

## St Joseph's Catholic Junior School

URN: 101795

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

22–23 February 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

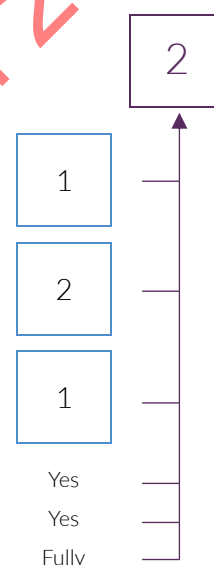
##### Collective worship (p.7)

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

- Pastoral care of all members of the community is a significant strength of the school.
- Governors and school leaders have established a strong partnership and are working together to develop the school further.
- By living out the mission statement, pupils and staff demonstrate a commitment to serve others.
- Collaboration between all adults in Religious Education ensures all pupils are able to access the curriculum.
- Strong relationships between staff and pupils creates a genuine Christian ethos.

## What the school needs to improve

- Extend the leadership of prayer leaders and Year 6 leaders to encompass chaplaincy provision throughout the school.
- Create training opportunities for school leaders to ensure the new curriculum provides pupils with high quality learning experiences.
- Review and implement more consistent and rigorous assessment at Key Stage 2.

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## 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

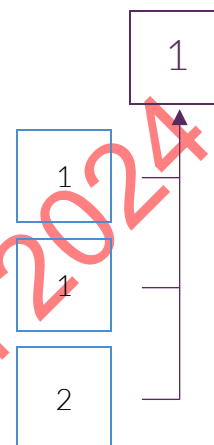
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 are genuinely happy in this inclusive Catholic family. Respecting the dignity of each person is at the heart of daily life. Pupils demonstrate a genuine understanding of their role in Catholic life and mission in the way they behave kindly towards each other. It is further evident in the harmonious relationships across the school and the way all pupils, including the vulnerable and disadvantaged, know they are safe and cared for. Pupils proudly take a leadership role to help and serve others through their activities as school councillors, the eco council and prayer leaders. They value the way teachers listen to them and respond to their ideas. This reflects the outstanding pastoral care given by teachers that ensures pupils are valued. Pupils are aware that people in the wider community need help. They enjoy participating in fundraising activities for them, for example with the Cafod Lenten boxes and cake sales. By raising money, pupils demonstrate a well-developed understanding of Catholic social teaching. They know responding to those less fortunate is their responsibility. Pupils have an excellent understanding of why fundraising for others is important in a Catholic school. A parent commented that the school was both very sympathetic and supportive.

Pupils and staff fully embrace the mission of the school and its belief that 'Together we can with Christ by our side'. The way each individual is cherished as a child of God fosters a Christian community in which each person is celebrated for who they are. From the moment pupils start school, they learn the value of respecting the dignity of each person. Staff are exemplary role models in their relationships with each other and with pupils. They fully embrace and contribute to the strong Catholic ethos by providing outstanding pastoral care for pupils. This was witnessed throughout the day in the manner that the staff gave particular support for children with acute learning and emotional needs. One teacher said, 'adults and children care about each other'. The school's environment bears witness to its Catholic identity and ethos with a range of religious images and prayerful displays. The programme

for relationships, sex and health education, R(H)SE, is thoughtfully designed with Church teaching in mind. One parent described the school as a family and that 'staff are always open to listening.'

Leaders and governors are experienced spiritual leaders. They are working well together to ensure the school becomes a beacon of Catholic education. They have an honest understanding of how they can strengthen their partnership. Governors bring a wealth of experience to monitoring and evaluating Catholic life and mission. They know the school well and provide a blend of challenge and support. They are in a process of establishing a more coherent structure to ensure they can do this even more effectively. This demonstrates a clear vision for the school and how they fully embrace their responsibility to develop and sustain an authentic Catholic way of life. As a result, Catholic life and mission of the school continues to grow with a sincere commitment to staff, pupils and families. The head teacher provides strong leadership. Her vision and dedication to staff, pupils and their families is shared by all members of the community. The head teacher, strongly supported by senior staff and committed governors, take staff well-being seriously. They are sensitive to each other's professional and personal challenges and ensure all members of the community are looked after. As a result, teachers know they are cared for. Staff morale is high. They are clearly supportive of each other.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

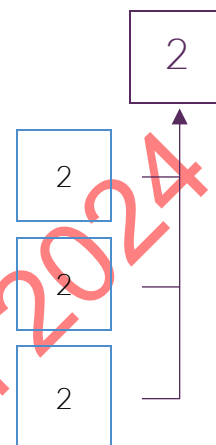
How well pupils achieve and enjoy their learning in religious education

#### 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 always willing to learn and confidently speak about what they are learning. They recognise the importance of religious education and understand its relevance to their lives. They have a good level of motivation to learn as a result of the praise and encouragement they receive for their work and attitude. Consequently, behaviour in lessons is excellent. In lessons, pupils are engaged and are committed to doing their best to improve their knowledge and understanding. Pupils try hard to present their work neatly. This is also reflected in the effective and inclusive class Floor Books, in which pupils' can show their learning more clearly. Almost all pupils, appropriate to their age, are able to use religious vocabulary. For example, in one lesson, some pupils were able to talk about Jesus as human and divine. In another, pupils displayed a good knowledge of some miracle stories. Attentiveness in class is excellent and shows pupils understand that their behaviour is important so that they can learn together effectively. Outcomes in religious education, including for pupils with special education needs and/or disabilities, are good and in line with other core subjects. Most make their expected level of progress.

