



St John Evangelist Catholic Primary School

URN: 100438

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

05 February 2026 – 06 February 2026

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

Religious education (p.5)

The quality of curriculum religious education RE

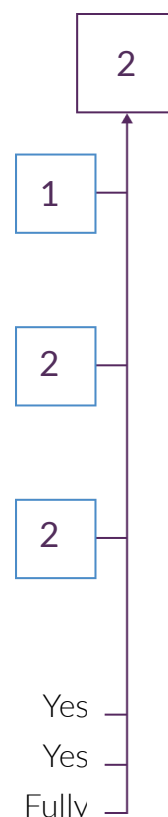
Collective worship (p.7)

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

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 responded to the areas for improvement from the last inspection



What the school does well

- School leaders and governors have an ambitious and inspirational vision, clearly articulating the Church's mission and ensuring that Christ is at the heart of the school.
- The school's mission of faith, 'To love, to learn with God in our hearts,' is exemplified through the flourishing partnership with parents and the local parish, and by the pupils, who readily embrace the mission in opportunities to serve others.
- Staff provide the highest levels of pastoral care for pupils through supportive relationships and a concrete commitment to the most vulnerable, enabling all pupils to succeed.
- The school is a joyous and welcoming community, celebrated in a religious education curriculum which encourages the spiritual and moral development of pupils, helping them to view the world through the eyes of faith.
- Pupils are provided with a range of meaningful experiences of prayer and worship.

What the school needs to improve

- Enable pupils to respond to the challenge of learning by developing greater independence in religious education lessons so that they can explore their ideas and deepen their theological understanding.
- Regularly revisit prior learning during religious education lessons to enable all pupils to make links in their knowledge, bridging existing learning to new learning.
- Empower staff to develop greater confidence in planning, leading and evaluating high quality experiences of prayer and liturgy which deeply engage pupils.

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

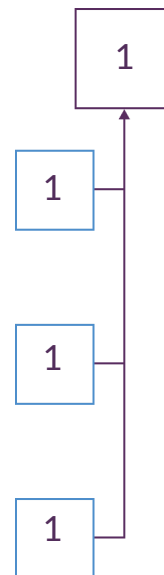
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils at St John Evangelist embrace their mission of faith, celebrated in the school's mission statement, 'To love, to learn with God in our hearts'. Pupils avidly seek opportunities to grow in virtue, pursue the common good and serve those in need by participating in a wide range of leadership roles offered to them, such as the school council, altar servers, faith leaders, playground friends and the eco-team. Pupils talk positively about the difference they make to their local, national and global communities, and they have a developed understanding of the theology underpinning their actions. Catholic social teaching is an integral part of the curriculum and is lived out in numerous fundraising activities for charities including Cafod, The Catholic Children's Society and a local charity for the homeless. Pupils donate regularly to the local foodbank and make visits to the local care home. Their behaviour is exemplary, showing a deep respect for their own personal dignity and others. The faith leaders clearly stated their mission to serve others willingly and joyfully. One leader explained that she was 'immersed' in her faith; another explained that faith leaders were 'inspired by how Jesus loved St John, Jesus' beloved disciple.' Pupils can clearly express the understanding that they are made in the image and likeness of God. They demonstrate a deep respect for others, which is strengthened by a programme of learning about other faiths.

St John Evangelist excels at being a Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent remarked on the 'welcoming, supportive and positive atmosphere' of the school. Another parent stated, 'The school's Catholic life and mission are an important part of daily school life and are clearly reflected in the values the children are taught.' Staff are exemplary role models. They embrace the mission of the school,

which is encapsulated in their relationships with each other and in the highest levels of care and nurture they provide for all pupils, particularly the most vulnerable. A member of staff stated, 'Catholic life and mission is at the heart of everything we do here.' One member of staff was inspired to become a catechist at the weekly Sunday Mass for children. Another started 'The Little Lambs' Year 1 Bible study group with a local parish. The school environment bears exceptional witness to its Catholic identity through religious imagery and vibrant displays. Excerpts from scripture incorporated in displays and on walls in central areas, nourish and inspire the community. The provision for relationships, sex and health education is carefully planned, well-resourced and meets all diocesan requirements.

