



## Catholic Schools Inspectorate inspection report for St John Evangelist Catholic Primary School

URN: 206345

Carried out on behalf of Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 25-26 January 2023

|   |                                     |
|---|-------------------------------------|
| Overall effectiveness<br>The overall quality of Catholic education provided by the school.....  | 3                                   |
| Catholic life and mission (p.3)<br>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)<br>The quality of curriculum religious education.....   | 3                                   |
| Collective worship (p.7)<br>The quality and range of liturgy and prayer provided by the school.....   | 3                                   |
| The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference   | <input checked="" type="checkbox"/> |
| The school is fully compliant with all requirements of the diocesan bishop  | <input checked="" type="checkbox"/> |
| The school has responded to the areas for improvement from the last inspection  | Partially                           |

### Summary of key findings

#### What the school does well

- Leaders are committed to raising standards in religious education, they recognise the areas for development and the challenges faced and ensure staff avail of continuous professional development.
- Early career teachers are well supported, they feel valued and welcomed as part of this Catholic community.
- Most parents speak highly of the school, in particular parents of pupils with special educational needs feel well supported.

- Leaders are committed to securing options for the poor and vulnerable and work well with the community to support this work.

What the school needs to improve:

- Planning and assessment should be structured to provide clear opportunities for pupils to develop and deepen their theological understanding of topics being taught.
- All pupils should have opportunities to work collaboratively in preparing a variety of creative and well constructed experiences of prayer and liturgy.
- Pupils need to be provided with more learning experiences that develop thinking skills in an original and creative way.

## 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.

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|---|--|--|
| Catholic life and mission key judgement grade.....  |  | <span style="border: 2px solid purple; padding: 2px;">2</span> |
| <b>Pupil outcomes</b><br>The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....                  | <span style="border: 1px solid blue; padding: 2px;">2</span> |  |
| <b>Provision</b><br>The quality of provision for the Catholic life and mission of the school .....  | <span style="border: 1px solid blue; padding: 2px;">2</span> |  |
| <b>Leadership</b><br>How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school ..... | <span style="border: 1px solid blue; padding: 2px;">2</span> |  |

Pupils in St John Evangelist Catholic Primary School are happy and confident. They are articulate and enjoyed talking to inspectors during this inspection. They explained how they work for the poor and vulnerable and were very proud of their fundraising activities at Christmas when they had a *Reverse Advent calendar* and food donated went to the local food bank. They understood that they have a responsibility towards the poor and were able to quote scripture to demonstrate their understanding. Similarly, pupils knew that Pope Francis' encyclical *Laudato Si* was a message to care for God's creation and could link this to their work in this area. Pupils were able to discuss their response to this teaching by explaining to inspectors how their newly created garden was a place to grow food, to avoid waste and celebrate the wonders of nature God has provided. Inspectors spoke to a wide range of pupils and noted that all, regardless of ability, were confident and proud of their work and their school community. They were respectful of each other, allowed each other opportunities to voice an opinion and were confident at times to politely disagree with one another. Inspectors spoke to pupils from other faiths who could recognise and articulate common themes of Catholic Social Teaching that applied to their particular faith. Pupils demonstrated a respect for those of other faiths. Inspectors noted that most pupils behaved well in lessons and throughout the school. Some pupils have been appointed as Faith Leaders; they take their work very seriously and are proud to take part in assemblies and to demonstrate how to pray different forms of prayer for different year groups. Another group of pupils are very proud to have recently trained as altar servers and see this as a privilege and responsibility offered by

the school and Church.

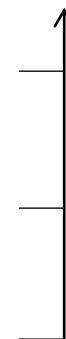
The school has recently undergone a large staff turnover; new staff told inspectors that they felt well supported by senior leaders. They explained that this is a welcoming school. Staff from other faith traditions feel supported and valued. Some parents who needed support explained how senior leaders helped them when they were in need by providing equipment and signposting agencies for further assistance. Christ is at the heart of this school community and this was clearly evident throughout the inspection. The school works closely with the clergy from St John Evangelist parish. Both priests visit regularly and the assistant priest recently spoke to pupils about his ordination and vocation as part of their learning in RE. Both local priests work closely with the school to recruit altar servers and interview pupils who applied to be Faith Leaders. As a consequence, pupils have opportunities to understand their faith at a deeper level. Relationships, Sex and Health Education (RSHE) is led by senior leaders as a team. There is a policy in place that is faithful to the teaching of the Church and presents a holistic vision of the human person. Lessons are well structured and delivered in an age appropriate way. Pupils enjoy RSHE lessons and spoke to inspectors about how they were learning to keep safe online. They were very clear about potential dangers that exist and how these could be avoided.

