

St John XXIII Catholic Primary School

1 India Way, London, W12 7QT

Date of inspection by Westminster Diocese: 4 October 2018



Summary of key findings for parents and pupils

A. Classroom religious education is outstanding

- Pupils display an excellent attitude towards learning in their Catholic faith.
- Pupils can speak with great confidence and articulation about their faith development, linking scriptural messages to their everyday lives.
- The scheme of work meets the requirements of the Religious Education Curriculum Directory.
- Pupils learn through a vibrant, rich curriculum, which enhances their creativity and understanding of the topics explored.
- Work in books and on display show progression in learning at each key stage.
- Pupils are extremely religiously literate. They confidently demonstrate their religious knowledge, which is underpinned by an excellent understanding of the theology, appropriate to their ages.
- End of key stage outcomes exceed those for other core subjects.
- Pupils are given many opportunities to respond to teacher feedback and are very clear regarding the next steps in their learning.
- Pupils' religious skills are extended through the regular homework which fully contributes their outstanding outcomes.
- The headteacher's inspirational vision empowers the school to consistently strive for excellence.
- The leader for religious education demonstrates an excellent understanding of the provision of religious education provided across the school.
- Clear succession planning has been put in place to ensure all staff continue the excellent practice.

B. The Catholic life of the school is outstanding

- The school fully meets the 10% curriculum time requirement laid down by the Bishops' Conference.
- The governing body generously funds all aspects of religious education and the Catholic life of the school.
- Prayer and worship are central to the Catholic mission and ethos of the school.
- Pupils have significant access to prayer, reflection, contemplation and meditation, leading to outstanding spiritual development.
- Worship is complemented by music, dance and drama, thus celebrating the pupils' talents as well as making worship relevant.
- The school's contribution to the Common Good and social justice is outstanding.
- Pupils have a confident and articulate understanding of their call to social justice and human flourishing.
- They demonstrate a clear theological understanding of their faith in action. The pupils described how, 'it is a privilege to help others and follow in the footsteps of St. Vincent de Paul and Jesus.'
- A powerful partnership exists between the parents, school and parishes. This is a fundamental strength of the school.
- Through the support and inspiration of the parish team, the Catholic life and mission of the school is richly promoted.
- The headteacher and her leadership team, are fully committed and dedicated to the extremely high quality ethos and culture of the school.
- The governing body has a shared vision and commitment to the strategic development of the school and this is worthy of note.

A. Classroom Religious Education

What has improved since the last inspection?

A number of changes have taken place, especially to the senior leadership team and the governing body. The leader for religious education has been in place for three years, and there is now also a leader for the Catholic life of the school. There is effective succession planning to ensure the excellent practice will continue. The staff handbook has been revised and continuing professional development has been embedded. This has supported the confidence of all staff, particularly inexperienced colleagues and those new to Catholic education, to understand the levels of attainment in religious education. There are more opportunities for staff to plan for challenge for the more able pupils, in all year groups.

The content of classroom religious education is outstanding

The school has audited its coverage of the new scheme, to match it to the Religious Education Curriculum Directory (RECD). It ensures it fully meets the requirements laid down by the Bishops' Conference and any gaps from the scheme were identified and further support materials put in place. The parish priests are regular and active visitors, further enhancing the provision for religious education. They support pupils in their understanding of the Sacraments, including lessons inspired by 'Adoremus' and preparation for the Sacrament of Reconciliation. The close proximity of the church enables both staff and pupils to access opportunities for quiet reflective prayer, on a regular basis. The school plans include cross-curricular links to provide breadth to the curriculum through, art, drama, music and ICT. In the early years, the pupils have access to 'Godly Play,' bringing scripture to life, at their age appropriate levels. The planning includes opportunities for links to the levels of attainment in religious education and to cover AT2 (Learning through Religion), through the 'Big Question' process. The governing body ensures that religious education is given high status with generous funding to support the updating of key resources, books, posters, icons, music and effective use of ICT. The planning includes the cycle of exploration of other faiths, including Judaism, Hinduism, Islam and Sikhism. Pupils in Key Stage 2 are able to visit places of worship, including the Hindu temple in Neasden, the London Central Mosque, and Ealing Gurdwara.

Pupil achievement in religious education is outstanding

The outcomes at the different phases indicate that pupils exceed expected levels and at a rapid pace from their starting points; achievement is judged to be outstanding. The accelerated progress is evident also for those pupils identified for particular needs. The school has an established moderation process in place. In-house moderation takes place regularly and is embedded within the new scheme. All staff moderate selected pieces of work across year groups. This process has developed teachers' awareness and confidence in using the levels of attainment in religious education. Staff plan together from the outcome of moderation to plan challenges for the next topic. The scrutiny of the work in the books demonstrates the development of the pupils' religious literacy over time. It also indicates the many opportunities for extended writing across the phases, at age appropriate levels. The work is well presented; pupils reflect and extend their learning so developing their religious literacy. The behaviour for learning of all pupils across the phases is exemplary. They are focused and demonstrate a keen and highly motivated attitude to their learning and progress.

