DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on behalf of the Archbishop of Southwark

URN 1008534

St Joseph's Catholic Junior School

Pitman Street

Camberwell

London SE5 0TS

Inspection date:	**17th November 2022**
Chair of Governors:	**Patsy Winters**
Executive Headteacher:	**Delia Jameson**
Head of School:	**Theresa Mokogwu**
Inspectors:	**Colette Doran-Hannon**
	Rachael Shields

EDUCATION COMMISSION
St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR
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Interim Director of Education: Angela Cox OBE

Key for inspection grades			
Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Junior School is voluntary aided. It is in a hard federation with St Joseph's Catholic Infants' School. It is situated in the Camberwell Deanery of the Archdiocese of Southwark. It is maintained by Southwark Local Authority. The principal parish it serves is Sacred Heart, although the school draws children come from 8 other parishes. The proportion of baptised Catholic pupils is 56%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 2.

The school takes pupils from age 7-11 years. The number of pupils currently on roll is 227 with numbers reduced since the last inspection because of families relocating to Kent. The percentage of children who are in receipt of the Pupil Premium grant is 37%. A significant number of parents do not have recourse to public funds. The number of children with Educational Healthcare Plans is 5%

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's Catholic Junior School is an Outstanding Catholic school because:

Leaders at all levels are fully invested in the implementation of the school mission statement and ensuring that the Catholic mission permeates across daily life at St Joseph's

Pupils show deep respect for themselves, for others and for their school, their behaviour is exemplary because it is extremely well managed by all staff who reinforce Catholic values.

Collective worship is an integral part of school life. It is a joyful experience for all pupils who engage in it in a respectful and happy way.

Outcomes for the pupils are in line with other core subjects

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Governors and leaders should ensure that self-evaluation is a reflection of the current practice of the school and that activity in the school is recorded accurately for all aspects of religious education, Catholic life and collective worship.

- Leaders should develop strategies in which pupils of all ages assess their own progress and achievement.

- Pupils should be given the opportunity to plan, develop, lead and evaluate collective worship in the school at an age appropriate level.

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.	2
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.

The leadership team at St Joseph's sets an excellent example, to parents, pupils and staff of Catholic life and the church's educational mission. The continuity the pupils experience in transition from St Joseph's infants' School ensures that they remain active participants in the maintenance and development of the Catholic character of the school.

Pupils are taught, tolerance and acceptance for one another which means that even when they do not agree, they revert to the Gospel values of love and forgiveness to reconcile with one another. The pupils know the importance of good behaviour, looking after one another and property and are recognised in Golden Books where adults record the excellent contributions pupils make in class and on the playground.

The school is successful in achieving their mission which aims to *"ensure that every child matters and all children are nurtured to learn without barriers"* Every child in St Joseph's, is known, loved and served by the whole community.

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

The executive headteacher and head of school are determined that " in St Joseph's we belong to a loving, welcoming, forgiving family that lives in the life of the Gospels". This flows into lessons where pupils learn about justice and their role in the world. This includes the work that the school does for charity, the local foodbanks and support for families during the pandemic. Most recently some children have raised funds for the Evelina Children's Hospital which has helped one of their friends.

Through modelling the leadership team successfully ensure that all staff understand their commitment to the pupils and families they serve.

The school has consulted with parents and ensures that relationships, sex, and health education is taught in harmony with the Church teaching using the programme The Journey in Love.

Displays in central areas, reflect the mission and the family of the school. The central display for November was a commemoration from families and staff in memory and honour of those who have died. The prayer stones at the front the school were made by pupils as a reminder to all entering the school of the central life of prayer at St Joseph's. As a result, the whole school life is a testament to the provision the staff makes for the development of the pupils both spiritually and morally.

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

Strong leadership has ensured that there is clear continuity between St Joseph's Infant and Junior schools. The commitment to the Catholic character of the school is exemplary. School leaders have developed excellent links with Sacred Heart parish working well with the parish priest for the benefit of the pupils.

Governors recognise and are committed to the Catholic mission of the school and support and challenge leaders to provide opportunities for pupils to develop further. The school has excellent relationships with parents, who overwhelmingly support the school mission and are proud of the school and how well the pupils develop.

