



St John's Catholic Primary School

URN: 100841

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

17–18 April 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

2

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

2

What the school does well

- St John's embraces children from a diverse range of backgrounds and works hard to ensure that all faiths are welcomed and celebrated as part of a highly inclusive Catholic family.
- All pupils are excellent role models, treating each other and adults alike with kindness, courtesy and respect, resulting in excellent behaviour.
- Relationships between parents, parish, governors and staff are visibly informed by the school's motto "To Love and Serve One Another" so that there is a strong sense of family community across the whole school.
- The pupil Catholic Life Committee is central to the school's provision as a faith community, which makes a significant contribution to the spiritual development of all pupils.

- All staff are fully committed to the Catholic ethos and purpose of St John's, because they know they are highly valued.

What the school needs to improve

- Ensure all staff and pupils know and understand their role in responding to the principles of Catholic social teaching to enhance their faith formation.
- Implement clear systems of self-evaluation, by pupils, staff, leaders and governors that support the further development of religious education and prayer and liturgy.
- Deliver, monitor and evaluate the impact of a programme of staff professional development, so that all staff are highly skilled and confident in teaching religious education and supporting prayer and liturgy.

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

St John's is a warm, welcoming and inclusive community built on their mission statement, 'To Love and Serve One Another'. Pupils actively embrace, understand and live the mission of the school and express how proud they are to be part of St John's. They have an individual commitment to living like Christ, and their behaviour around the school is excellent; their kindness towards each other is evident in their interactions with each other. They feel secure at school and show great respect for each other and for adults. Pupils have a deep respect for other faiths and this is evidenced in display, work in books and visits to places of worship. The pupils of St John's have many leadership opportunities and they take their responsibilities seriously and enjoy participating in supporting the development of the Catholic life of the school. The pupil Catholic Life Committee is a very active team and organise many initiatives, they enjoyed co-ordinating and delivering the religious education homework projects. St John's supports many charities both locally and internationally, allowing the pupils to see their faith in action. They have helped the local foodbank, the Manna society and Cafod. However, pupils could not consistently demonstrate a good understanding of the principles of Catholic social teaching. The school is currently working to complete the Oscar Romero award to further embed this.

The mission statement of St John's is an effective expression of the church's mission in education. It is known by all members of the school community and is seen in the daily lives and activities of the school. Staff act as positive role models for pupils and because of this, they are devoted in their service to the school. All relationships are strong and supportive. Staff articulate how proud they are of the welcome given to all and could provide examples of going the extra mile to support families. Staff commented, 'At St John's we call ourselves the St John's family'. The provision for relationships, sex and health education follows a programme that meets all

statutory and diocesan requirements. This curriculum is adapted to meet the needs of pupils, where necessary. The school provides a carefully maintained, engaging Catholic environment both indoors and outdoors. Beautiful displays of pupils' work, artwork and prayers create a prayerful and spiritual environment, where everyone can know that God is at the heart of the school. There is a developed chaplaincy provision, with opportunities for pupils to reflect on their faith.

Leaders and governors have a strong commitment to ensuring that the Catholic life and mission is at the centre of the school and all that they do. Parish links are especially strong and the parish priest is a welcomed visitor, who is supportive of this flourishing partnership. Pastoral care of staff has a high priority in the school; leaders really care about the wellbeing of all staff. The partnership with parents is exceptional and parents are overwhelmingly supportive. The school communicates in many ways so parents are always kept informed of what is happening in the school. Parents also stated that staff know their children well and support all families. One parent wrote, 'This is a very inclusive school, recognising that we may all have different relationships with our faith even when we share the same beliefs.' The respect and pastoral care for staff is excellent in practice as leaders and governors are dedicated to the wellbeing of all staff. The school has an implicit commitment to Catholic social teaching. There is a plan for professional development and new members of staff highly value the induction provided by leaders.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

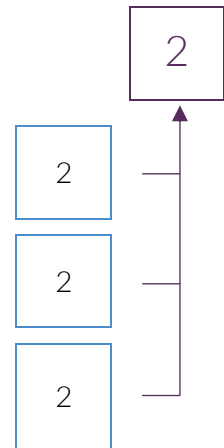
How well pupils achieve and enjoy their learning in religious education

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 enjoy religious education lessons particularly when there are opportunities for creativity and as one pupil stated, 'we love to do liturgical dance and role play activities.' Many pupils are enthusiastic and eager to learn. They continue to develop secure knowledge, understanding and skills that reflect the requirements of the *Religious Education Curriculum Directory*. Pupils are often given the chance to revisit prior learning in lessons, which helps to build up their knowledge. Pupils' behaviour in lessons is good, they remain focused and attentive which ensures that they can talk confidently about what they are and have been learning. They are able to use religious vocabulary during conversations and written work. Pupils' religious literacy recall skills are strong and have a developing sense of how religious education affects their everyday lives and what they need to do to achieve this. Written work is generally well presented and of a good quality, but this is not consistent in all year groups. Where feedback to marking is effective, pupils show a willingness to reflect and consider areas for improvement. Most pupils make progress including disadvantaged pupils and this in line with that of other core subjects.

