

## St Joseph's Catholic Primary School

URN: 100169

Catholic Schools Inspectorate report on behalf of Most Rev. John Wilson the Archbishop of Southwark

14-15 March 2024

### 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

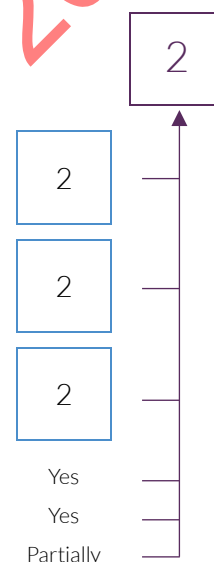
##### Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



### What the school does well

- Provides a caring nurturing environment where pupils thrive.
- Creates a strong community involving all stakeholders.
- Ensures all pupils are able to access every aspect of school life and learning.

## What the school needs to improve

- Provide a formalised assessment system which enables pupils to know what they need to do next to move their learning forward.
- Implement effective monitoring of provision of the religious education, including clarity of timetables to ensure continuous improvement.
- Implement a strategic plan of governor training programmes to support the guardianship of the Catholic life and mission of the school.

Date Published: 23rd April 2024

## 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

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A sense of warmth and welcome surrounds you as you enter this strong community built on faith and core values of 'Being the best you can be'. Pupils know the monthly Catholic value and can articulate how this helps them be the best person they can be in school, at home and in their community. All pupils, even those with complex needs, are able to engage with the Catholic life and mission of the school. This is exemplified in the support of pupils by skilled teaching assistants who ensure preparation for and participation in learning and the wider school activities. Pupils are keen to take up roles and responsibilities. A range of leadership opportunities enable any pupil to get involved. These include, pupil chaplains, head girls and boys, sports leaders, anti-bullying ambassadors, buddies and play leaders. A pupil said 'it's nice to be a leader because it feels like you are helping others.' A pupil buddy expressed how their role ensures 'no one is isolated and alone'. Pupils describe how they have impacted change through the school parliament, including decisions on playground equipment. Pupils have genuine and honest respect for their peers and themselves both in the classroom, and around school.

Leaders have created a haven of learning, care and love in a busy world where everyone feels supported and cared for and welcomed into this joyful community. Staff are committed to the vision and values of the school and feel privileged to be part of such a positive faithful family. There is an embedded respect of every stakeholder in the St Joseph's family community. The school environment provides visible reflections and engagement opportunities. A high standard of informative and eye-catching displays are used around the school creating a positive environment which celebrates success. A range of opportunities are available to give back to the community through charity events and fundraising throughout the year. Pupils, staff and parents are appreciative of the developing programme of enrichment enabling exploration of the world and the local environment beyond the classroom. The school is making optimum use of the vast local history, to provide opportunities for wellbeing, awe and wonder. The relationships and sex education programme follows an agreed programme of study through 'Journey in Love', and is planned across the year. A vision to be inclusive and nurturing, expands beyond the pupils, for example the SEND parental support groups and coffee

mornings. The school goes above and beyond to support parents demonstrating care beyond the school gates.

Proactive leadership from the front with strategic vision and a passion to live the school values, is at the core of decision making. The school is on a rapid journey of improvement and has made key strategic decisions such as changes in behaviour strategies which have positively impacted on all aspects of the school, as seen in lessons by respectful listening, discussing and working with peers in role play. The school has made full use of the diocesan support and national projects to impact on school improvement areas. Leaders and governors are committed to the extensive provision of opportunities to engage in the Catholic life of the school. The wider community are welcomed, for example, parishioners use of the school playground at weekends. They work closely with the local parish priest, creating a strong partnership where school is an extension of the adjacent church. A governor commented that the school and the church are one. Staff speak openly about the dignity and support provided to them by leaders and governors enabling them to carry out their roles. Governors take an active role in school life attending coffee mornings, reading with and having lunch with the children.

Date Published: 23rd April 2024

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

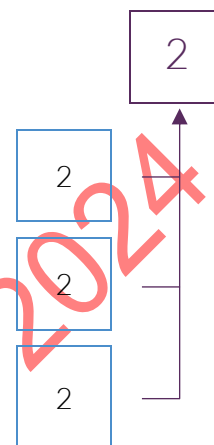
How well pupils achieve and enjoy their learning in religious education

#### 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



Religious education books show work matches that of English in all year groups. Outcomes in books by the end of Year 6 match those in core subjects where progress for higher attainers, disadvantaged pupils and those pupils on pupil premium is steadily improving. Pupils are proud of their work and learning and are keen to enter into discussions about class topics. Books are generally well presented and most are well cared for. The embedded positive behaviours across the school are evident in all religious education lessons where pupils show the upmost respect for each other in their learning. Pupils discuss, support and help each other with their learning. Pupils are developing secure knowledge of the church and Catholic teachings in line with the *Come and See* programme. Pupils use correct subject vocabulary with confidence and support and encourage each other to do so. They are not afraid to make appropriate challenge of each other. Where required pupils can work independently, concentrating well and responding to challenge when given. Pupils can articulate in discussion what they have studied and what this means including how their religious education lessons impact on school life and beyond.

