



## St Josephs Catholic Primary School

URN: 100441

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

29 April 2026 – 30 April 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

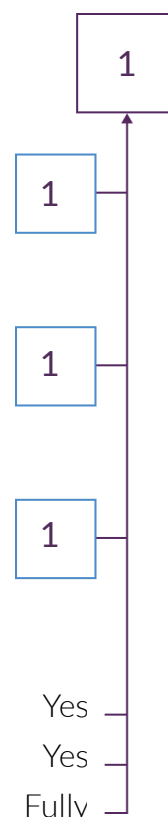
#### Collective worship (p.7)

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

- The school's mission of faith, 'Our family at St Joseph's learns, loves and grows with God at the centre', is lived out through flourishing partnerships with parents and the local parishes, and by pupils who readily embrace Catholic social teaching in opportunities to serve others.
- School leaders and governors share a clear and ambitious vision for the school, ensuring that Christ remains at the centre of all aspects of school life.
- All staff members are excellent role models who, through their relationships with each other and the pupils, consistently bear witness to the school's Catholic life and mission.
- The school is a joyful and welcoming community of faith, celebrated in a religious education curriculum which encourages the spiritual and moral development of its pupils and the articulate expression of pupils' religious knowledge and understanding.
- A rich variety of prayer and liturgy opportunities enables pupils to participate fully, actively, and meaningfully in the spiritual life of the school.

## What the school needs to improve

- Ensure that the Passionist charism of love and service fully inspires the school community, enriching its spiritual formation and growth.
- Offer pupils greater choice in taking the initiative to work independently in religious education lessons, synthesising knowledge and responding to the challenge of learning in original, creative ways.
- Provide more opportunities for pupils to evaluate the quality of prayer and liturgy, exploring ways to deepen the experience of their encounter with God.

## 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

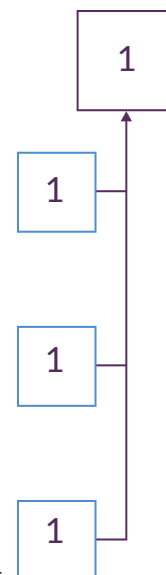
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 Joseph's embrace their mission of faith, celebrated in the school mission statement, 'We learn, love and grow with God at the centre'. 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 pupil chaplains, prayer leaders, eco-warriors, librarians and digital leaders. 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 embedded in the curriculum and is lived out in numerous fundraising activities for charities including Cafod, The Catholic Children's Society, Oceana, Fairtrade and donations to the local foodbank, as well as book donations to the children's ward of the local hospital. Pupils speak about taking inspiration from the charisma of love and service of the Passionist order, which they link to Catholic social teaching and the life of their patron, St Joseph. One pupil chaplain explained that 'God is the centre of our school and the centre of our roles'. Another pupil chaplain shared, 'My goal is to teach others about the life of Jesus'. Pupils' behaviour is exemplary, showing a deep understanding of their own personal dignity and others. Pupils can clearly express that they are made in the image and likeness of God and they are happy, confident and secure. They demonstrate a deep respect for others, which is strengthened by a programme of learning about other faiths.

St Joseph's excels at being a Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent stated, 'St Joseph's is a wonderful, spiritual community with a strong underpinning of faith.' A member of staff declared, 'Our school staff

dedicate themselves to enriching children's faith in everything we do'. Staff are exemplary role models. They embrace the mission of the school, which is encapsulated not only in their relationships with each other, but also in the highest levels of care and nurture they provide for all pupils. The school environment bears exceptional witness to its Catholic identity and, through religious imagery, murals and vibrant displays, reflects the presence of Christ throughout. The Catholic ethos is further enhanced through the provision of the woodland area, which celebrates creation and is a special place for prayer through the 'spiritual pathway'. The school chapel is home to the Blessed Sacrament and contributes to the spiritual formation of pupils and staff. The school would now benefit from ensuring that the charism of love and service of the Passionist order continues to fully inspire the school 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, and minutes bear witness to their determination to uphold 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 curriculum closely matched to the Religious Education Directory. Leaders and governors work closely with the diocese and enthusiastically respond to diocesan policies and initiatives. They are highly committed to the development of all staff. Leaders and governors recognise the parish as being central to the Catholic life of the school, which is demonstrated through the flourishing partnership with the local parishes. A vibrant parent engagement strategy ensures that parents are kept well-informed about key events in the Catholic life of the school. As a result, one parent commented that St Joseph's 'offers a wonderful environment rooted in strong values and a clear sense of community.'

## 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

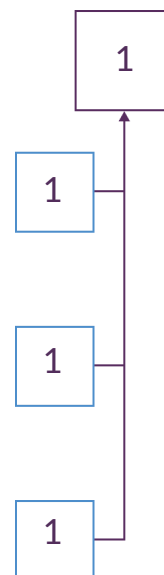
How well pupils achieve and enjoy their learning in religious education

#### 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 excellent knowledge, understanding and skills in religious education which exemplify the learning required by the Directory. There is a consistent structure and excellent pace to lessons so that pupils are enabled to progress through their learning, fully engaged and using their knowledge, understanding and skills to reflect spiritually and think theologically. Recall questions are used effectively to link prior learning to new knowledge. Pupils are adept at relating learning in lessons to their own lives and use subject-specific vocabulary seamlessly during class discussions. They can work both collaboratively and independently and their passion and enthusiasm result in excellent progress. Effective adult support and excellent visual resources are used so that all groups are given the help they need to achieve success. Achievement in religious education is significantly above average and is in line with other core subjects. Richly creative learning activities enhance pupils' engagement, allowing them to explore their learning through a wide variety of media. Technology is used effectively, with the RE-bot checking pupils' understanding of key facts. Weekly podcasts are based on the Gospel passage from the 'Wednesday Word'. Presentation of pupils' written work is meticulous and is of a consistently high standard. Pupils would now benefit from greater choice in using their initiative to work independently in synthesising knowledge and responding to the challenge of learning.

Teachers are skilled and knowledgeable in the subject. They demonstrate a deep commitment and bear powerful witness to their belief in the impact religious education has on the spiritual development of pupils. This is particularly evident when pupils are led into periods of

reflection in lessons, which they greatly value and which lead to a deeper and more meaningful experience for them. Children in the Early Years are offered a joyful experience of learning about God's love through continuous provision of play-based creative activities. Children in Reception class excitedly announced, 'Jesus is alive!' and proceeded to 'share the Good News' through a selection of activities centred on the story of Pentecost. Well-designed lessons extend pupils' knowledge and understanding so that pupils learn extremely well. 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. Teachers' questioning encourages pupils to delve deeper into their theological understanding to maximise learning. Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors.

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 assisted by the religious education team, is inspirational in supporting staff in planning and delivering the scheme of work so that innovative and creative teaching methods are used to promote active learning and fully engage pupils. Religious education open days are offered to parents, involving a presentation by the subject leader, followed by an invitation to parents to join lessons. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leader and senior leaders. Thorough, collaborative planning sessions secure coherence across the ages and phases of learning. Through carefully planned lessons, and high-quality resources, additional adults in class are highly effective in supporting vulnerable pupils. Action plans are shared with governors so that priorities are implemented, and their impact analysed. Governors visit the school regularly, providing a clear and strategic vision for development. Regular, forensic monitoring and analysis by the religious education subject leader, senior leaders and governors result in accurate self-evaluation which leads to outstanding outcomes for pupils. One parent commented on the impact of religious education: 'St Joseph's is a wonderful school and it is clear that the children's Catholic education is at the heart of everything they do.'