The leaders regularly ask parents for their opinions and parents feel that they are listened to by the staff and leaders. Leaders continue to ensure that the moral and spiritual development of pupils takes a priority not solely in lessons but across the course of the day which ensures that pupils hold one another to account for their actions.

RELIGIOUS EDUCATION

2

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

Pupils enjoy their lessons and the use of teaching strategies such as research, role play, characterisation and paired work encourage collaboration. In order to support pupils who, have English as an additional language, teachers model vocabulary that is new and take the time to explain it in context.

The pupils are keen learners and understand concepts quickly. More able pupils would benefit from tasks which would further challenge their thinking and allow them to interpret tasks more independently using knowledge and skills to deepen their religious literacy.

In the lessons observed questioning from staff was challenging, but this was not always followed through into the task in workbooks. Progress over time is good for most pupils and they can explain what they have learned and how this is relevant in their lives. They link prior learning to current lessons and try to ensure that they find the relevance in their lives. Teachers have a good understanding of most starting points of their pupils and use technology where relevant to support the learning of those with language barriers so that they can learn in line with their peers.

The quality of teaching and assessment in Religious Education is good.

Teachers have good subject knowledge and long term planning allows staff to develop children's knowledge over time. At times, teacher input could be shorter so that pupils who can access the tasks can start more quickly ensuring the best use of time possible. Assessment of pupils is regular but staff do not always use it to make adjustments for the learning of more able pupils who should now aim to assess their own learning and achievement.

All pupils work hard, using the support and resources for the independent work. They are very focussed however more able pupils should have access to tasks that accelerate their religious literacy and an opportunity to use their knowledge and skills in different ways.

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

The school ensures 10% of curriculum time is taught to meet the Bishops' Conference requirements. Religious education has a high priority in the school and has parity with other core subjects. There is a regular moderation and monitoring programme for evaluating learning in the school.

Governors are kept informed of the developments and assessment outcomes in religious education. Governors and leaders are ambitious for the pupils to succeed and this could now be further enhanced by robust challenge from governors about how assessment informs improvement. This will also ensure that the self-evaluation is maintained to reflect accurately the school's current context. Continuity between the infant and junior schools is seamless.

COLLECTIVE WORSHIP

1

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

The children sing expertly with passion. They use Mass responses in assembly and all respond well to community prayer. Pupils are given the chance to lead on whole school prayer using prayers written for them by teachers and leaders. Pupils are articulate and capable and should be given the opportunity to plan and lead whole school worship. The pupils use prayer books in class to share prayers of petition and thanksgiving and these prayers are shared during lesson time.

Pupils have a good understanding of the liturgical year and their role in participating in it. The Passion is an annual event for the school and the evidence of this can be seen throughout the school, in shared areas and playgrounds. Pupils remember this and are keen to participate. The impact of prayer on pupils is clear and they recognise that prayer is an important part of their daily lives. They are respectful of other faiths and include pupils who are of other faiths in the prayer life of the school.

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

Prayer and worship are central to the life of the school for all pupils whatever their faith background. In one lesson, when talking about showing trust in God, one pupil asked if he could write about trusting in his faith leader, the teacher responded positively and encouraged him to share his thoughts.

Leaders have an excellent understanding of the liturgical year and incorporate this into daily school life; it is well planned for and children have the opportunity to participate in the celebrations. These are recorded in the school "Big Books" so that children can reflect on their participation and they are a good source of evidence.

Focal points in the class are used during lessons to draw the children into prayer. Pupils know the formal prayers and also enjoy writing their own prayers into prayer books to share with their class. When these are current they play a powerful role in the daily prayer life of the school.

Parents enjoy the opportunity to join their children at year group Mass. Parents of other faiths have been invited in to speak about their religion.

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

Governors and the parish priest place a high priority on collective worship at the school. They work with leaders to ensure that this has remained a priority since the last inspection. All leaders including governors are a visible presence in the school and they ensure that staff training includes modelling of outstanding practice for staff and pupils.

Governors should ensure that the self-evaluation of this area reflects the current context of the school. All leaders have high expectations of the school and know well the areas of strength and areas in which they wish to further improve.