

FCJ Primary School

URN: 132423

Catholic Schools Inspectorate report on behalf of the Bishop of Portsmouth

06–07 March 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

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

N/A

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The diocesan bishop has not published any additional requirements.
- This is the school's first inspection by the Catholic Schools' Inspectorate and consequently, there are no previous areas for development.

What the school does well

- The charism of the Faithful Companions of Jesus (FCJ) Religious Order has a profound impact on all aspects of FCJ school life enabling a strong-shared vision that everyone is committed to. This has led to a harmonious, positive school where the Catholic life and mission is vibrant.
- The headteacher leads with love, enthusiasm and with gentle strength, aiming for all to grow and flourish, and so be the best they can be. Senior leaders model the core values through their interactions with all in the school community. Along with staff, they have a strong commitment to ensuring the pupils receive a holistic Catholic education.
- Pupils are wonderful ambassadors for FCJ Primary School. They recognise the blessings in their lives and therefore their responsibility to serve others. They are keen to take on leadership roles as they value the opportunity to make a difference.
- Religious education is valued as a core subject, with time and resources being invested into ensuring that pupils achieve well. Pupils enjoy their religious education through a wide range of creative opportunities offered.
- The high quality experience of prayer and liturgy offered has resulted in pupils' spiritual development being very strong. The religious education and ethos governor has worked alongside staff to enhance this provision.

What the school needs to improve

- Ensure the exemplary practice in religious education seen in some classes is shared across the school, with a particular focus on making links to scripture and Church teaching and how this influences our lives, so allowing deepened thinking.
- Self-evaluation of the Catholic life of the school and religious education needs to be strengthened, ensuring that when areas are identified actions are timely and impactful.

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

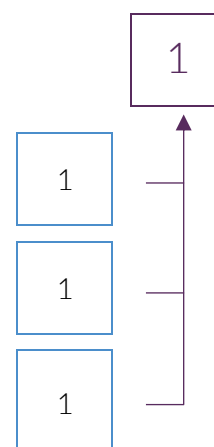
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 identify strongly with the school's charism of the Faithful Companions of Jesus Religious Order. They are very keen to share what makes their school unique based on its history and how they apply the mission, taken from the teaching of Marie Madeleine, foundress of the order, 'Teach the children with all the kindness and gentleness possible', to their lives today. Many pupils mentioned that they are like a family, 'We accept one another's differences and feel comfortable being who we are. All staff want us to be the best we can be without changing who we are.' Pupils feel a sense of worth and feel deeply valued, recognising they are all made in God's image. The school's core values, principles of Catholic social teaching and the Rights and Respecting Schools' Framework are interwoven with pupils thriving and flourishing at this vibrant school community. Pupils are deeply respectful. They are aware of their social responsibility to those around them and embrace opportunities to support local and wider charitable initiatives, for example, working with the local St Vincent de Paul group on their food bank, as well as the Grace Trust food bank and visits to a local care home and soup kitchen. As a result, of the mutually respectful relationships and restorative behaviour policy, pupils' behaviour is exemplary.

The mission statement is evident and witnessed by all in the school; it drives FCJ's continued success. Staff shared how they are enabled to be the best version of themselves because of the level of support from the school leadership. One staff member represented many views that were heard, saying 'The love, care and compassion shown for us professionally and personally means we can be the best we can be.' Staff, visitors and parents comment on the strong welcome they receive into the school. Staff are positive role models for pupils, developing strong relationships that centre on their core values of gentleness, hope and dignity. Parent feedback

in the inspection survey was very positive with families recognising how they and their families are valued by the school. A parent commented, 'I can't begin to describe all the support they give the children and families. Love and kindness are so evident.' All staff consistently bear witness to the school's Catholic life and mission. This is seen through the levels of pastoral care offered to pupils and members of the community. The buildings have been heavily invested in, are well cared for, and spaces are carefully planned, allowing for enrichment opportunities. The beautifully resourced prayer room, additional rooms for teaching science and the arts, along with attractive communal spaces indoors and out offer a calm and purposeful environment.