Leaders and governors rightly see the school as a source of inspiration for the whole community and are highly ambitious about its contribution to the lives of those it serves. Governors are committed, well-organised and conscientious. Minutes bear witness to their determination to further the school's mission through support and challenge. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need. The leadership team show their commitment to the principles of Catholic social teaching by integrating them into a planned religious education curriculum closely matched to the Religious Education Directory. Leaders and governors work closely with the diocese, attending training and working in partnership to enthusiastically respond to diocesan policies and initiatives. They are highly committed to the development of all staff and there is a flourishing partnership with the local parishes. The parish priest leads a weekly family prayer session, and the assistant priest regularly visits classes. Their involvement has a positive impact on the spiritual development of the pupils, as evidenced during a question and answer session with Year 6 on ordained ministry. The school builds on this dynamic partnership by providing a vibrant parent engagement strategy, ensuring that parents are kept well-informed about key events in the Catholic life of the school.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

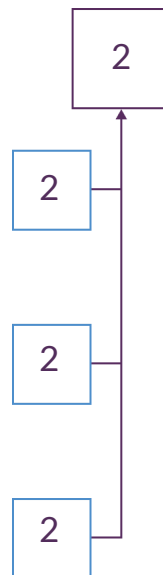
How well pupils achieve and enjoy their learning in religious education

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 are developing secure knowledge, understanding and skills in religious education which exemplify the learning required by the Directory. Through effective questioning, pupils are invited to fully articulate their thoughts and ideas. There is a consistent structure and good pace to lessons throughout the school so that pupils are enabled to progress through their learning, fully engaged and using their knowledge, understanding and skills effectively to explore key concepts. Pupils are religiously literate and can use subject-specific vocabulary during class discussions. Designated discussion times focus on 'big questions' in religious education. Pupils can work both collaboratively and independently on tasks, and their focus and enthusiasm result in good progress. Pupils in Reception class were able to confidently contribute, 'Jesus takes care of everyone, the whole world.' Effective adult support and visual resources, in particular, communication in print, are used so that all groups are given the help they need to achieve success. Achievement in religious education is on a par with other core subjects. Creative learning methods enhance pupil engagement and allow them to explore their learning through a wide variety of media. Pupils would benefit from the opportunity to develop greater independence in order to embrace the challenge of deeper learning.

Teachers demonstrate a deep commitment and bear witness to their belief in the impact religious education has on the spiritual development of pupils. Pupils are given space and time for reflection in some lessons, but all pupils would benefit from more regular opportunities for purposeful reflection during lessons. As a result of regular professional development, through diocesan courses, and support from the religious education subject

leader, and senior leaders, planning is thorough. However, pupils would benefit from regular review of prior learning during lessons to focus on consolidating the knowledge all pupils need to learn and remember. Scripture is used as an integral part of lessons, which has given pupils the opportunity to become skilled at linking messages in scripture to their daily lives. One parent observed, 'My child likes to tell me about the stories she has learnt about Jesus.' Another parent commented, 'Religious education is engaging and helps pupils understand their faith in a meaningful and supportive way.' Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors. Pupils are motivated to achieve weekly 'star of the week' and Christian values awards for learning and behaviour.

Leaders and governors have ensured that the religious education programme faithfully delivers a sequential, imaginative and creative curriculum, as set out in the Directory. They have ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources and accommodation. The religious education subject leader ably supports staff in planning and delivering the scheme of work so that creative teaching methods are used to promote active learning and engage pupils. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leader and senior leaders. One staff member commented, 'I feel grateful to be given the opportunity to impart such knowledge in an amazing school where leaders are so supportive.' Thorough, collaborative planning sessions secure coherence across the ages and phases of learning. Through carefully planned lessons, and adapted resources, additional adults in class are effective in supporting vulnerable pupils to achieve. Action plans are shared with governors so that priorities are implemented, and their impact analysed. Planning now needs to focus on challenge and independence in learning. Governors visit the school regularly, providing a clear and strategic vision for development. Actions are recorded in the governors' action plan. Regular, forensic monitoring and analysis by senior leaders and governors result in accurate self-evaluation which leads to improving outcomes for all pupils.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