Leaders and governors have worked tirelessly to ensure Christ is at the heart of the school. Displays around the school evidence Catholic life and mission and celebrate work produced in religious education classes. The school works closely with the diocese and ensures new staff receive training to prepare them for teaching in a Catholic school. Catholic life and mission is communicated to parents/carers through the newsletter and the school website; as a result, it is understood and supported. Leaders and governors ensure resources are used effectively to support those in greatest need, both materially and educationally. Support staff are adept at ensuring all pupils are included in every area of school life.

## Religious education

The quality of curriculum religious education

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|---|---|
| Religious education key judgement grade.....  | 3 |
| <b>Pupil outcomes</b><br>How well pupils achieve and enjoy their learning in religious education.....                         | 3 |
| <b>Provision</b><br>The quality of teaching, learning, and assessment in religious education.....                             | 3 |
| <b>Leadership</b><br>How well leaders and governors promote, monitor, and evaluate the provision for religious education..... | 3 |



Pupils are developing religious educational knowledge and building on knowledge learned in previous years. Their work reflects the learning required by the *Religious Education Directory*. They can speak with confidence about what they have learned in RE and can use some subject specific vocabulary; however most pupils in Key Stage 2 do not have enough opportunities to deepen their knowledge and understanding. Feedback provides limited opportunities for pupils to improve their work. Pupils' work is not always matched to their ability. Pupils are not always provided with opportunities to take the initiative in their learning. Therefore, in Key Stage 2, most pupils do not make the required progress in their religious education. Pupils with SEND are well supported. Pupils enjoy their lessons. They are engaged and approach their lessons with enthusiasm; behaviour in lessons is mostly good. In Key Stage 1 and Early Years Foundation Stage (EYFS) some work is more clearly matched to pupils' ability and some groups of pupils make good progress. Some pupils in Key Stage 1 do not always have opportunities to deepen their knowledge and understanding. Pupils' attainment in religious education is in line with other core curriculum subjects.

Teachers are enthusiastic and committed. Those new to Catholic teaching are not yet confident in their subject knowledge appropriate to the phase in which they are teaching. This has an impact on lesson planning and delivery. They are committed to the value of religious education and this is evident in lessons. Teachers' skill in questioning is often limited and as a consequence, opportunities for deeper learning are missed. Pupils' efforts are celebrated, however feedback

does not provide opportunities for pupils to reflect and improve their work. Pupils are often asked to discuss their personal emotional responses to the topics being taught rather than focusing on deepening theological understanding. Other adults are used effectively to optimise learning for pupils with SEND.

Leaders and governors ensure that the curriculum for religious education is based on the *Directory*. The scheme of work chosen has been selected for its ability to deliver curriculum aims set out in the *Directory*. Leaders have ensured staff have received professional development to deliver RE, however the impact of this is not yet evident as most staff are new to the school. Leaders have ensured policies are in place and are communicated. However, the impact of some of these policies, for example elements of the feedback policy, were not in evidence during this inspection. Leaders and governors ensure that professional development opportunities are in place, both internally and externally. Leaders have modelled good practice. They support staff with the planning and delivery of lessons, however the impact of this work is not yet evident. The subject leader for religious education is new to her role. She has a clear vision for teaching and learning and has an action plan in place to secure this vision. As assistant head teacher, she works closely with the other assistant head teacher in Key Stage 2 to improve teaching and learning in religious education; however, the impact of their work is not yet in evidence. There are limited opportunities for pupils to engage in enrichment activities in RE lessons. Although the curriculum is linked to the *Directory* and therefore secures progression, it is not planned in a meaningful way that considers the cohort of pupils in this school and its place as the core curriculum in a Catholic school.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

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|--|---|--|
| Collective worship key judgement grade.....  | 3 |  |
| <b>Pupil outcomes</b><br>How well pupils participate in and respond to the school's collective worship .....                 | 3 |  |
| <b>Provision</b><br>The quality of collective worship provided by the school .....   | 3 |  |
| <b>Leadership</b><br>How well leaders and governors promote, monitor and evaluate the provision for collective worship ..... | 2 |  |