Leaders and governors are deeply committed to the Church's mission and are inspirational witnesses to the Gospel. They actively engage with the FCJ Educational Trust, for example through accessing induction and further training, leading to a clear charism based on the FCJ's vision for education. The headteacher is passionate about her school and leads it with great effect. The staff share an enthusiasm and joy in serving the mission of the school. Senior leaders contribute to the on-going development of high-quality training not only for the school but for the wider FCJ family of schools. The FCJ guidance publications are pivotal in ensuring induction and on-going formation, which have led to a consistency of approach and common voice where all staff understand and apply the charism throughout school life. The school values the mutually supportive relationship with the parish. Leaders and governors fully recognise parents as the prime educators of their children and seek every opportunity to enable parents to fulfil their role; this was evidenced through the regular communication to parents regarding religious education and Catholic life of the school and the well-attended Advent workshops which were led by the religious education and ethos governor. Although governors are involved in many aspects of school life, a review of systems and approaches to self-evaluation would serve the school well.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

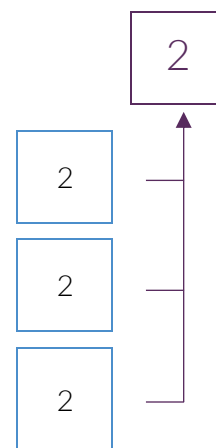
How well pupils achieve and enjoy their learning in religious education

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 are developing a good knowledge and understanding of religious education. In lessons observed pupils could recall the scripture taught accurately and explain clearly the key meaning and how to apply this to their lives. They make good progress. The vast majority of pupils thrive in their learning. Pupils are developing their religious literacy well, enabling them to reflect, begin reasoning and think ethically. They work independently, concentrate well, collaborate with others and speak with confidence about the subject. In the early years the children were confident in sharing what they were learning through a range of well-designed activities designed to support the concept of the 'Lenten Journey'. Meanwhile, pupils in Year 6 were able to show a strong understanding of the Beatitudes and how they influence our lives today. In all the lessons observed pupils, were fully engaged because of the creative approaches that were used to develop pupil's religious knowledge and understanding. During the inspection pupils shared how they enjoyed their religious education learning, along with knowing how to improve their work, so aiming for deeper thinking. For further improvement in outcomes, the school needs to ensure the best practice evident in the school is shared to all teachers with a particular focus on deepening thinking. All classes need to adhere to the school's presentation guidelines and high standards, as work scrutinies showed there was not always a consistent approach or the high expectations in certain classes being evident throughout the school.

Teachers have good subject knowledge and use the Ignatian pedagogy of 'experience, reflect and act' to support their teaching. This training in pedagogical approach supports teachers in how they plan and deliver lessons. Religious education is valued by all staff in the school. Many have high expectations which are communicated to pupils through the enthusiastic delivery of lessons, along with effective feedback that enhances ongoing engagement with the lesson's learning. Teachers provide feedback that allows pupils to deepen their learning, and

achievement is celebrated in line with the school's policy. Teachers are effective in encouraging thinking, through adapting planning so it is linked to pupils' current assessment, along with questioning that supports and extends thinking. Where religious education teaching is not as strong teachers need to ensure that questions are used effectively to enable children to make links between religious themes, scripture and Church teaching and so deepen learning. Strengths of the school include the wide variety of the approaches, good quality resources and tasks used to support and express learning. The use of opportunities for art, music, drama and technology within religious education enrich the learning experience for the pupils. During the inspection e-books were used effectively to capture learning and the effective use of technology engaged the pupils.