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

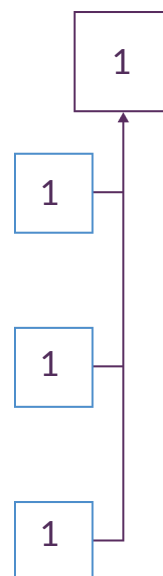
How well pupils participate in and respond to the school's collective worship

#### 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 a full, active and joyful prayer life. A wide range of ways of praying is offered to pupils, including meditation, silence, and reflection, as well as well-loved traditional prayers. Pupils are encouraged to pray spontaneously, asking for help for themselves, their families, the wider community and the world, thereby demonstrating their understanding that everything is dependent upon God's abiding love. Pupils are skilled at planning, leading and evaluating classroom worship, as evidenced in the beautifully presented class collective worship books. Class prayer and liturgy books highlight pupils' prayer journeys through the school. 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' singing is of the highest standard; they readily and enthusiastically sing hymns which complement liturgies, and the school choir, ensemble and orchestra enable pupils to use their gifts and talents to enhance prayer and liturgy. The prayer life of the school is a full expression of the Church's liturgical year. Mass is celebrated frequently, particularly on feast days and holy days. A staff member commented, 'Prayer is central to daily life, giving children regular opportunities for reflection and spiritual growth'.

Prayer supports and nourishes the school community, and pupils draw inspiration from the lives of the saints. High-quality prayer areas in classrooms, corridors, and the outdoor 'spiritual pathway' provide a focus for prayer. Moments of joy and sorrow within the school community are celebrated in prayer. Pupils can say their daily prayers with confidence and reverence, and they love reciting their school prayer. Teachers designate moments of silence during prayer to facilitate deeper reflection and contemplation. Prayer times are a cherished

part of the school's daily life. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper relationship with God. An excellent partnership with the local parish priest ensures that pupils participate in the breadth and richness of Catholic tradition. Staff are excellent role-models for pupils, participating fully, with reverence and commitment, in the prayer life of the school. A staff member explained, 'Through collective worship, prayer and reflection, children are given regular opportunities to develop their spiritual understanding.' Pupils would now benefit from more opportunities to evaluate the quality of prayer and liturgy, exploring ways in which to deepen the experience of their encounter with the living God.

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. They support staff to lead appropriate prayer and liturgy through a clear, effective policy. 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. Parents are invited to attend assemblies, liturgies and Masses through regular newsletters and through the school's vibrant school website. The Sacrament of Reconciliation is offered at key times in the liturgical year. Leaders and governors prioritise a budget for resources, and for developing prayer areas, and they place the highest priority on providing continuous professional development for all staff. Staff are given the opportunity to attend relevant diocesan courses, and are given regular guidance and support from governors, and school leaders. As a result, staff understand the centrality of prayer to the life of the school and are well-supported to lead it. As part of the school's self-evaluation, parent, staff and pupil voice questionnaires are regularly used by leaders to review and improve the quality and impact of prayer and liturgy. A parent commented appreciatively, 'The strong culture of prayer, regular church attendance, engagement with scripture, and children's liturgy all contribute to a nurturing environment that truly embodies the values of a vibrant Catholic school.'

## Information about the school

|                                          |                                                                                      |
|------------------------------------------|--------------------------------------------------------------------------------------|
| Full name of school                      | St Josephs Catholic Primary School                                                   |
| School unique reference number (URN)     | 100441                                                                               |
| School DfE Number (LAESTAB)              | 2063483                                                                              |
| Full postal address of the school        | London Borough of Islington, Highgate Hill, London, N19 5NE                          |
| School phone number                      | 0207 272 1270                                                                        |
| Executive Headteacher                    | Miss Clare McFlynn                                                                   |
| Headteacher or Head of School            | Mrs Angela Noronha                                                                   |
| Chair of Governors                       | Doctor Paul Lasok                                                                    |
| School Website                           | <a href="http://www.st-josephs.islington.sch.uk">www.st-josephs.islington.sch.uk</a> |
| Trusteeship                              | Religious Order Passionists                                                          |
| Phase                                    | Primary                                                                              |
| Type of school                           | Voluntary Aided School                                                               |
| Admissions policy                        | Non Selective                                                                        |
| Age-range of pupils                      | 2 - 11                                                                               |
| Gender of pupils                         | Mixed                                                                                |
| Date of last denominational inspection   | 03 October 2019                                                                      |
| Previous denominational inspection grade | Outstanding                                                                          |

## The Inspection Team

Norah Flatley Lead

Dermot O'Neill

Mary Ainger

## 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 |