



## SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the  
Archbishop of Southwark and Inspection of  
Denominational Education under Section 48  
of the Education Act 2005

URN 100853

St Joseph's Catholic Junior School  
Pitman Street  
Camberwell  
London SE5 0TS

Inspection date: 11 March 2015

Chair of Governors:	Ms Patsy Winters
Headteacher:	Ms Anita Gallagher
Head of School:	Miss Delia Jameson
Inspectors:	Mr Stephen Beck Dr Janet Croggon

### EDUCATION COMMISSION

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# SECTION 48

# Introduction

## Description of the school

St Joseph's Catholic Junior School is voluntary aided. It is in a hard federation with St Joseph's Catholic Infant School. It is situated in the Camberwell Deanery of the Archdiocese of Southwark. It is maintained by Southwark Local Authority. The principal parish the school serves is Sacred Heart, Camberwell. It also serves St Wilfrid's, Kennington Park. The proportion of pupils baptised Catholics is 94%. The average weekly proportion of curriculum time given to Religious Education in Key Stage 2 exceeds the required 10%.

The school takes pupils from 7 to 11 years. The number of pupils currently on roll is 236. The attainment of pupils on entering the school is broadly average. The proportion of pupils eligible for free school meals is above average. Around 41% of the pupils receive extra support in class. The proportion of pupils from ethnic minority heritages is high at 97%. The largest ethnic group at 62% is Black African. Nearly 75% of pupils have English as an additional language but few are at the early stages of learning English.

Date of previous inspection:

03/02/2010

Overall Grade:

2

## Key for inspection grades

Grade 1

Outstanding

Grade 3

Requires improvement

Grade 2

Good

Grade 4

Inadequate

St Joseph's Junior School has been through a period of change leading to its current position as a hard federation with the Infant School. This has seen a period of interim staffing arrangements with the current Executive Headteacher having now been confirmed in the substantive position. It is to her great credit that during this period of uncertainty and staff changes, she has with core leaders, maintained continuity for the school and its focus on ongoing improvement through building a very strong restructured staff team. This has seen the school build successfully on its good with outstanding features assessment at the time of its last inspection. It is now clearly an outstanding school in its Catholic life. It is a warm, nurturing and very caring environment in which young children develop and learn. The school takes Catholic education very seriously and gives it the highest priority. The excellent behaviour of the pupils, the quality of the curriculum and the dedication of all staff, both teaching and non-teaching, are noteworthy aspects of this school. St Joseph's explicitly lives out its stated mission, *'At St Joseph's each member of our family is valued and respected for who they are. Like St Joseph, we aim to nurture and support the personal growth of each individual in an atmosphere of love and trust rooted in Christ and the Gospels'* and this is evidenced in both the daily life of the school and its website which celebrates the religious life of the school. Catholic values provide a foundation for the school and are evident in all aspects of its work. They can be seen in the school's policies, through the curriculum and in the quality of the relationships between and among adults and learners.

Parents remark on the caring family atmosphere and value the way the school gives its children confidence to move onto the next stage in their education. One parent commented that, "I am very happy with the progress of my child and the staff's good relationships with pupils."

Since the last inspection, St Joseph's has successfully addressed the areas identified for improvement. Policies and practice relating to world faiths, education for personal relationships and sex education have all been reviewed. Assessment procedures are well established and show an impact on attainment. The Religious Education Coordinator's role has been developed and is now better defined. Religious Education makes an excellent contribution to pupils' spiritual development because it is given an important place in the curriculum and reminds pupils that the school places God at the heart of its work. There are opportunities from the very moment children enter the school for spiritual and moral development and for learning about the teachings and life of Jesus. Prayer and worship are integral to the daily life of the school. Prayer is important in the school day and pupils know a range of traditional prayers in addition to composing their own and having opportunities for spontaneous prayer. Leadership is distributed well across the school and the Religious Education Coordinator plays a highly effective role in the success of Religious Education. Governors are well informed and supportive of the school. The school is very reflective and there is a joyful learning environment. This is an outstanding school and a great asset to the Catholic community of the area. The leadership of the school is strongly focused on the school's Catholic mission, as well as on raising standards. The vision is to enable every pupil to be successful. The school welcomes and respects the diversity of its community. There is evidence that the school provides a safe, caring, happy environment where everyone is valued, respected, listened to and their contribution welcomed. There is a very strong emphasis on the spiritual and moral development of each pupil. All staff are committed to upholding the principles of the

Catholic faith with Religious Education providing opportunities for all pupils to develop in the understanding and growth of their faith. St Joseph's has demonstrated its strong capacity to improve further through its very good progress since the last inspection and through its current accurate evaluation of how well it is doing. The dedication of staff, together with the commitment of the governors to support the children's religious development, lies at the heart of its success. Staffing changes have been managed well and the school development plan gives priority to enriching the Catholic life of the school enabling staff to benefit from ample training opportunities. The school has rightly identified that its next steps are those as noted in this report.