Relationships between pupils and their teachers are excellent because teachers promote a culture of praise and encouragement which motivates the students to be the very best they can be. Teachers work very hard to ensure lessons meet the needs of all pupils, but this is not consistent across all classes. Good questioning encouraged pupils to think for themselves and to challenge each other. The impact of this was seen in one lesson when pupils tried to explain what a miracle was. Clear guidance from teachers encouraged pupils to engage with each other and develop and their understanding. Building on prior learning is one of several strategies used by teachers to ensure pupils remember more and so develop their understanding. Teachers use a range of ways, other than writing, to ensure pupils can express what they know, for example, verbally and using art. Teachers are developing monitoring, assessment and analysis of pupils' progress to ensure more effective targeted

support. In lessons, however, although a learning objective is set, it is not always linked to the tasks. This makes it difficult to assess learning accurately. The school accepts that this is an area for change.

Leaders and governors understand the strategic role religious education plays in the formation of a pupil's faith. They are ambitious and want to aim for high standards of teaching and learning in religious education. Governors work effectively in partnership with the head teacher. They share a coherent vision for Catholic Education across the whole school. It is evident that religious education has high profile as a core subject. They understand the need to begin preparations for the new curriculum. Governors ensure they are informed of outcomes in religious education through the link governor, although they recognise the need for greater rigour and clarity in planning for improvements. School leaders monitor the quality of religious education through regular lesson observations, the scrutiny of exercise books and tracking of students' progress. Leaders recognise the need to develop teachers' skills and support them with further professional development opportunities to help with the delivery of the religious education. They have introduced subject coaches who work closely with the subject leadership team. This is giving teachers greater confidence and is appreciated by staff.

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## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

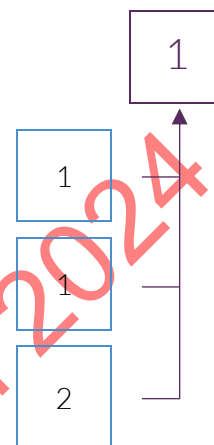
How well pupils participate in and respond to the school's collective worship

#### 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 fully embrace the many prayerful experiences both in class and as a school. They act with reverence and are keen to participate in acts of worship. This was evident in the well-prepared Lenten assembly based on what we can do during Lent. This was well led by prayer leaders. There was an atmosphere of calm and prayer which inspired all pupils to participate prayerfully and sing beautifully. Pupils are comfortable talking about why they pray and the different ways of praying. Pupils confirm that prayer is a normal part of the daily routine of school life and not merely an added extra. For example, prayer at the beginning of religious education lessons is an example of the commitment to place prayer at the heart of school life. Pupils speak positively about their role as prayer leaders and say they are both excited and confident in their work. Supporting infant pupils with preparing acts of worship would enhance their role further. Pupils offer their own intentions and write prayers which they place in the prayer box and class prayer books. This reflects the commitment of the school to place prayer at the heart of pupils' daily lives. The priest confirmed the respectful and engaged way pupils respond in acts to worship.

The school is a community of prayer. Throughout each day pupils have many opportunities to pray. There are formal prayers, including the school creed, enhanced by moments of quiet reflection. This reflects the way prayer is not always at set times in assemblies but is a thread that weaves throughout each day. The comprehensive and well-planned program of worship is linked to the liturgical year. This gives pupils a good understanding of religious seasons and major celebrations. Prayer and liturgy occasions are highly inclusive and embrace the whole community. The range of extensive provision enables pupils to deepen their understanding of God's love and the importance of prayer in their lives. The school is blessed to be near three parishes. Provision is enhanced by priests who are an integral part of the prayer life of the school. They visit the school and pupils are provided with opportunities to attend the church for major feasts. Staff demonstrate high levels of commitment and set a positive example in prayer as both leaders and participants, which in turn inspires pupils. Provision is further enhanced by many religious images including a prominent Lenten display in each classroom.

Leaders and governors have a deep understanding of their role in ensuring the school grows as a prayerful, worshipping community. Their sense of vocation and commitment ensure prayer and liturgy remain at the heart of the school and are an integral part of daily life. Consequently, there is a wide range of weekly assemblies and daily prayer experiences that ensure all pupils have opportunities to pray together and on their own. Although governors know the school well and support the head teacher with their experience, they are aware that monitoring and evaluating the quality of prayer and liturgy needs to be more strategic and rigorous. The head teacher is committed to strengthening this inclusive Catholic community and serves as a role model for staff and pupils. She is supported by all staff who demonstrate their own deep understanding of service in the way they ensure pupils are included in preparing and leading. Staff feel valued too. They acknowledge that there is appropriate and helpful support that enables them to become more confident in preparing assemblies and guiding pupils to prepare and lead them more effectively.

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## Information about the school

Full name of school	St Joseph's Catholic Junior School
School unique reference number (URN)	101795
School DfE Number (LAESTAB)	3063401
Full postal address of the school	St Joseph's Catholic Junior School, Woodend, London, SE19 3NU
School phone number	02086537195
Head teacher	Danielle Ashley
Chair of Governors	Gillian Powell
School Website	<a href="http://www.stjosephsfederation.co.uk">www.stjosephsfederation.co.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	7-11
Gender of pupils	Mixed
Date of last denominational inspection	11 November 2016
Previous denominational inspection grade	2

## The inspection team

Damian Fox  
Bridget Durrant

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