Pupils enjoy prayer and liturgy in St. John Evangelist Catholic Primary School. Prayer and liturgy are planned and are central to the life of the school. Pupils have a daily pattern of prayer taught in each year group. They reflect in silence and join in community prayer with confidence. Inspectors observed several classes during class worship and a Key Stage 1 assembly. In the best class worship observed, good attention was given to providing appropriate mood and setting and a central focus prayer space created with candles, the Bible and religious objects. Pupils are beginning to lead worship; however this is not consistent and on occasion, teachers used worship as a mini lesson. Pupils have experience of different forms of prayer but do not yet use these effectively in worship. They know traditional prayers and class worship books show evidence that worship is an integral part of the school week. Faith Leaders play a large role in assembly and in class worship, they work with other pupils throughout the school. Their impact in enabling all pupils to take on some responsibility for worship has not yet been realised. Pupils work well together; they use scripture provided by their teachers to plan worship. Pupils are not yet choosing their own relevant scripture, and incorporating music, art, meditation and reflection into their practice to create a sense of awe and wonder. Pupils, apart from Faith Leaders, are not yet clear about how the Church's liturgical year influences the prayer life of the school. Senior leaders are models of good practice to other staff and pupils as participants in, and leaders of, prayer and liturgy, however their work in this area is not yet embedded.

Prayer spaces in classrooms are liturgically appropriate, they celebrate pupils' work and contain key vocabulary for topics taught. There is a limited range of ways of praying on offer, and although

the Faith Leaders have demonstrated different forms of prayer to pupils, this has yet to be incorporated into worship. Relevant staff are limited in their ability to help pupils plan a liturgy. Staff have received training and have had worship modelled but this has not yet become embedded. As a result, some worship has elements of a lesson and in others there is a lack of attention paid to mood and setting. The potential for pupils and staff to enhance the school's prayer and liturgy is not yet fully realised. Music and other art forms are not consistently used to reflect the richness of the Church. The school works well with the local parish and this has led to some pupils being recently trained as altar servers. Pupils are proud to serve at Mass when classes go to church.

The school's policy on prayer and liturgy is well formulated and fit for purpose. It is accessible and leaders have modelled worship for teachers new to Catholic education. They have begun to develop a strategy with Faith Leaders for improving worship experiences throughout the school although this work is not yet embedded. The local priests work closely with the school and classes from the school attend Mass on a weekly rota throughout the school year. Priests visit classes to enhance learning and offer the Sacrament of Reconciliation during Advent and Lent. Leaders including governors, recognise the importance of prayer and liturgy when setting budgets and allocating resources such as time, staffing, and facilities. Leaders are well aware of the challenges faced by staff new to Catholic education and have ensured training is available, including 'Foundation Stones', 'New to Catholic education' and 'Catholicism Unpacked'. Staff have valued these opportunities as well as the in-house support offered by senior leaders as they begin their careers within the Catholic sector. Leaders have worked tirelessly to prepare new staff. They have assisted in the planning of worship and modelled good practice. This work has not yet been fully reviewed for quality and impact as part of the school's cycle of self evaluation of prayer and liturgy.



## Information about the school

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| Full name of school                            | St. John Evangelist Catholic Primary School                                |
| School unique reference number (URN)           | 206345   |
| Full postal address of the school              | Duncan Street<br>Islington<br>N1 8BL                                       |
| School phone number                            | 02072261314  |
| Name of head teacher or principal              | Mrs Gemma Raheem-Lee (Interim Headteacher)                                 |
| Chair of governing board                       | Mr Daniel Beazer   |
| School Website                                 | <a href="http://www.stjohnevangelist.co.uk">www.stjohnevangelist.co.uk</a> |
| Multi-academy trust or company (if applicable) | Click or tap here to enter text.   |
| Type of school                                 | Primary  |
| School category                                | Voluntary aided  |
| Age-range of pupils                            | 3-11   |
| Trustees                                       | Diocese of Westminster   |
| Gender of pupils                               | Mixed  |
| Date of last denominational inspection         | 20 April 2016  |
| Previous denominational inspection grade       | Good   |

## The inspection team

|                |                |
|----------------|----------------|
| Evelyn Ward    | Lead inspector |
| Linda McDonald | Team inspector |

## 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 |