



St John Fisher Catholic Primary School

URN: 146178

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

09–10 October 2025

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 in relation to the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant in relation to any additional requirements of the diocesan bishop.
- The school has addressed all areas of improvement from the last inspection.

What the school does well

- Leaders and governors are inspiring - they have a clear vision for the Catholic life and mission of the school and serve as strong role models for the whole community.
- The pupils are proud of the work they do to support charities and understand they are called to follow the example of Jesus.
- The school actively celebrates its richness and diversity, ensuring that everyone feels welcomed, respected and valued.
- Scripture is thoughtfully and consistently embedded across all key stages, helping pupils to recognise that it is the Word of God.
- Prayer and liturgy are well embedded, with pupils participating enthusiastically and reverently; this deepens their faith and influences how they live their daily lives.

What the school needs to improve

- Provide opportunities for pupils to respond to tasks independently, enabling them to offer more personal reflections that demonstrate their growing ownership of their learning.
- Develop and embed further opportunities for pupils to excel as prayer leaders by planning, delivering and evaluating prayer and liturgy at Key Stage and whole school celebrations, linked to the annual plan of provision.

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

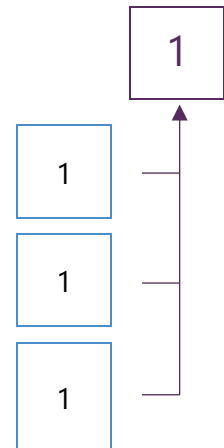
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The mission statement 'Growing and Learning Together with Christ' is lived out and embraced by all members of the school community. Pupils clearly articulate how the mission shapes the way they behave and treat others. Behaviour is exemplary; pupils are polite, respectful and committed to the school's values. They talk openly about feeling safe, valued and loved. Pupils know that they are unique, made 'wonderfully and perfectly' in the likeness of God. Catholic social teaching is woven through assemblies, lessons and wider school life. Pupils understand their responsibility to care for others, often drawing on scripture to explain why. One pupil explained, 'In Matthew's Gospel, Jesus said everyone is as important as you. This is when I need to think about the option for the poor and I can help those who are poorer than me because they are just as important as I am.' Pupils are enthusiastic about caring for creation, demonstrated through actions such as litter picking. They take real pride in leading fundraising initiatives for both local and national causes, including raising funds to support the education of two children in Uganda for ten years. Their commitment to Catholic social teaching and global justice has been recognised through achieving the Developer level of the Oscar Romero Award.

The school's mission and charism are fully embraced by staff and pupils and can be seen in the way people interact with each other. There is a strong welcome where everyone is treated with love and respect. Cultural diversity is valued and celebrated through initiatives such as marking different national independence days and making the sign of the cross in a variety of languages. One parent commented, 'With lots of different faiths at the school I'm very impressed at how the school navigates this and still makes all the children feel included. I think it instils in them really good values.' The environment is vibrant and engaging, with displays and shared spaces that are well cared for. There is a striking collection of crucifixes donated by families reinforcing the school's sense of community. Pastoral care is a strength; vulnerable pupils are nurtured and fully included through practical support and meaningful opportunities. Staff respond to individual needs with compassion and dignity, reflecting Jesus' call to 'love your neighbour as yourself'. Pupils also benefit greatly from the chaplaincy

provision, which supports their moral, spiritual and educational development. The school also meets all diocesan requirements for the teaching of relationships, sex and health education.