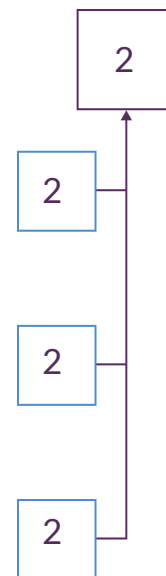
How well pupils participate in and respond to the school's collective worship

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 engage reverently in the prayer life of the school. A range of ways of praying are offered to pupils, including traditional prayer, meditation, silence and reflection. Pupils readily take on the responsibility to lead worship with the support and guidance of class teachers. They regularly evaluate the quality of prayer and liturgy they have planned. Pupil-led classroom prayer sessions are recorded in the class prayer & worship books. Faith leaders work together with school leaders to plan prayer opportunities for the school community. Scripture is central to prayer and is used meaningfully to deepen pupils' experience. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils know a repertoire of hymns which complement liturgies and are linked to the liturgical year. Designated prayer spaces are provided throughout the school, in the classrooms, and in the prayer gardens. A member of staff described how pupils, 'often take themselves over to the prayer area and say a spontaneous or traditional prayer.' The prayer life of the school is a full expression of the Church's liturgical year. Pupils can describe the parts of the Church's liturgical year and articulate how it influences the prayer life of the school. Pupils would benefit from opportunities to deepen their engagement in prayer and liturgy to experience a closer relationship with the living God.

Prayer supports and nourishes the school community and pupils draw inspiration from the lives of the saints. Designated prayer areas provide a focus for prayer, and pupils can say their daily prayers with confidence and reverence. There is a centrally located prayer intentions board where parents, staff and pupils are invited to contribute prayers which are collected half-termly and remembered during assembly. However, the prayer provision needs to be

evaluated regularly by staff to ensure it is of consistently high quality. Teachers designate moments of silence during prayer to facilitate deeper reflection and contemplation. Visio Divina, Lectio Divina and the Examen offer pupils the opportunity to experience the wide range of ways of praying that are part of the Catholic tradition. During a Visio Divina session, a year 4 pupil observed, 'Life is tricky and scary sometimes, but Jesus is always with us and He will guide us.' The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper understanding of the Gospel message and the call to serve. The school's flourishing partnership with the local parish ensures that pupils regularly participate in the sacraments. Classes attend Mass on a rota. In addition, staff and pupils engage in spirituality days during the seasons of Advent and Lent. Senior leaders are models of good practice to other staff and pupils by engaging with and leading prayer and liturgy. Leaders and governors ensure that pupils in the school are offered a range of meaningful experiences of prayer and worship. They support staff to lead appropriate prayer and liturgy through a clear, effective policy and regular professional development opportunities but staff now need to develop the confidence to implement it.

Leaders and governors ensure that the school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. The Sacrament of Reconciliation is celebrated at key times in the liturgical year. Parents are invited to attend assemblies, liturgies and Masses. Family prayer is encouraged through the classroom prayer books which are sent home and the weekly prayer sessions led by the parish priest. Governors prioritise a generous budget for resources, for developing prayer areas and for providing professional development for all staff. Staff would benefit from ongoing professional development to ensure that prayer and liturgy is of a consistently high quality. As part of the school's self-evaluation, staff, parent and pupil voice questionnaires are regularly used by leaders to review and improve the quality and impact of prayer and liturgy. One parent observed that 'prayer is given a central place'. A staff member commented, 'I thoroughly enjoy working at St John Evangelist and I feel that working here has brought me closer to my faith.'

Information about the school

Full name of school	St John Evangelist Catholic Primary School
School unique reference number (URN)	100438
School DfE Number (LAESTAB)	2063456
Full postal address of the school	St John the Evangelist Rc Primary School, Duncan Street, London, N1 8BL
School phone number	020 7226 1314
Headteacher or Head of School	Mrs Stephanie Maker
Chair of Governors	Mr Daniel Beazer
School Website	www.stjohnevangelist.islington.sch.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	25 January 2023
Previous denominational inspection grade	Requires Improvement

The Inspection Team

Honoria Lelia Flatley Lead

James Stacey

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