



DENOMINATIONAL INSPECTION REPORT

incorporating Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark

URN 100834

Saint Joseph's Catholic Primary School

The Borough

Little Dorrit Court

Redcross Way

London, SE1 1NJ

Inspection date: 3rd October 2017

Chair of Governors: Mr Andrew Hurley

Headteacher: Mrs Sue Barber

Inspectors: Mr Damian Fox

Mr Stephen Beck

EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR
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Interim Director of Education: Mr Stephen Bryan



Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

Saint Joseph's Catholic Primary School is Voluntary Aided and located within the Local Authority of Southwark. It is situated in the Cathedral Deanery of the Archdiocese of Southwark. The principal parishes it serves are the Church of the Most Precious Blood, Borough, and Our Lady of La Salette and St Joseph, Bermondsey: Mellior Street. The proportion of pupils who are baptised Catholics is 79%. The school meets the Bishops' Conference requirements for provision.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 243. The attainment of pupils on entering the school is below average. The proportion of pupils eligible for free school meals is above average. Around 18% of the pupils receive extra support in class. 93% of pupils are from minority ethnic families, including 45% from Black or Black British backgrounds, and approximately 20% from Latin American backgrounds. The proportion of pupils from homes where English is an additional language is above average.

Publication Date: 27th November 2017



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPIL

Saint Joseph's is an outstanding Catholic school because:

- The quality of Religious Education is good. Learning and progress are good in each key stage with elements of outstanding. Pupils enjoy their learning and can explain the impact Religious Education has on their lives.
- The Catholic Life of the school is outstanding because the well-being and personal development of each pupil is at the heart of the school's vision
- The quality of Collective Worship is outstanding because it has been well developed. Saint Joseph's has a longstanding tradition of pupil led liturgy and worship and pupils are now taking a lead role in the planning.
- Its high level of inclusion and pastoral care are strengths of the school. Pupils of different faiths, social backgrounds and abilities feel safe and cared for.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Following recent staff changes, consolidate subject leadership to further build on progress made since the last inspection.
- Further develop the peer-to-peer school partnership in order to ensure that good practice continues to be shared among schools, particularly in regard to teacher assessment of Religious Education.



Overall Effectiveness

How effective the school is in providing Catholic Education.

1

Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching, learning and assessment in Religious Education.

2

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

2

Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1



CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school. It is evident in the behaviour of pupils which is excellent and a considerable strength of the school.
- Personal development is embedded in the work of the school. As a result, pupils are confident and secure in their faith and in helping maintain a thriving and spiritual community.
- A significant strength of the school is its high level of inclusion. Pupils of different faiths, social backgrounds and abilities feel safe and cared for. They are included in all school worship.
- The members of the School Council talked of the great pride they have in their contribution to the school. They know the importance of helping younger pupils around the school and in the playground. Pupils appreciate the way teachers listen to them and are willing to help. They feel safe and are very happy in school.
- Parents are overwhelmingly supportive of the school and the positive impact it has on their children. For example, they are delighted with the children's willingness to pray at home.
- Pupils show an awareness of the needs of others less fortunate in the local and wider community. They value the opportunities to promote the Catholic ethos of the school when involved in praying and fundraising for the people helped by charities such as the Manna Centre, Mary's Meals and de Paul UK. The school responded with prayers and great empathy for the victims of the tragedy at London Bridge. These were displayed in the school's 'Prayer Space' as a way of remembering. Many pupils come from the local community that was affected by the tragedy

The quality of provision of the Catholic Life of the school is outstanding.

- Providing a spiritual and worshipping community is fundamental to the life of the school. It is reflected in the mission statement which is lived out by the whole school community. It is a clear expression of the mission of the Church to love and serve others. Pupils confirmed that they begin each year reflecting on the mission statement and decorating their classrooms with themes and prayers.



- All staff are fully committed to the mission of the school. They are excellent role models for pupils in the way they show respect and care for them. There are excellent relationships throughout the community. Parents said there was a family feel in the school.
- The school is very attentive to the pastoral needs of pupils and staff. There is an explicit commitment to the most vulnerable pupils whose needs are understood and catered for.
- The school's environment reflects its Catholic identity and serves as a reminder to pupils, staff and visitors that it is a Catholic school and that the Gospel is understood and lived by everyone.
- The school benefits from the regular presence of clergy who say Mass, attend liturgy and assemblies and support teachers and pupils.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The school's leadership is deeply committed to the Church's mission in education. They understand that the growth of the Catholic Life of the school is a core leadership responsibility. It is integral to the School Development Plan and is regularly discussed at meetings of the governing body.
- The governing body is well served by the nominated Religious Education link governor whose background enables her not only to monitor on behalf of the governors, but to support the school through regular visits and meetings with the subject leaders.
- The school's self-evaluation is a reflection of regular monitoring and self-challenge. Governors and leaders evaluate the Catholic Life by being part of it. There are very clear priorities for further development.
- The school is happy to respond to the needs of the Diocese and other Catholic schools. The Headteacher actively collaborates with others to share good practice and discover strategies that support the development of the quality of the Catholic Life of Saint Joseph's.
- Effective CPD ensures that teachers, particularly non-Catholic teachers, understand and carry out their responsibilities to promote and sustain the Catholic Life of the school.
- The school is effective in building strong relationships with parents and carers to the obvious benefit of pupils. Parents confirmed that communication from the school is excellent and that they can confidently bring concerns to their attention.
- Parents are overwhelmingly supportive of the school and its strong Catholic ethos. They said that their children are given many opportunities to develop their faith, and know pupils are cared for.