Teachers are secure in their subject knowledge and continue to develop their skills. There is an emerging school teaching team, which is supported by experienced staff. Planning ensures that staff are aware of what each year group is working on and what needs to be achieved by the end of each topic. Teachers use praise to celebrate learning and positive relationships ensures that pupils' efforts are respected and valued. Pupils state that they want to do well, as understanding their faith matters to them. Where teaching challenges learning through effective questioning, pupils' produce work that shows a readiness to improve their understanding. Most staff deal with any misconceptions and explain key vocabulary accurately. Lessons where support staff work effectively with pupils ensure that they are guided and supported in their learning. They often were able to model expectations and ask thoughtful questions. In some year groups, time

for reflection is provided and this time was impactful in developing pupils' spiritual and moral development. Pupils, however, could not consistently explain how well they are doing in religious education. Teacher feedback did not always clearly probe or challenge learning.

Governors are proud and supportive of the school. The headteacher presents reports to the governing board during governor meetings and there is a link governor. Leaders and governors ensure that the school fully meets the requirements of the *Religious Education Curriculum Directory*. There is a plan for the implementation of the *Religious Education Directory*. Religious education has parity with other core subjects in terms of time allocation, resourcing and accommodation. The subject leadership team are passionate about their roles and have a desire to further grow staff and pupil knowledge and skills. The religious education subject leadership team draws on their expertise to improve practice, further develop subject knowledge and build confidence and supports teachers in the early stages of their careers. This professional development needs to be more targeted to further develop subject knowledge and understanding. The introduction of recent knowledge organisers has been successful in identifying clear learning intentions and vocabulary that is supporting understanding of staff and pupils. Leaders and governors do monitor, however, self-evaluation would be greatly enhanced if monitoring were more systematic, robust and precise, identifying areas for improvement accurately which would ensure even better outcomes and fully involve governors.

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

2

1

The experiences of prayer and liturgy provided by the school engage pupils of all ages. Pupils enjoy opportunities to pray traditional prayers and show great reverence. From the youngest pupils, they sing with enthusiasm and use actions, which enhances the spiritual experience of prayer across the school as a whole. All pupils respond positively to opportunities to pause, reflect and pray as a faith community. Pupil members of the Catholic Life Committee play a central role in planning and leading the weekly Wednesday Word liturgy and class prayer and liturgy opportunities. This committee need to now train more pupils across the school. Pupils are able to formulate prayers and understand the power of prayer. One pupil stated that, 'it made them feel lighter and that it had brought them closer to God.' Another pupil commented that, 'I can tell Him my mistakes and He will forgive me, no matter what.' From the religious education project homework; pupils enjoyed making their own prayers and having them turned into prayer cards that were shared with the rest of the school. Pupils are planning and leading prayer and liturgy and are beginning to evaluate their experiences. Where prayer and liturgy is strong, pupils understand the importance of silence and spontaneous prayer, sharing their own intentions.

Appropriately planned prayer and liturgy opportunities that follow the liturgical year are central to the life of the school. Moments of joy, including St John's feast day and the May Procession for Our Lady, are celebrated. There is a daily pattern of prayer across the school and scripture is appropriate to the season or theme of liturgy and is well chosen. Scripture is now a consistent component of liturgies, and that is evident from the targeted work the school has completed. Staff are models of good practice in prayer and liturgy. There is a need to ensure further professional development for staff to increase their confidence in supporting pupils to plan, lead and evaluate prayer and liturgy. Space is used well in classrooms, which all have a focal prayer

table with a class prayer book where children have the opportunity to write their own prayers, including prayers from their home languages. The prayer gardens are a wonderful space available for prayer and are used throughout the year, with time spent during Stations of the Cross in Lent and the Rosary during October and May. Families are welcomed into the school for all assemblies and Masses and they talk positively of being involved and how their children enjoy these celebrations.

Leaders and governors value prayer and liturgy in the school and allocate appropriate resources. Governors are aware of the breadth of opportunities for prayer and liturgy afforded by the school. Leaders have a good knowledge and understanding of the liturgical year and have a clear plan to celebrate the Eucharist, incorporating Holy Days of Obligation, and themes appropriate to the liturgical year. Pupils are able to talk about significant services including Ash Wednesday and Remembrance. The school's prayer and liturgy policy is accessible and on the website. Furthermore, there is a need for leaders to ensure this policy has a clear strategy for building up skills of participation as pupils progress through the school. Teachers are becoming more confident in preparing pupils to be active participants and potential leaders of prayer and worship as they journey throughout the school. However, the outcome for pupils and the provision would be further enhanced by the regular review of the quality and impact of prayer and liturgy within the school's self-evaluation cycle and ensuring that pupils' views are sought and acted upon.

Information about the school

Full name of school	St John's Catholic Primary School
School unique reference number (URN)	100841
School DfE Number (LAESTAB)	2103669
Full postal address of the school	St John's Catholic Primary School, St Elmo's Road, London, SE16 6SD
School phone number	02072521859
Headteacher	Janice Babb
Chair of Governors	Jane McManus
School Website	www.stjohnsrotherhithe.co.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	17 th June 2016
Previous denominational inspection grade	Outstanding

The inspection team

Isabel Quinn
Mark Hannon

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