The quality of teaching is outstanding

From Nursery to Reception, children are taught to be independent, work cooperatively and understand that God loves us. In the Reception classes, children are taught confidently about the Bible, as God's special book, and know it tells us about Jesus. All activities in the classrooms link to the teacher's carpet activity. Resources are used very effectively to reflect children's religious

literacy. Children join in meditation reverently and talk about 'holy hands' when praying. Each classroom displays the 'Big Question,' for example, why did God make the world? One example of the children's response to this is, 'because God loves us'. There are many opportunities provided for experiencing awe and wonder. Children understand the importance of caring for God's world. Learning behaviour is embedded; children work cooperatively, understand the importance of taking turns and listen carefully to each other, respecting each other's points of view. Across Key Stage 1, teaching empowered pupils to be actively engaged in their learning. Strategies employed by the teachers matched pupils' learning needs. Teachers are confident in their subject knowledge, with a very positive climate for learning evident. Teachers plan well to include key technical vocabulary, key questions, including those which challenge higher ability pupils. The learning is scaffolded effectively to enable them to achieve success. Prayer tables and display promote learning and the focus is clearly on prayer and reflection. In some classes, time could be used more effectively in order for the pupils to develop skills by completing tasks. In upper Key Stage 2 pupils are reflecting at a deep level on earlier learning, making succinct scriptural links, such as from the Old Testament commandments to the New Testament commandment, to 'love one another'. They are also able to use the Bible with confidence, to link appropriate parables to the 'values' they receive as gifts from God, in terms of the New Commandment. One pupil described it as, 'the New Commandment doesn't abolish the Old Testament commandments, it sums them up!' They were confident to link the message in the Good Samaritan passage to how the 'values in the gift from God to the Good Samaritan,' was his freedom of choice. They can also link this to how the pupils understand, 'the new commandment is their freedom of choice, given to them, for example, to help people in need today.' Pupils demonstrate an in-depth knowledge and understanding of scripture and are able to apply it to their everyday lives. The electronic tracking system is well embedded for religious education, as for other core subjects. The tracking is currently recorded through attainment targets, with sub levels identified, however the school has planned inset for moving to the new diocesan age-related standards. Externally, the school has network deanery links and also participates in the wider diocesan moderation process. Through this, the school has had their assessed pieces affirmed and validated.

The effectiveness of leadership and management in promoting religious education is outstanding

The mission statement, 'we aim for excellence with Christ at the centre of all we think, do and say', is the central focus for the leadership of the school. The leadership team ensures that there are many opportunities for continuing professional development for staff, across the responsibility areas, including those new to teaching and to Catholic education. The school has effective succession planning in place, for instance to ensure that during a maternity leave, the leadership of religious education will continue to thrive. The monitoring systems and structures are robust and rigorous and inform areas for support, through coaching and mentoring. Tracking of the progress of pupils across the phases accurately identifies progress and attainment, in line with the levels of attainment in religious education. This ensures that pupils make effective progress and in many cases, accelerated progress over time, from their starting points.

What should the school do to develop further in classroom religious education?

- Encourage more colleagues to participate in further continuing professional development, to support and develop their own leadership skills and religious education.
- To implement the new 'Age –Related Standards in Religious Education' and ensure that staff are trained on using them within their planning and moderation

B. The Catholic life of the school

What has improved since the last inspection?

Pupils now have ready access to a range of meditative and reflective opportunities for prayer and reflective stillness. The school has developed pupil led worship, both whole school, in class and in small groups. The school has many 'little oases,' of meditative spaces, for the pupils to enjoy quiet reflection and prayer, throughout the day. The 'Mini Vinnies' group has grown from its inception, which provides pupils with opportunities for leadership and their response to the call for justice.

The place of religious education as the core of the curriculum

is outstanding

The school fully meets the 10% requirement for curriculum time laid down by the Bishops' Conference. Religious education is at the heart of the school. The inspirational, colourful and stimulating displays, in classrooms and the public areas, depicting all aspects of our Catholic faith and tradition, are outstanding. The religious education leader has mapped the scheme the school uses to the RECD. Where there are gaps, the school has supplemented this with additional materials and special weeks, for example, Spirituality Week, Cafod activities and effective use of visitors and visits to other places of worship. The governing body ensures that the budgetary allocation for religious education and the Catholic life of the school is significant and indeed more than matches that for other core subjects.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

The experience of Catholic worship, liturgy and prayer is outstanding. The whole school assembly led by Year 1, which was observed during the inspection, was outstanding. It provided an example of how very young Key Stage 1 pupils actively portrayed their levels of knowledge and understanding of the role of Our Blessed Lady, across the world. Particularly impressive was the way in which they developed their theme through music, drama and dance and highlighted Our Lady's status in Brazil and the Brazilian devotion to Our Lady of Aparacida. Through the Year 5 worship in church, called 'Silent Prayer,' pupils demonstrate an excellent reverence, genuflecting, kneeling and praying in silence in the pews. They continued to reflect silently after prayer, demonstrating excellent levels of concentration. The parish priest led the short reflection on the feast of St Francis of Assisi. It was evident that pupils have sound knowledge and were able to make links to Pope Francis and his call for alleviating poverty in the world, thereby being more like St. Francis. The local priests and the school plan together termly for the Catholic feast-days and liturgies, including those for designated class saints. They also support the school's Spirituality Week, including pupils' participating in the 'Adoremus' autumn events. The school website also records the school's liturgical events.