Staff are proud to work at St John Fisher; they feel valued and supported. They understand that decisions made by leaders and governors are rooted in Gospel values. This is evident in their interactions with pupils and each other. They appreciate the open-door approach of leaders and the opportunities for personalised professional development. The headteacher is an inspirational leader and the theme days to celebrate Christmas, Easter and Pentecost, that have introduced under her leadership, are especially valued. Governors have an informed understanding of the school's strengths and priorities and provide both support and challenge. Leaders work closely with the diocese and appreciate the support and guidance of the diocesan advisor. The parish priest is a regular visitor in the school, offering theological and pastoral support to staff. Partnerships with parents are strong, with frequent opportunities to strengthen the parish-home-school relationship. Parents speak warmly about the school's impact on their children's formation, noting that 'Gospel values are clearly embedded in every aspect of school life, and Christ is truly at the centre of all that happens here.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

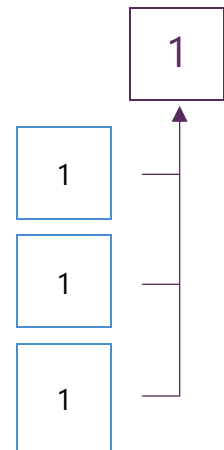
How well pupils achieve and enjoy their learning in religious education

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 talk about their religious education with confidence and enthusiasm. They explain their learning clearly, making strong progress over time as they build on what they know, remember and can do. Pupils make thoughtful connections; for example, some spoke about Abraham being asked to sacrifice his son, linking this to Jesus' sacrifice and the need to trust in God. Pupils are given regular opportunities to recall and build on prior learning, enabling them to apply their knowledge in new contexts and make meaningful theological connections. Attainment in religious education is at least in line with, and often exceeds, the other core subjects. Pupils with special educational needs and/or disabilities and those with English as an additional language are fully included and supported appropriately, which enables them to achieve well alongside their peers. When given opportunities to work independently, learners produce thoughtful responses that reflect secure understanding. Providing more frequent opportunities for pupils to respond independently would enable them to offer deeper personal reflections and demonstrate greater ownership of their learning. Engagement in most lessons is high, particularly where teaching encourages active participation. This was especially noticeable in the Early Years Foundation Stage, where child-initiated learning led to animated discussion and enthusiastic involvement. Behaviour is exemplary and lessons are calm, purposeful and respectful. Pupils understand how their work is assessed and can clearly explain their next steps. The use of 'Practice–Advance–Deepen' gives them structured opportunities to revisit and extend their learning.

Teachers have secure subject knowledge and place religious education at the heart of the curriculum. Teachers value ideas shared by pupils and work is celebrated in vibrant displays throughout the school. Whole class marking sheets are used to plan next steps, address misconceptions and adapt teaching. Questioning and mini plenaries are effectively used to check understanding, extend pupils' thinking and provide feedback. A variety of teaching strategies enable strong pupil engagement and deeper learning. Regular opportunities for partner talk and 'nesting', allow pupils to articulate their ideas and grow in religious literacy. Scripture is central to lessons and all pupils in Key Stage 1 and 2 are given opportunities to use the Bible strengthening their understanding. Teachers use a variety of approaches

such as drama, art and Godly Play; pupils enjoy these opportunities as it 'helps them to remember'. Parents recognise this impact, noting that, 'Lessons are engaging, thoughtful, and inclusive, encouraging the children to ask questions and develop a genuine understanding of Gospel values.'

Leaders and governors are fully committed to ensuring that religious education has full parity with other core subjects. Staff benefit from a well-planned programme of professional development, including theological support from parish priests, which strengthens their subject knowledge and confidence. Staff value the knowledge and support of the subject leader; her guidance and the opportunity to collaboratively plan within year groups ensures consistency and ambition across the school. Leaders ensure that the *Religious Education Directory* is implemented with fidelity, creating a curriculum that is well sequenced and builds progressively as pupils move through the school. Enriching experiences with Regeneration Drama Group and Ark Farm help the pupils make meaningful connections with their learning. Planned monitoring and self-evaluation are embedded and provide leaders with an accurate picture of strengths and priorities. Evidence from lesson visits, book scrutinies and stakeholder feedback informs improvements. Parents say they are well informed about their children's progress through termly book looks, reports and parents' evenings, an area that leaders have worked on improving. Governors receive regular updates, which enable them to offer both effective support and appropriate challenge.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