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

Governors, Headteacher and staff should:

- Look to integrating the strong Religious Education assessment and tracking being undertaken into the school's electronic system in line with other core subjects.
- In conjunction with the Infant School review the use of the chosen scheme of work to secure greater consistency across the Federation with particular reference to transition from Key Stage 1 to Key Stage 2.
- Share identified strong practice in assessment and planning to secure greater consistency across the school.

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

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. The mission statement is central to the life of the school and is fully embraced by all pupils in their daily school life. Opportunities to participate in the evaluation of the Catholic life of the school are provided through an effective School Council and during Religious Education lessons. Pupils have a deep sense of belonging to their 'school family' and they strive to do their best to promote the strong ethos within their school family and in the wider community. They are well aware of the needs of others, both locally and globally, seeking to support them through awareness raising assemblies and fundraising. Pupils take full advantage of the opportunities provided by the school for their personal support and development. They are happy, confident, articulate and secure in their own stage of spiritual and emotional growth.

Parents spoke highly of the school's effective programme for Education for Personal Relationships and Sex Education that allows pupils to develop and foster excellent understanding, appropriate to their age. This would benefit from further dissemination as a programme across the Federation to give it more of a context for parents as part of Religious Education. Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its links to the parish community. They are regularly involved with parish and Diocesan celebrations, benefitting from staff involvement in school and parish activities.

Pupils confidently share their beliefs and understanding of their own and the faith of others. They say that teachers set a good example and that everyone in school tries to "follow in the footsteps of Jesus." The pupils review the school's Mission Statement and write their own class version and refer to this when speaking about their beliefs. The promotion of Catholic values and principles by leaders and managers is outstanding. Gospel values underpin all the work of the Governing Body and guide them in appointing staff, evaluating the work of the school and ensuring the best possible outcomes for pupils.

The school is situated in an old Victorian building that is operationally very difficult. Impressively creative use is made of every part of the building and greatly enhanced by excellent displays incorporating high levels of pupil generated work.

## **How well pupils achieve and enjoy their learning in Religious Education**

Pupils are passionate about Religious Education. They enjoy it immensely and many view it as their favourite lesson. They particularly appreciate the range of teaching strategies used by teachers to engage and enthuse them. As a result, pupils concentrate well and behaviour for learning is outstanding. Teachers have high expectations of their pupils. They know them well and have an accurate understanding of their starting points. Work is differentiated and tasks are well matched to the age and ability of pupils.

Religious Education is at the heart of the school curriculum. It is taught both discretely and in a cross-curricular way, reflecting the school's implementation of new curriculum requirements. Pupils acquire knowledge quickly and in depth, linking their learning in Religious Education to other subjects. They are able to interpret sources and symbols, to

understand nuance and subtlety, enabling them to reflect on their learning. The vast majority of pupils engage with religious ideas and integrate them into their daily lives. As a result the majority of pupils are making rapid and sustained progress. Pupils' achievement and enjoyment in Religious Education is apparent. They make good progress in relation to their starting points and capabilities. Analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development with a significant number exceeding this. There is little difference in performance between vulnerable groups of pupils with those with additional or special needs making good progress. Pupils are becoming increasingly religiously literate. They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Pupils' engagement in and enjoyment of their learning is generally excellent as shown by their interest, engagement, positive attitude and excellent behaviour in lessons. Pupils are both encouraged to work independently and collaboratively. They co-operate well with each other in group work. Across the school they are very respectful of each other's views and opinions. They are anxious to learn and improve their knowledge, understanding and skills, as they become independent learners.

Classroom support staff are well utilised and their support is commendable. The majority of support staff are Catholics and act as an excellent resource for non-Catholic teachers. The school could consider ensuring more opportunities for teachers to brief support staff on their expectations, in order to maximise the impact their support has on pupil progress.

