

St Joachim's Catholic Primary School

URN: 141927 | Inspected: 02 December 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

The school ensures that learning in reading, writing and mathematics is a priority, so that pupils can confidently access learning across other subjects. Pupils, including those who are disadvantaged, achieve in line with national published outcomes in these subjects by the time they leave the school. The school knows the needs of pupils well. Pupils, including those who have barriers to their learning, are typically provided with the support they need to make progress through the wider curriculum. As pupils move through the school, they are able to deepen their understanding of increasingly complex knowledge and concepts. For example, in history in Year 2, pupils learn and discuss the life of Nelson Mandela. By Year 4, pupils use their prior knowledge to analyse and describe the experiences of soldiers in the Second World War. Pupils develop the knowledge and skills they need to ensure that they are well prepared for the next stage of education.

Curriculum and teaching

Expected standard

The school has created a broad and well-structured curriculum. Knowledge is well sequenced and builds from year to year. Training ensures that staff have the knowledge required to deliver learning across subjects well. Teachers check pupils' understanding during lessons. They generally identify misconceptions, giving pupils additional opportunities to rehearse and practise learning. In some cases, the choices about what to teach when, and how to teach it, are not as effective in ensuring that all pupils learn the intended knowledge. Disadvantaged pupils and those with special educational needs and/or disabilities are supported well. Their learning through the curriculum is adapted when needed to ensure that they can access the knowledge they need to make secure progress. The school focuses on the teaching of early reading, writing and mathematical skills. This ensures that pupils can access learning in other subjects. Pupils use their phonics knowledge to blend sounds and read words. The books that pupils read are appropriate for developing their fluency and confidence. Staff swiftly provide effective support when pupils are struggling to keep up.

Developing pupils' oracy skills is a priority. Teachers model sentence structure effectively. They provide opportunities for pupils to rehearse sentences out loud. Pupils express themselves clearly and talk about what they have learned. In some cases, other early writing skills, such as developing an effective pencil hold, need

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more focus. Some pupils do not develop the writing fluency they need in a timely way to make progress in other subjects as they move through school.

Early years

Expected standard

The early years curriculum is carefully designed to ensure that children learn the knowledge they need across all areas of learning. Teaching includes both focused activities, which aim to develop specific knowledge and skills, alongside exploration of the learning environment. Opportunities for children to climb, or use resources in sand play, allow them to develop important physical skills. The knowledge children learn is carefully checked by staff. Gaps in their learning are generally identified well. The school prioritises a focus on developing early reading, writing and mathematics skills so that children acquire the basic knowledge they need. Children are introduced to letter sounds and learn to write numbers and letters. Children enjoy showing staff what they know during taught sessions. However, on occasion children's mistakes are not corrected. This includes a lack of focus with supporting children to acquire an effective pencil hold as they develop their early writing. Staff training to support with the development of children's language and vocabulary has been prioritised. This is helping to develop a more consistent approach. Many staff are skilled at modelling and extending the language used by children, for example when staff encourage children to explore their ideas when trying to get a toy out of a block of ice, using their vocabulary to explain what is happening.

Inclusion

Expected standard

Pupils' individual needs are identified as swiftly as possible. Leaders across school demonstrate a detailed understanding of their pupils, particularly those who are disadvantaged. Leaders are aware of the challenges that some pupils may face and use this knowledge to inform the design and delivery of targeted support. Leaders' reviews of the needs of these pupils, including any personal or academic changes that might be required, ensure that leaders know what support to put in place next. Typically, disadvantaged pupils are supported effectively. Professional learning for staff is carefully planned. This includes training on the school's approach to supporting pupils with special educational needs and/or disabilities (SEND). Everyone knows their role and responsibilities. The school uses specialist teachers and external advisers to inform adjustments and adaptations to the curriculum and resources. Pupils with more complex educational SEND are supported through a more personalised approach. Consideration has been given to what and where they learn in school, including a more bespoke curriculum if required. Staff are responsive and attentive to pupils' needs. In some cases, the help provided for pupils with SEND needs further refinement and embedding.

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Leadership and governance

Expected standard

Leaders have a shared, in-depth understanding about the contextual needs of the pupils who attend this school. They know pupils and families well. They work effectively to make sure that pupils are both supported and challenged with their learning as they move through the school. The school prioritises providing wider enriching and exciting experiences which enhance learning. This ensures that pupils are happy and eager to attend school. Constructive relationships with parents and carers are maintained. Workshops help parents to feel more involved with their children's experience of school. Those responsible for governance ensure that there are processes in place to regularly review the work of the school. Along with school leaders, they continue to identify

areas for improvement

and implement the necessary actions to address these, for example making refinements to parts of the curriculum. Leaders should strengthen their oversight to ensure the further consistency of the school's work. Local governors and trustees, alongside leaders and staff, are proud to be part of the school community. Staff workload and well-being are well considered. Regular feedback from staff ensures that all leaders are aware of any potential areas for further improvement. Bullying and harassment of staff does not take place. Staff praise the professional learning programme, which they say is focused and supportive and helps them to deliver further improvements.

