



# Introduction

## **Description of the school**

St Joseph's Catholic Junior School is voluntary aided. It is situated in the Camberwell Deanery of the Archdiocese of Southwark. It is maintained by Southwark LA. The principal parish the school serves is Sacred Heart Camberwell. The proportion of pupils baptised Catholics is 96%. The average weekly proportion of curriculum time given to religious education is 10%

The school takes pupils from 7 to 11 years. The number of pupils currently on roll is 231. The attainment of pupils on entering the school is broadly average. The proportion of pupils eligible for free school meals is above average. Around 30% of the pupils receive extra support in class. The proportion of pupils from ethnic minority heritages is high when compared nationally. The largest group being Black African. Nearly 75% of pupils do not speak English at home, but few are at the early stages of learning English.

## **Key for inspection grades**

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

## Overall effectiveness as a Catholic school

St Joseph's is a good school with some excellent features. It is a caring, cohesive and nurturing community providing a warm welcome for pupils and their families. The headteacher leads by example and the school has a very strong Catholic ethos. Relationships between pupils and staff are excellent and reflect the Gospel values which are implicit in the mission statement. The governing body are supportive and committed to improvement. Home, school, parish links are a strength and the pastoral care of pupils is outstanding. Opportunities for spiritual and moral development are very good and the prayer life of the school is outstanding. The standard of pupils' achievement is good. The religious education curriculum is balanced with personal, social and health education taught as a discrete subject. The school needs to amalgamate the two elements under the umbrella of education for personal relationships and include sex education in line with Diocesan guidelines. Assessment is developing. Some attention has been given to the key issues raised in the last inspection. The school has now formulated an accurate self-evaluation and identified strengths and areas for development. The solid foundations laid by the headteacher and new religious education coordinator mean the school is now well placed to move forward.

**Grade 2**

### **What steps need to be taken to improve further?**

- Review curriculum policy and practice relating to world faiths, education for personal relationships and sex education.
- Ensure that assessment procedures are developed to improve pupil attainment in religious education.
- Formalise the time to enable the coordinator to maintain and support staff in delivering religious education even more effectively.

## The Catholic life of the school

### **Leadership and management**

**Grade 2**

The headteacher, deputy head, senior leadership team and governors form an effective partnership and they have created a shared vision firmly rooted in the school's mission statement. The desire to ensure that each pupil is given every opportunity has created a community in which pupils' spiritual, moral, social and emotional development flourishes. This underpins all policies and its principles are reflected in the positive relationships that are evident between staff and pupils. As a result of this pupils are very respectful and well behaved.

Developmental needs are accurately identified and the programme for religious education is secure. The members of the governing body represent the cultural diversity of the school. They are committed and supportive and the religious education governor plays a key role in monitoring performance. The parish priest and clergy are actively involved in all liturgical celebrations and their contribution serves to enhance the prayer life of the school. Mass is celebrated regularly in the school. Parents have very positive attitudes towards the school and appreciate the care given to their children. One parent said, "There is an aura when you walk in that is welcoming and calm, a very happy place for children." Pupils' pastoral care is excellent. As a consequence pupils feel safe and confident. Pupil progress overall is good. All pupils are given opportunities to exercise responsibility through the School Council, prefects and monitors.

### **Quality of provision for personal and collective worship**

### **Grade 1**

Prayer and worship is a strength of the school. St Joseph's is a truly worshipping community, with prayer and the celebration of the Eucharist at the very heart of school life. There is a rich programme of assemblies, weekly Masses and other liturgies which ensure that all pupils have an opportunity to participate through dance, music, art, drama, and the spoken word. The support given by the clergy to prayer and worship is outstanding. They are visible role models and guide and support the staff on a weekly basis. Teachers, with the support of the seminarian and clergy, ensure all pupils are very well prepared to enable them to fully participate in the celebration of the Mass. This was seen when Year 3 pupils celebrated Mass related to their 'Here I Am' topic, 'Meals', and the priest's homily made this relevant to the pupils' lives. Pupils knew the responses and were very reverent and sang joyfully. Pupils' response to prayer is exemplary. They are mature in compiling their own personal prayers and confident when sharing with their peers, as seen in a lesson when prayers for families in Haiti were read from the class prayer box. There is also time for personal reflection and formal prayers. The prayer life of the school is further enriched by the wide range of opportunities on offer including Nativities, Harvest Festival, May procession and Stations of the Cross. As a consequence of this, prayer and worship make an outstanding contribution to the pupils' spiritual and moral development