RELIGIOUS EDUCATION

2

How well pupils achieve and enjoy their learning in Religious Education is good.

- Outcomes are good overall. Most pupils make good progress from their varied starting points with some making outstanding progress. Pupils in Early Years are given a very good start. The school is continuing to build on the good progress that is being made with higher attainers.
- Progress in religious literacy and use of scripture was evident in lessons and when talking to pupils.
- Most pupils are actively engaged in lessons and are enthusiastic about learning. They work well and try hard to do their best. Behaviour for learning is generally excellent.
- The quality of pupils' current work, both in class and in written work is generally of a good standard.

The quality of teaching and assessment in Religious Education is good

- The quality of teaching and learning observed was good with some outstanding features. It was in line with the school's own assessments over time.
- The school has chosen to follow the 'Learning and Growing as People of God' programme because of the clear guidance and range of activities for teachers, in particular non-Catholic teachers. In order to build on the good start pupils make in school, the Early Years curriculum is being adjusted to ensure that Religious Education teaching points are clearer and more progressive.
- Lessons are well planned to secure the progression of all pupils. Questioning skills are of a high quality and lessons are generally well paced.
- Teachers employ a range of strategies, including reflection, to engage pupils to ensure they make progress appropriate to their ability.
- The use of scripture is a strength of the school. It builds on the deep knowledge of Bible stories many pupils have from their families.



- Support staff in classrooms were effectively deployed and gave excellent support to pupils who had particular needs. They ensured that these pupils were able to access learning and make good progress throughout the lesson.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good

- Leaders and governors have a clear understanding of their role in raising standards of teaching and learning in Religious Education. They ensure the Religious Education curriculum meets the requirements of the Bishops' Conference.
- They have established Religious Education as a core subject and have the same expectations as they do of other core subjects. Professional development is effective in supporting all teachers. Its impact is also seen in the retention of teachers who have trained in the school.
- Leaders and Governors acknowledge that leadership of Religious Education is in a stage of transition. Currently, the Head Teacher and the Deputy Head Teacher are successfully leading the subject. Governors have agreed to prioritise the appointment of a new subject leader.
- There are clear plans to prioritise the further development of assessment in Religious Education, utilising a new peer-to-peer school partnership.

Publication Date 27th November 2017



COLLECTIVE WORSHIP

1

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- Acts of Collective Worship engage many of the pupils, inspiring in them deep reflection and heartfelt responses. In the whole school liturgy which Inspectors observed, there was a calm, spiritual atmosphere which helped pupils reflect, pray quietly and sing joyfully. The liturgy was pupil led with scripture, hymns and imagery chosen by them. Pupils also composed the individual prayers which were shared.
- The experience of being part of a praying community has enabled pupils to be thoughtful and reflective, irrespective of their faith background. They are at ease when praying as a community. They participate in a wide variety of traditional and contemporary approaches to prayer and demonstrate an understanding of the importance of prayer in their own and others' lives.
- Pupils are involved in the planning and leading of daily class based Acts of Worship as well as whole school liturgies. They are well supported by knowledgeable staff and are developing an understanding of how to create prayer and liturgical opportunities which engage and inspire all age groups. Pupils have an excellent understanding of the Church's liturgical year, seasons and feast days and, in a manner appropriate to their age and ability, use this information in the planning of Acts of Worship.
- The experience of being part of a faithful, praying community is reflected in the way pupils pray in class, Mass, liturgies and assemblies. They are confident and willing to share their prayers and personal intentions with others. This is also reflected in the Home-School Prayer Books, prayer spaces and displays seen by Inspectors.
- The Priest confirmed that all acts of worship are well thought out and planned and that pupils pray reverently and respectfully.

The quality of provision for Collective Worship and Prayer Life is outstanding.

- Collective Worship is central to the life of the school. Praying together is part of the daily experience for pupils and staff and is integral in helping pupils grow in faith. Pupils understand that prayer is a communication with God and that it helps them throughout their lives.



- Acts of Worship have a clear purpose and message. As a result, the school's Catholic identity and mission are reflected in good quality prayerful experiences for pupils. For example, in the observed liturgy, pupils were guided to understand the uniqueness of each individual through symbols, reflection and hymns.
- Staff are well supported and are therefore able to nurture and develop the pupils in planning and leading Collective Worship for themselves and others. The school is fortunate to have a musician who prepares the pupils in Hymn Practice, providing them with a wide repertoire of hymns. The excellent impact of this targeted provision was seen in the liturgy.
- Collective Worship includes periods of reflection and is fully inclusive enabling pupils of all ages to participate. Other adults are very effective in guiding and supporting pupils with various needs.
- There is a detailed annual cycle of worship which ensures that pupils experience and come to know the seasons and main feasts of the Church's year.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- Leaders and governors have an excellent understanding of their role in monitoring and evaluating the provision for Collective Worship and the Prayer Life of the school. They ensure that there is a full programme of worship in line with the Church's liturgical calendar.
- The Priests from both parishes, play a major role in promoting Collective Worship through their effective and active involvement. They are frequent visitors to celebrate Mass in school and often attend Acts of Worship and assemblies. The school also benefits from and appreciates the Priests' input into supporting school based Religious Education and Spirituality in-service training.
- The Headteacher has overall responsibility for assemblies and liturgical celebrations. She provides an outstanding model of practice for staff and pupils, leading by example and openly sharing her own faith with the community.
- Staff are well supported in coming to understand the value of Collective Worship, particularly non-Catholic staff who fully participate in and promote the Catholic ethos of the school. They regularly receive training and support, in how to best provide high quality prayer and liturgical experiences for their pupils.