What it's like to be a pupil at this school

Pupils are proud to be part of a happy, caring school community. They enjoy learning. Pupils are safe. They know there is always a trusted member of staff to speak to if they have any concerns. Bullying is rare but, if it happens, staff deal with it quickly and effectively. In lessons and around the school, pupils demonstrate very positive behaviour. They are sensible and polite. Incidents of inappropriate behaviour are few. These are swiftly dealt with by staff. Pupils learn to respect differences and celebrate the things that people have in common. Leaders are ambitious for pupils, including those who are disadvantaged or have barriers to their learning. Pupils' needs are identified and effective support is typically put in place. Some pupils receive additional, targeted support from staff, others use adapted resources to help them learn independently. This ensures that pupils make secure progress from their starting points and are prepared for the next stage of their education. By the time pupils leave the school they achieve broadly in line with national outcomes across the curriculum. Pupils are provided with a wide range of opportunities to broaden and extend their learning. For example, there is a rich offer of trips, including visits to Paris and Rome and a chance to enjoy museums and galleries across London. Pupils speak enthusiastically about their learning on these excursions. They have access to the many different clubs provided, such as chess and archery. Pupils benefit from a very well-designed personal development offer intended to raise the aspirations of all pupils, while developing their talents and interests further. This wider provision ensures that pupils want to come to school each morning. Pupils' attendance continues to improve.

Next steps

- Leaders should ensure that staff are supported to make effective choices about what to teach, when and how to

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teach it to ensure that all pupils learn the intended curriculum.

- Leaders should ensure that staff have the knowledge and expertise to more effectively develop pupils' early writing skills, specifically pencil grip and handwriting, so that they can write with confidence and fluency.

Attendance and behaviour

Strong standard

Leaders actively promote positive pupil attitudes to attendance through the strategies they employ to enhance pupils' engagement in school. Pupils understand the importance of attending regularly and appreciate the rewards they receive. Attendance is carefully monitored and the school intervenes effectively to support individuals who face barriers to coming to school every day. Oversight and leadership of attendance are very effective, with tailored support continuing to drive positive outcomes. Attendance remains high over time. Considerable improvements have been made to the attendance of pupils who were previously persistently absent. Behaviour expectations are taught well. Routines for behaviour are well embedded and understood. Pupils behave extremely well. Pupils take responsibility for their actions and the choices they make. They are self-disciplined and manage their emotions well. Teachers are positive role models and if things do go wrong pupils appreciate how they take time to talk through what has happened. Leaders have an informed understanding of the behaviour needs, challenges and barriers that their pupils may face. Leaders use the systems in place to identify any patterns in incidents of inappropriate behaviour, or any pupils who may require additional support. The school works with external professionals for advice and guidance to help pupils when needed. Personal development and well-being Strong standard The personal, social and health education curriculum is wide ranging and very well designed. Learning builds from year to year so that important themes and ideas are revisited as the pupils move through school. The school has ensured that learning about diversity is carefully woven through all aspects of the curriculum. Pupils learn about and celebrate difference. From different family structures to world religions, they examine discrimination and debate different views and ideas. Special events, such as the school's 'international day', enable pupils to share and learn about different cultures. Parents and carers talk of their cultural experiences. National food and national dress are shared in a celebration of the diverse school community. Such events fully support pupils' wider understanding of the fundamental British values. Pupils learn how to keep themselves safe in the community and online. They attend workshops that develop their knowledge of consent, boundaries and different types of relationships. The wider offer is available to all pupils. It is designed to ensure that all pupils can fully benefit from it. This includes disadvantaged pupils and those with special educational needs and/or disabilities. Pupils enjoy different clubs, including gymnastics, archery and drama. They appreciate the trips available, for example visiting a science camp and practising orienteering.

Pupils are proud of their contributions to the school and the local community. Student councillors help share their ideas to improve school lunches. Prefects model expectations of positive behaviour. They support other pupils, for example at breaktimes. Pupils learn wider values such as kindness and care for others. The choir sings in the community to raise money for a homeless charity, while other pupils in school have the opportunity to visit a local care home to speak to residents. Expected standard

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For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/st-joachims-catholic-primary-school-london>