### **Community Cohesion**

### **Grade 2**

This is a welcoming and inclusive school which respects and celebrates difference, values diversity and ensures all pupils have equality of opportunity and full access to every aspect of school life. Pupils with special needs are particularly well cared for. A strength of the school is the ethos it has created which enables pupils from different social and ethnic backgrounds to work well together. Pupils are well supported by the learning mentor and outside counsellors and this contributes to the holistic support given to every pupil and family as needed. The school has an established programme to teach the

pupils about some of the world faiths and this needs to be further developed and a policy and programme produced in line with Diocesan guidelines. Opportunities for pupils to hear from other faith practitioners would deepen their knowledge and understanding. The school actively encourages the pupils to care for each other and the wider community by supporting a range of charities including CAFOD, Cabrini Society and the Manna Centre. The school council helped sort clothes the pupils had donated for those affected by the fire in Peckham last year. The school fosters close links with the Infant school and Sacred Heart parish in Camberwell. There are opportunities for pupils to participate in sporting activities with other schools, these serve to broaden the pupils understanding of the wider community. The school has identified the need to further develop their links with other neighbourhood schools.

## Religious education

### **Achievement and standards in religious education**

**Grade 2**

Pupils' attainment on entry to the school is broadly average. By the end of year 6 the majority of pupils have made good progress in religious education. Pupils are gaining in their knowledge of the Catholic faith and are able to apply it to their lives. Overall they demonstrate positive attitudes to the subject. There is no significant difference in progress by ethnicity and gender. Pupils have a wide religious vocabulary and use it well because of the care and attention given to key words. In one class pupils made effective use of learning partners and showed a very good understanding of what Jesus meant when He said "Do this in memory of Me." In other year groups pupils used drama effectively to understand the role of a follower of Christ, and a wide range of activities including ICT to engage their interest. Written work is well presented and reflects the status given to religious education within the school. Displays throughout the school and in the classrooms are of a high standard and are a sign of pupils' engagement and understanding of the religious topics covered.

### **Teaching and learning in religious education**

**Grade 2**

The quality of teaching is good overall. In the lessons observed teaching was good with some outstanding elements. A strength of the teaching is the range of teaching styles that are used to engage the pupils. Special needs pupils make good progress and engage well in lessons due to the level and quality of support. Very good behaviour management skills were evident in the majority of classes. Planning was good, building on previous learning in all classes observed, and showed differentiation. Learning objectives were clear and focussed on learning. Assessment procedures are in the early stages of development. The school has recently put in place strong foundations for tracking pupil progress across the key stage. When these are fully embedded in practice the school will be well placed to raise standards in pupil attainment.

The marking of pupils' work is positive but lacks consistency across the key stage. The good practice evident in some classes needs to be shared so that all pupils know how they can improve.

### **The religious education curriculum**

**Grade 2**

All aspects of the 'Here I Am' religious education programme are fully covered. The time allocated to religious education is in line with the Bishops' Conference recommendation and used effectively. The curriculum offered builds on prior attainment and is enriched by the close links with the clergy and through special studies; for example the work on the lives of the saints. Cross curricular links are very strong with good use of ICT, art, music, dance and drama which make the curriculum more relevant, enjoyable and creative. The curriculum for PSHE is taught well as a discreet subject and the school now needs to incorporate this programme into a policy. The school has not yet developed a policy for Human Love and Relationships and the governors need to address this. The school is well resourced and may wish to consider building up the resources for world faiths to enable more flexible planning. The curriculum gives opportunities for all pupils' spiritual and moral development and encourages prayer and quiet reflection. This is enhanced by a range of liturgical celebrations, including the opportunity for private reconciliation.

### **Leadership and management of religious education**

**Grade 2**

The headteacher, parish priest, senior learning team and religious education coordinator work well together to ensure that religious education remains central to the school's mission and at the heart of the curriculum. The religious education coordinator has made a remarkable impact, in a short space of time, to raise the status of this core subject, give the staff confidence in delivering the curriculum and has laid sound foundations to enable the school to move forward. With the support and involvement of the headteacher she has formulated an accurate evaluation of the school's strengths and areas for development. She also has the expertise and enthusiasm to bring these plans to fruition. The time allocated to her monitoring needs to be formalised so that she can even more effectively carry out her role to support staff, especially those who are not Catholic or are new to teaching "Here I Am" to enable them to teach and assess the programme. A very good start has been made in sharing planning and this now needs to be seen in action in all classes. All staff give strong support to the school's Catholic ethos and succeed in creating a happy and stimulating environment for all.