### **How well pupils respond to and participate in Collective Worship**

St Joseph's is a very prayerful and spiritual school where worship is a regular and meaningful part of the day. Pupils are enthusiastic in their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering, joyful singing and prayerful reflection, which serves to motivate and integrate a very diverse community. They listen intently, show respect and offer heartfelt responses. Pupils should continue to take an increasing lead in planning, preparing and leading liturgies both in class and in larger groups throughout the school. They are confident in using resources and are developing a wide variety of prayer and liturgical styles, which they use appropriately.

From the earliest ages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others. Adults provide excellent role models for pupils, in their response and participation in liturgy.

A class Mass attended saw pupils engaged enthusiastically with the Priest in creating a thoughtful and reflective celebration. They respond well, being active participants in the celebration, demonstrating an understanding of the Mass and the appropriateness of quiet times for reflection. They are very reverent and make good use of classroom focal points to support their daily prayer life.

A hymn practice attended saw pupils engage with the teacher to use voices as a means of prayer, reflecting this as a strength of the school.

## **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils**

Leaders and managers are outstanding in promoting, monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils. The Governing Body has quickly establishing its monitoring and evaluation roles. The Chair is clear of the need to 'hit the ground running' and is driving the work of the Governing Body apace. This is reflected in the school's own Mission Statement, which is lived out by all concerned and is kept under review. Leaders and managers are outstanding in the way they use monitoring data to evaluate the school's performance, and to celebrate and plan future improvements. The Governors have already requested progress data in Religious Education in line with other subjects. Their involvement also includes visits to the school. Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school. They live out the values of the Gospel in the everyday life of the school, especially in the way they treat each other. The Religious Education self-evaluation document, provides evidence of the school's monitoring, self-challenge and development. It also provides a basis to celebrate the school's strengths and outline areas for development. It also ensures that all staff receive a very good induction and in-service training to enable them to further understand the Church's Mission in Education and play their unique part in it. The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up-to-date and very good policy is in place. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. There are positive relationships at every level within the school. Parents are consulted regularly and involved in a variety of ways in the life of the school, especially by their attendance at assemblies and Masses. Governors have effectively helped to shape the direction of the school, drawing on their own strengths and areas of expertise. As the new governors become more established they should develop more direct involvement in a re-drafting of the Religious Education self-evaluation form.

## **How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils**

Governors and managers are promoting monitoring and evaluation of the provision for Religious Education, and the impact of interventions on pupil progress. The Head of School with the subject leader are active in guiding Religious Education. They are accurate in their review of strengths and areas for development for Religious Education and are aware that key members of staff can support the role of subject leader and share outstanding practice to drive the subject forward. Training and information provided by the Archdiocese are accessed regularly with continuing professional development opportunities being provided for staff.

Communication with the Executive Headteacher, Head of School, staff, parents and governors is highly effective. The Religious Education governor is outstanding in his care and commitment to the school. He gives strong, effective guidance and reflects on his visits to the school with the governors. Detailed documentation guides and directs all staff in the delivery of the subject. This is updated as necessary. Monitoring data is used

effectively to evaluate the school's performance and plan for future improvements. Opportunities for staff evaluations, self-challenge and sharing of outstanding practice will further develop this process.

Achievement and effort at St Joseph's is always celebrated. Curriculum outlines are provided for parents who feel well informed by the school in supporting their children at home. The Governing Body is becoming an active and effective motivator in the Catholic life of the school. They are well known to parents, pupils and staff, regularly visiting the school and attending school events. The Parish Priest is the link governor for Religious Education and he works closely with the subject coordinator. In addition to this, one of the staff governors is also actively involved with the Catholic life of the school and attends weekly class Masses. The Catholic life of the school is given the highest priority by the Executive Headteacher, the Head of School, the senior management team, teachers and all staff. This is evidenced, for example, through; performance management targets, whole staff meetings at the beginning of the academic year, which emphasise the centrality of the school's Catholic identity and how each member of staff contributes to promoting and developing that identity.

It is an opportune time for the Federation to consider establishing a Religious Education coordination role covering all phases which could include the development of a scheme of work to cover all year groups so supporting the transition between Key Stage 1 and 2.



### **The quality of teaching and how purposeful learning is in Religious Education**

The quality of teaching observed and how purposeful learning is, was good with a number of outstanding features. It is consistently effective in ensuring that pupils are interested and engaged and make sustained progress. Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. 'The Way, The Truth and The Life' is well used as a core scheme. Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. Teachers take into account pupils' prior learning and ensure differentiation consolidates, builds on and extends their knowledge and understanding. Greater emphasis should now be given to providing differentiation by task linked to greater opportunities for more independent research-based work, to enhance curricular provision particularly for more able pupils. Some excellent and imaginative use was made of religious vocabulary during the inspection to extend religious writing. Teachers provide opportunities for pupils to work independently and collaboratively. Good use was also made of Information Communication Technology including interactive whiteboards. There were also quality literacy links. Sound use was made of music and song to aid reflection. All of these help to maximise learning. Pupils are informed of their progress and how to improve both orally and through marking.

The school has very good assessment strategies which provide accurate and detailed information on the achievement of all pupils. Teachers are able to identify how well pupils are achieving, tackle underachievement and enable pupils to evaluate their own work. The school should now ensure that this strong assessment and tracking is incorporated into the school's electronic systems. There was evidence of pupil responses to feedback and purposeful dialogue between teacher and pupil. Effort and achievement are celebrated.

In a Year 6 lesson, good use was made of drama to develop an understanding of the feelings of people persecuting Jesus. A Year 5 lesson drew on the life of Kathleen Brenner using a video clip of her speaking and exemplifying the wider impact of one's actions. A Year 4 lesson was marked by its serene and positive environment supporting high quality learning about the Eucharist.

### **The extent to which the Religious Education curriculum promotes pupils' learning**

The extent to which the Religious Education curriculum promotes pupils' learning is good. It successfully meets pupils' needs. The school uses 'The Way, The Truth and The Life' as its core programme, which meets the requirements of the Curriculum Directory for Religious Education. The scheme is well supplemented with other resources as required. Appropriate levels of the programme are being followed in different classes ensuring complete Religious Education entitlement for each child. Over 10% of total curriculum time is allocated to Religious Education which more than fulfils the requirements of the Bishops' of England and Wales. Planning ensures full coverage of the Religious Education programme. The school implements new curriculum developments as appropriate. Enrichment activities all have a positive impact on the curriculum which provides opportunities for pupils' spiritual and moral development and vocation. The curriculum is customised to meet the needs of groups and individuals.

Pupils explore the beliefs and values of other faiths and religions which help to promote

tolerance and respect for those who think differently. This work could usefully be expanded to include visits to other places of worship linked to this part of the Religious Education curriculum.

In 2013/14, school attainment in Religious Education in Year 6 showed that 93% of pupils achieved level 4 or above, with 37% achieving level 5. Current assessment data indicates that 96% of Year 6 pupils will achieve level 4 or above in Religious Education with 56% predicted to achieve level 5. These are very good results bearing in mind pupils' entry points into education.

### **The quality of Collective Worship provided by the school**

Prayer and acts of Collective Worship are given the highest priority and have become a key part of every day, with every school celebration providing inspiration for staff and pupils. There is a range of opportunities for the whole school community to participate in Eucharistic and non-Eucharistic liturgies, collective acts of worship and prayer. There is a clear policy for Collective Worship and a good range of structures to ensure that it is frequent, regular and inclusive. Collective Worship has a very clear structure and purpose and there are a variety of opportunities for staff and pupils to pray together.

Collective Worship is carefully planned and resourced providing guidance to pupils to live by and with links to the liturgical year. Pupils and adults praying together is a daily experience with parents and other adults welcomed into this prayerful community.

Traditions such as saying the Rosary have a very high profile in the school. Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school. Pupils are mostly attentive and responsive during worship and pray with sincerity. They make extensive use of their class prayer boxes. The prayer box and worry box outside the Headteacher's office enables the Executive Headteacher and Head of School to be responsive to monitor children's concerns and feelings. Displays around the school reflect the Liturgical calendar and the themes of the religious curriculum. The school is marked by good quality singing which is very enthusiastic and enhanced by the development of two school choirs. Opportunities for singing have taken place through 'The London Peace Proms' at the Royal Albert hall, igospel 'Sing Inspiration' at the Royal Festival hall and the Southwark South East Catholic School Music Festival where the children performed for Bishop Patrick Lynch. The high number of religious artefacts around the school provide a wide range of reflection opportunities for parents, pupils and staff, all of which adds support to this aspect of the Religious Education curriculum.