Religious education uses the diocesan scheme, 'God Matters'. It is used imaginatively to engage all pupils. Pupils' books reveal the parity religious education has with other core subjects in both the quantity and quality of work. Professional development is well thought out and considered, with staff benefiting from support from the FCJ Educational Trust, local and UK national initiatives. The subject leader has a good knowledge, and a passion for the subject, with an effective team also supporting the subject leadership. This level of expertise has ensured the school's approach to religious education continues to develop, taking on new ideas and supporting teacher subject and pedagogical knowledge. Teachers shared that they feel supported in developing their religious education knowledge, along with knowing they can approach anyone in leadership, and each other for support. Enrichment opportunities are carefully planned to ensure pupils enjoy their learning. While self-evaluation of religious education occurs, it needs to be strengthened by being systematic in its application and rigorous in following up on areas for development. Opportunities for sharing the exemplary practice that is evident within the school would provide direction and be of benefit to other classes.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils engage fully in all the prayerful opportunities offered at FCJ. Pupils' use of prayerful silence was notable as was the level of respect and reverence conveyed throughout times of prayer. Pupils fully understand the Church's liturgical year and how this can be expressed in school. Displays around the school enrich the environment and highlight the importance of prayer and liturgy. During the inspection a wide range of very well-planned acts of worship, from simple prayer times through to celebrations of the word, was observed. Pupils undertook a variety of ministries, such as sharing scripture, leading singing and sharing reflections, under guidance from teachers. They really value their roles in serving the school community, with the pupil chaplaincy team wearing their hoodies with pride. One parent wrote, 'My child is part of the chaplaincy team. She feels valued and part of the school ethos.' Pupils recognise how times of worship, such as that on Ash Wednesday, stations of the cross and the Advent celebration day enabled them to grow closer to God. Prayer Pal sessions have enabled staff to be creative and ensure all pupils are fully engaged as they pray in mixed age groups. This also allows the older pupils the opportunity to lead prayer, supporting the younger pupils in deepening their prayer life. There is a large group of pupils trained by staff chaplains to be altar servers. Pupils shared how they value the various opportunities to lead prayer at FCJ.

Prayer and liturgy is clearly central to life at FCJ. It is well planned and integral to many events in FCJ school life. A wide variety of significant moments are marked and celebrated through prayer and liturgy, such as the school's feast day and Ash Wednesday. FCJ are involved in global initiatives such as the Jubilee Year and *One million Children Praying the Rosary*. Prayer and liturgy provide the rhythm of the school day, week and season. Much consideration and thought are given to ensuring a wide range of prayerful opportunities of high quality that are engaging and allow for creativity. In many of the acts of worship observed staff ensured high quality provision

through carefully considered themes, well-chosen scripture, time for response, prayer, and thoughtful ideas for the pupils to take away to influence their lives that day. Staff are skilled in helping pupils to plan and lead prayer and celebrations of the word. This is seen during the prayers in class where planning materials, such as cards providing ideas were available for pupils, aiding scaffolding and purpose. Capital projects have allowed for a beautifully resourced prayer room to be at the heart of the school. This has also been used for parent worship reflections. Much thought and effort has gone into supporting families with prayer life, through invites to Masses, items in newsletters and the strong parish links.

School policies for spiritual development and prayer and liturgy are well designed and have been recently reviewed. They serve as a practical guide to staff. Leaders, including key governors, have a developed understanding of the skills required to ensure participation by pupils in worship. Leaders are committed to providing staff training around planning prayer and liturgy. This training includes the religious education and ethos governor supporting the school using her skills and talents to advise staff in their planning of worship and their work with children. Training also comes from the FCJ family of schools, with a focus on the approach to Ignatian spirituality. As a result, all staff understand its importance. Leaders have a thorough understanding of a broad range of ways of praying that are part of the Catholic tradition. Staff feel confident to provide prayer and liturgy opportunities that are engaging and accessible and relevant to pupils. The confidence of the children in planning and leading prayer as they progress through FCJ is evident. The school calendar has ensured Mass is regularly celebrated with all liturgically important days included. Regular meetings with local clergy and chaplains from other schools ensure key events are planned for. The result of this leadership is a rich and varied prayer life that sits at the centre of the life of the school.

Information about the school

Full name of school	FCJ Primary School
School unique reference number (URN)	132423
School DfE Number (LAESTAB)	7076004
Full postal address of the school	FCJ Primary School, Deloraine Road, St Saviour, Jersey, JE2 7XB
School phone number	001534723063
Headteacher	Donna Lenzi
Chair of governors	Siobhan Riley
School Website	https://www.fcj.sch.je
Trusteeship	Faithful Companions of Jesus
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Offshore school
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	N/A
Previous denominational inspection grade	N/A

The inspection team

Louise Buxton
Ursula Clark

Lead
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