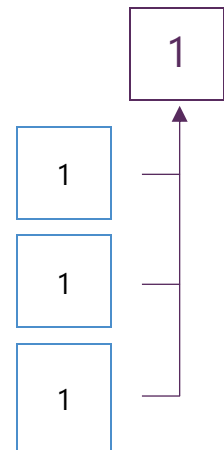
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils at St John Fisher participate reverently in prayer and liturgical opportunities. There is a genuine sense of joy; during one act of worship, pupils were observed signing enthusiastically, their participation both respectful and heartfelt. Pupils are offered a variety of experiences, including meditation, Visio Divino and praying the rosary — pupils say that they enjoy these opportunities to pray. Pupils plan and deliver meaningful celebrations of the word on a range of themes, structured around gather, word, response and mission. The pupils would value the opportunity to take on more responsibility in this area and are keen to develop their leadership further by planning, delivering and evaluating prayer and liturgy at key stage and whole school celebrations. Catholic Life Ambassadors play an integral role in the school's prayer life; they prepare the prayer room, lead lunchtime prayer clubs and take responsibility for recruiting and training the next group of ambassadors. Pupils can clearly explain how these experiences enrich their lives and shape their attitudes. They draw meaning from Scripture and apply it to their daily actions. One pupil reflected on the story of the Good Samaritan, explaining how it taught them to care for others no matter who they are.

Staff are exemplary role models and most speak with confidence about leading prayer and liturgy. Adults model their faith to pupils through their joyful and reverent participation in worship, setting a clear example of how to encounter Christ in prayer. This was clearly seen in class worship, where pupils were fully engaged and invited to participate in meaningful ways. Staff ensure that all pupils are supported to develop spiritually. Scripture is central to acts of worship and is carefully chosen to reflect the theme, deepening pupils' understanding of the word of God. The school provides carefully designed and well-maintained prayer spaces, both in classrooms and communal areas, with a beautiful display that supports understanding of the liturgical year. Parents value the opportunities offered, such as praying the rosary together in May and October and the prayer and rosary bags that are sent home. Weekly newsletters and the Wednesday Word further strengthen the home-school partnership in nurturing pupils' spiritual development.

Leaders provide clear direction for prayer and liturgy through a relevant policy that is regularly reviewed. Staff describe how 'Collective Worship is central to our day and planned with care and inclusivity, allowing everyone to encounter Christ in a personal and profound way.' They have a clear vision to ensure that prayer and liturgy is age appropriate and progressive, introducing children to traditional and other forms of prayer as they move through the school. There is a clear progression in pupils' participation and leadership as they move through the school, with older pupils taking increasing responsibility and modelling reverence and confidence for younger children. The school calendar is carefully planned to offer a wide range of opportunities, including Masses and liturgies for key events throughout the year. Parents particularly value the annual 'Blessing of the Cribs', with one parent stating that it '*fosters a deeper understanding and appreciation of faith*'. One parent shared, '*Families are always invited to regular liturgies and Masses, and the weekly morning Rosary is a lovely way to come together in prayer. It really makes us feel part of the school's faith community.*' The highly committed and skilled Catholic life and mission leader ensures that staff feel confident and supported in leading worship. Leaders and governors prioritise prayer and liturgy within the school budget, ensuring that resources and prayer spaces are of a high quality and well maintained, creating environments that support reverence and reflection.

Information about the school

Full name of school	St John Fisher Catholic Primary School
School unique reference number (URN)	102232
School DfE Number (LAESTAB)	3103505
Full postal address of the school	Melrose Road, Pinner, HA5 5RA
School phone number	02088682961
Headteacher	Nina Pignatiello
Chair of Governors	Bernadette McNamara
School Website	http://www.stjohnfisherschool.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Blessed Holy Family Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	Outstanding
Previous denominational inspection grade	June 2019

The inspection team

Amanda Dowling	Lead
Jennifer O'Prey	Team
Tracey Peters	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