing to this good practice, and the consistent use of key vocabulary, religious literacy is strong. Teachers have high expectations of pupils. Questioning is used effectively to identify precisely where pupils are in their understanding, thus increasing engagement. Celebration of effort is clearly evident throughout the school. Teachers understand the impact that learning in religious education has on the moral and spiritual development of pupils and their ability to meaningfully make sense of their experience of the world. In all lessons observed there was a link between scripture and how this can be reflected in the pupils’ everyday lives. Teachers give

time and space in lessons for pupils to reflect and relate their learning to Catholic social teaching. Additional adults are used effectively to support pupils with additional needs. Pupils present their work using a variety of forms of expression including music, art, drama, information technology and geography.

The curriculum for religious education is imaginative and ambitious. Religious education planning is strong and has been mapped and sequenced to the new *Directory*, detailing prior learning and gaps in learning for each year groups through Years 1 to 6. Religious education has parity with other core subjects; religious education is the core of the core and leaders are committed to ensuring that staff avail of high-quality professional development within the Catholic Academy Trust and the diocese. The leader of religious education and leadership team are inspirational. A wide range of enrichment activities were evidenced, which illustrates that the curriculum is a compelling expression of the Catholic understanding of reality. There was dance in Year 2 preparing for the nativity. In Year 5 the Spanish teacher made links with the floods in Spain and translated the Our Father into Spanish. During the Year 6 Experience Day on World War II pupils researched Catholic heroes in the war. Governors offer challenge and support. They are keenly aware of the next steps to improve religious education.

## 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

The prayer and liturgical life provided by the school is full and rich. Pupils are exposed to a wide variety of prayer opportunities that are part of the Catholic tradition. During a whole school worship led by Year 2 with the theme 'What is a Saint?' pupils were able to make seamless links to prior teaching on the Beatitudes, Catholic social teaching, and with St John XXIII's Decalogue. Music is a clear strength of the school. Inspectors observed the use of a wide range of percussion instruments, singing in parts, trumpet and piano lessons and vibrant singing during worship. The vibrant singing medley was a powerful expression of their faith. They were tasked with the mission to 'do all you can do to be a saint'. Inspectors witnessed a variety of worship opportunities using scripture, symbols, silence, meditation, reflection and song. Pupils work collaboratively with other pupils and teachers to prepare creative and well-constructed experiences of prayer and liturgy. The pupil chaplaincy talked about the importance of praying the rosary during the months of October and May. They spoke knowledgeably about the feast of Our Lady of Fatima, their parish church, and the seasons of Advent and Lent.

Prayer is central to the life of the school. There is a creative balance between routine and innovative times for prayer. A wide range of significant moments of joy and sorrow are identified and celebrated with Mass including the beginning of term, St John XXIII's feast day and the passing of a long serving member of staff. The school involves parents in the prayer life of the school as witnessed at both the class worship and celebration worship. A parent informed us that, 'we chose St John's because faith is very important to our family'. Senior leaders are highly skilled in supporting staff and pupils to confidently plan and lead well-constructed prayer and liturgy. Teachers early in their career spoke about the strong mentoring support they receive. The school has identified creative spaces to heighten prayer and liturgy. The Peace Garden is used during the summer for worship, as is the Marion Shrine during the month of May and for

the feast of Our Lady of Fatima. There is a flourishing partnership with the local parish priest which helps pupils participate more fully in the liturgy. The priest said, 'the transformation in the school is very powerful, there are wonderful opportunities to celebrate their faith'.

The leadership team are inspiring role models. Leaders are outward facing and are always looking at ways to improve their practice. They acted on the pupil chaplaincy's suggestion to add more singing to their prayer and liturgy, which is simply glorious. As they move through the school, pupils are increasingly able to plan, participate in and evaluate prayer and liturgy. Leaders plan the liturgical year carefully. They timetable Masses and Reconciliation at key times of the year. Professional development opportunities in prayer and liturgy are of high quality and focus on liturgical formation. Staff spoke about courses for the new *Directory*, moderation with the Catholic Academy Trust, religious education appraisal targets and early career teacher support and mentoring. Senior leaders take part in diocesan training so that all staff fully understand the centrality of prayer. As a result, staff are highly skilled to support and lead prayer and liturgy. Budgets are significant and reflect the highest importance placed on the development of prayer and liturgy. Leaders including governors ensure evaluation of prayer and liturgy is impactful and focused on improvement. The voice of pupils, as well as adults in school, is important and valued in the evaluation of prayer and liturgy.



## Information about the school

Full name of school	St John XXIII Catholic Primary School
School unique reference number (URN)	149641
School DfE Number (LAESTAB)	2053645
Full postal address of the school	St John XXIII Catholic Primary School, 1 India Way, London, W12 7QT
School phone number	002087439428
Headteacher	Karen Cunningham
Chair of governors	Elizabeth Uwalaka
School Website	<a href="http://www.stjohnxxiii.lbhf.sch.uk">www.stjohnxxiii.lbhf.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Saint John Southworth Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2018
Previous denominational inspection grade	Outstanding

## The inspection team

Deirdre Finan  
Tim Hallett

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