The contribution to the Common Good – service and social justice –

is outstanding

The school's contribution to the Common Good and social justice is outstanding. The school council members are extremely proud of their school. They shared how the Cross on their new building reminds all in their community that, 'we are a Catholic school.' They fully understand their call to justice, 'it's like a chain reaction. If I do something nice for someone, then they will do it for someone else, which creates a massive chain reaction. That's how Jesus started it and told us, 'to love one another'. We show that by inspiring others to do good works.' They spoke very confidently about the Common Good and helping others, including raising money for Cafod, Mary's Meals, and supporting their partner school in Malawi. Pupils discussed how they are taught to

respect other faiths. They learn about Judaism, Hinduism, Islam and Sikhism. They know their mission statement by heart and they said 'what makes this school distinctive is that the religious displays help us to learn more about our faith and that there are places around the school where we can stop and pray, or just have a quiet minute.' The Year 5 collective class worship, planned and led by the pupils on the theme of 'caring for the world as God's children,' was most spiritual and reflective. The powerful level of contemplation was tangible. The pupils from the Mini Vinnies group, spoke confidently about doing their best to contribute to helping others. The pupils described how, 'it is a privilege to help others and follow in the footsteps of St. Vincent de Paul and Jesus' command, 'to love one another.'" They have prioritised their eco commitment, through their 'composting' of food waste, to respond to the message from Pope Francis, through Laudato Si. In this way, as described by a pupil, 'our small changes will make a big impact.'

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

Partnerships with parents, parish and diocese are outstanding. Parents explained how they participated in a sponsored walk to raise funds for Mary's Meals. Parents spoke with passion of the mission of the school and how the parish links are, 'the real strength of the school'. They feel they are learning from their children and the children learn from the very beginning, from the nursery. Parents shared how, 'from the beginning of their school journey, they learn about God.' They believe their children are excited about their lessons in religious education and share it at home. The school encourages the children to pray at home, so encouraging prayer in the home. Parents are well informed regarding the importance of the weekly 'Wednesday Word' sheet. They talked about how the faith carries on after their children leave the school. Their children learn about God every day and put it into action at home. The partnership with the diocese and local deanery has developed well over many years. The governing body accesses guidance and statutory advice on a regular basis and the school has well established networks and partnerships across both the wider diocesan family and in their local deanery.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The governing body, in partnership with the headteacher and her leadership team, are fully committed and dedicated to the extremely high quality ethos and culture of the school. They model excellent practice in their focused evaluations and review of key strategies, policies and documents. They are well informed and keep abreast of all diocesan guidance and statutory requirements. The governing body acts as an effective critical friend, ensuring that religious education and the Catholic life of the school, are key focal points in their development plan. The outstanding behaviour and attitudes of the pupils are a measure of the determination and vision of the headteacher. She empowers pupils across the age range to share and live out their Catholic faith on a daily basis. Her pro-active and inspirational drive, her vision for the school and the school's impact upon the wider community, are hallmarks of all that is excellent in this Catholic school.

What should the school do to develop further the Catholic life of the school?

- Develop the website further to provide parents with suggestions on how to pray as a family and to share their school prayers in this forum too.
- Develop further the 'pupil chaplaincy' for Years 5 and 6.

Information about this school

- The school is a one form entry Catholic type school in the locality of Shepherds Bush.
- The school serves the parish of Our Lady of Fatima, White City.
- The proportion of pupils who are baptised Catholic is 79%.
- The proportion of pupils who are from other Christian denominations is 16% and from other faiths is 3%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 75 %.
- The number of teachers with a Catholic qualification is 9.
- There are 25% of pupils in the school with special educational needs or disabilities of whom 13 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is an above average rate of families claiming free school meals.
- 113 pupils receive the Pupil Premium (42 %).

Department for Education Number	206 3645
Unique Reference Number	100355
Local Authority	Hammersmith and Fulham

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 -11
Gender of pupils	Mixed
Number of pupils on roll	244
The appropriate authority	The governing body
Chair	Ms Elizabeth Uwalaka
Headteacher	Mrs Karen Cunningham
Telephone number	020 8743 9428
Website	www.stjohnxxiii.lbhf.sch.uk
Email address	admin@stjohnxxiii.lbhf.sch.uk
Date of previous inspection	21 May 2014
Grades from previous inspection:	
Classroom religious education	Good
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 11 lessons or part lessons were observed.
- The inspectors attended 2 assemblies and an act of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

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