Teachers have a range of skills which enable them to ensure all pupils can access learning. Teachers employ a wide range of techniques to engage and motivate pupils including, drama, role play, conscious alley, and effective use of paired discussions. This is supported by a proactive team of teaching assistants who know and understand the needs and requirements of those children they support. As such all children's needs are planned for in learning and make progress in lessons. Teachers give time for reflection followed by discussion to deepen learning. Strong teaching skills in most classes, ensure that any gaps in subject knowledge are catered for. Teachers would benefit from a formalised approach of support and training in theological understanding of Catholic teachings and the resources to deliver lessons. Study of other faiths includes Judaism, Hinduism and Buddhism are planned for in the scheme with most books showing an exploration of Judaism in the Autumn term. Religious education has a positive impact on the teaching and lives across the school linking to the Catholic value of the month. The curriculum mapping for religious education shows planning of the learning required for the *Religious Education Curriculum Directory (2012)*, however the sequence of schemes and maps do not correlate with the sequence of learning in books. Good teaching and

learning occurs in spite of any robust guidance. The school is taking guidance from the diocese regarding implementation of the new *Religious Education Directory* (2023).

Leaders and governors are currently not ensuring that religious education is comparable with regards to budget. Leaders direct class teachers to schedule discrete taught religious education, however timetables are not always clear how this is delivered. The school would benefit from robust monitoring and a review of how timetables are scheduled. There is a limited understanding of and use of assessment and monitoring of learning to impact on progress in religious education. Monitoring feedback is informal and would benefit from a robust system which measures impact and provides concise progress data enabling clear strategic planning for any improvements required. The school marking policy is not adhered to and school monitoring of marking and teaching and learning in religious education lacks a clear plan. Therefore, pupils are unclear about next steps in their learning. Governors have made visits to lessons on a recent learning walk and made comments to leaders on their observations and reflection.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

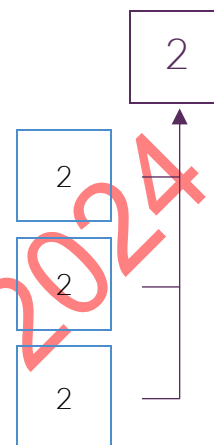
How well pupils participate in and respond to the school's collective worship

#### 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 express how much they enjoy prayer and liturgy showing respect of and engaging in the practices in church. Pupils sing, read and serve during the weekly Masses in a quiet, respectful atmosphere. A pupil said how these opportunities helped everyone invite God into their lives. Pupil chaplains assist leaders in the delivery of prayer and liturgy. A pupil chaplain described their role as encouraging people to learn together and grow in God's love. Pupils embrace every opportunity for prayer and song as seen in the weekly Thursday Mass and the weekly Rainbow celebration assembly on Fridays. Additionally, a Gospel assembly takes place each week, which chaplaincy prefects help plan and prepare. Prayers leaders carry out their roles responsibly and respectfully, selecting prayers from the prayer boxes and leading prayer in class. Pupil chaplains embrace their role and talk about the importance of them "promoting the school's vision and values" as chaplains. All pupils, whatever their age or stage, engage appropriately in prayer and liturgy. Pupils regularly write their own prayers and are confident to share these with others.

Pupils and staff benefit from provision of a daily routine of prayer including opportunities for spontaneous prayer and informal reflection. Pupils speak about the outside prayer spaces and gardens with statues of Our Lady and St Francis, where they gather for times of reflection, peace and personal prayers. Prayer and liturgy is an integral part of the weekly plan, mapped throughout the year in line with the liturgical calendar. The whole school and wider community have opportunities to come together at key times in the year for carol services and Lenten services, where the recently formed school choir have the opportunity to enrich the music provision in the services. In the best formal prayer sessions pupils are provided with meaningful reflection with opportunities for pupils to choose to lead guided meditation. Opportunities are available for parents and governors to attend weekly prayer and liturgy activities. This extends to the wider community at the weekly Mass celebrated in the adjacent parish church every Thursday. Parents who responded feel welcomed to take part in the prayer life of the school and comment on the good practice the school employs in respect to prayer and worship building strong morals and values. Every classroom has a focal prayer table which represents the liturgical point in the year. Alongside the chimes, prayer box and Bible each class has age appropriate items such as shells to help them focus their prayer and thoughts when reflecting.

Pupils are supported in their understanding of the Mass through preparation in their religious education lessons and by the routine of prayer built in throughout the school day. As such pupils, of faith and non, feel able to be part of all celebrations, prayer and liturgy. Of the high proportion of staff who commented, all expressed that the whole school curriculum reflects Church teachings and that leaders effectively support all staff of any faith or none to plan and lead experiences of prayer and liturgy.

Leaders and governors have embraced the opportunity to develop a partnership with the relatively new parish priest who has been proactive in engaging with the school resulting in the regular provision of prayer and liturgy. Governors support and attend weekly masses. A calendar of liturgical events is planned across the year and provides opportunities for the whole community to celebrate together. Governor learning walks support regular checks on quality of prayer and liturgy opportunities. A governor commented that the school is a community which embodies its saint by acting and nurturing as St Joseph did.

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## Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	100169
School DfE Number (LAESTAB)	2033481
Full postal address of the school	St Joseph's Catholic Primary School, Commerell Street, Greenwich, London, SE10 9AN
School phone number	02088584182
Headteacher	Suzanne Long
<b>Chair of Governors</b>	Susan Bush
School Website	<a href="http://www.stjosephs.greenwich.sch.uk/">www.stjosephs.greenwich.sch.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	28 February 2017
Previous denominational inspection grade	2

## The inspection team

Catherine Burnett  
Vera Jajechnyk

Lead  
Team

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement