

ARCHDIOCESE OF SOUTHWARK  
COMMISSION FOR SCHOOLS & COLLEGES



**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 100169

St Joseph's Catholic Primary School  
Commerell Street  
Greenich  
SE10 9AN

Chair of Governors  
Headteacher  
Inspectors

Mr Tim Morris  
Mrs Catherine Green  
Mrs Ann Oddy

Inspection date(s)                      1<sup>st</sup> May 2012

ARCHDIOCESE OF SOUTHWARK  
COMMISSION FOR SCHOOLS & COLLEGES  
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Director of Education: Dr Anne Bamford

# Introduction

## Description of the school

The school is voluntary aided. It is situated in the Greenwich Deanery of the Archdiocese of Southwark. It is maintained by Greenwich LA. The principal parish served by the school is St Joseph's, Greenwich. The proportion of pupils who are baptised Catholics is 39%. The average weekly proportion of curriculum time given to Religious Education is 10% in both Key Stage 1 and Key Stage 2. The school takes pupils from 4 to 11 years old. The number of pupils currently on roll is 181. The attainment of pupils on entering the school is slightly below average. The proportion of pupils eligible for free school meals is 42%. Around 23% of pupils receive extra support in class. The proportion of pupils from homes where English is an additional language is above average at 48%. The school serves an ethnically diverse community, with representation from a wide range of minority ethnic groups. The largest groups are those of White British and Black African heritage.

## Key for inspection grades

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

Publication date ...

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## Overall effectiveness as a Catholic school

St Joseph's is a welcoming school with a clear Catholic identity, which is reflected in the many beautiful displays in the classrooms and shared areas. Excellent leadership and a clear direction from the headteacher result in good pupil, staff and whole community relationships. The school mission statement is at the heart of the school and underpins the school's policies and practice. Pupils' spiritual and moral development is outstanding and reflected in their behaviour, attitudes and religious and emotional literacy. Pastoral care is good and extends to families as well as pupils. Pupils make good progress academically and enjoy their learning. Recommendations from the last inspection have largely been addressed. The school has a clear vision of the way forward and effective systems of self review and evaluation indicate that it has a good capacity to continue to improve.

**Grade 2**

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

- Continue to develop the current effective systems of assessment and pupil tracking in Religious Education.
- Develop and monitor the recently introduced system of distributed leadership in the co-ordination of Religious Education.
- Extend the role of governors to include focus visits for Religious Education.

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# The Catholic life of the school

## Leadership and management

The headteacher is an effective leader, with a clear sense of mission which is communicated to all members of the school community. The school is attractive and well kept and its Catholic identity is clear throughout.

The staff team is cohesive and warmly welcoming. Staff and pupils are proud of their school and the parts they play within it. Parents are very appreciative of the school and the support they and their children receive. Parental questionnaires were very positive. One parent wrote "We are glad that our child is part of this wonderful school." Parents attend assemblies, provide extra support in the classroom and through the "Parents and Friends of St Joseph's", they help to organise fund raising and social functions.

Governors support the school very effectively and are involved in school life at many levels, ranging from supporting pupils with their reading to attending school masses and events. A governor spoke warmly of the school's increased liaison and involvement with the parish, as well as of her own interest and involvement in school life. Governors visit the school regularly and they could now consider making Religious Education a specific focus for one of these visits.

Systems for school self-evaluation are robust and secure and inform the strategic direction of the school.

**Grade 2**

## Quality of provision for personal and collective worship

Prayer and worship are important aspects of the life of the school. Pupils are encouraged to write their own prayers as well as learning the prayers of the Church. Prayer focus areas are attractive and integral features of every classroom. They combine good quality and age appropriate religious artefacts and resources with personal contributions from the children.

Mass is celebrated in the school on Holy Days and there is a regular programme of class Masses celebrated at the parish church. Pupils are involved in the planning and preparation of these and look forward to these occasions, which are shared with parents and parishioners.

A comprehensive programme of assemblies includes assemblies based on Gospel stories and those based on "Here I Am" topics.

Pupils participate with enthusiasm, but are also reverent and attentive; they are aware that these occasions are special times for the school community.

**Grade 2**

## **Community Cohesion**

St Joseph's is an inclusive school where all members of the school community are valued and respected. All pupils, including those with additional needs and those with different cultures are well integrated within the school community. Cultural diversity is recognised and celebrated. Parents are involved in the annual multicultural celebrations, with food, dance and stories from around the world. Pupils are active in fundraising for charities both locally and across the world. The school has links with a school in Ghana. The headteacher attends diocesan conferences and training sessions for Religious Education co-ordinators, as well as being part of the diocesan Section 48 team of inspectors. Parish links are established and being further developed.

The school is very much part of its local and wider community and community cohesion is good.

**Grade 2**

## **Religious education**

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

Pupils' progress is tracked effectively and by the end of Year 6, progress is above average and matches progress in literacy, with significant numbers of pupils attaining the higher levels at the end of Key Stage 2. Pupils enjoy their lessons and recognise the relevance of Religious Education to their own lives. Pupils' books show evidence of curriculum coverage and engagement with the topics studied. Standards of presentation are high. Marking is affirmative and reflects achievement of the lesson objective. There is some evidence of developmental marking and suggestions for next steps. This should be extended so that it is consistent practice.

**Grade 2**

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

Teaching is securely good, as evidenced by pupils' work and responses and lessons observed.

Lessons observed ranged from good with outstanding features to outstanding. Lessons were well planned and had good pace. Tasks were differentiated appropriately in order to meet individual needs and offered pupils the opportunity to consolidate or extend learning through peer discussions, role play and written work. ICT was used effectively to enhance learning; in one lesson observed, use of a visualiser greatly facilitated sharing of work and systems of peer and self assessment. Pupils were offered opportunities for prayer and reflection as part of the lessons and participated thoughtfully and

respectfully. Lessons showed good questioning and encouraged emotional and religious literacy as well as relating the lesson to pupils own lives. Pupil responses such as “God has sent the Holy Spirit so that our eyes, minds and hearts can be opened” and the prayer by a pupil for the Holy Spirit to “Give us faith and courage to believe in God even though we cannot see him” illustrated the high degree of personal pupil involvement and engagement.

## Grade 2

### **The religious education curriculum**

There is a whole school approach to the teaching of Religious Education based on the “Here I Am” scheme. In addition, cross curricular links are encouraged, providing an integrated approach to the curriculum. The school meets the requirements of the Bishops’ Conference, with 10% of curriculum time allocated to Religious Education.

There is a consistent approach to planning and cross curricular approaches are encouraged. Pupils gain a sensitive understanding and tolerance of the religious beliefs of others through the teaching of other faiths. Judaism, Islam and Hinduism are each studied on a rolling programme and visitors from these faiths are welcomed into school to talk with the pupils.

The school’s policy for Sex and Personal Relationships incorporates work in several curriculum areas. Parents are kept informed regarding the curriculum through a termly curriculum map and through the recently introduced diaries. Religious Education priorities form part of the school development plan and receive an appropriate budget allocation.

## Grade 2

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

The headteacher has been the Religious Education coordinator, but is now developing a team approach to the coordination of this subject. Whilst maintaining an overview and responsibility for the Catholic life of the school, she has delegated some responsibilities to other members of staff. This is working very successfully and has raised the profile of Religious Education and interest in it among the staff, for example, two members of staff are currently enrolled on the Catholic Certificate in Religious Studies. As this team approach becomes embedded it will facilitate further development in the subject, as well as forming a basis for succession planning.

The school’s systems of monitoring and evaluation extend to Religious Education. Lesson observations, book scrutinies and levelling and moderation of work take place as part of a planned assessment programme.

Governors are kept well informed of aspects of Religious Education through visits to the school and the headteacher's report to governors. They strongly support the school's Catholic identity and encourage the school's growing links with the parish.

**Grade 2**

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