

# **DENOMINATIONAL INSPECTION REPORT**

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

**URN 100854**

**St Joseph's Catholic Infants' School**

**Pitman Street**

**Camberwell**

**London SE5 0TS**

**Inspection date:** 17<sup>th</sup> 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  
Tel 01689 829331

**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 Infants' School is voluntary aided. It is in a hard federation with St Joseph's Catholic Junior 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 eight other parishes. The proportion of baptised Catholic pupils is 57%. The average weekly proportion of curriculum time given to Religious Education is 10% in Foundation Stage and Key Stage 1.

The school takes pupils from age 4-7 years. The number of pupils currently on roll is 114 with numbers reduced since the last inspection because of families relocating to Kent. Pupil attainment on entry to school is largely below average. The percentage of children who are in receipt of the Pupil Premium grant is 32%. A significant number of parents do not have recourse to public funds.

Date Published: 14th December 2022



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's Catholic Infants' 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.

The school has strategies to ensure that families are well supported and welcomed to the school.

## 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 and that activity in the school is recorded accurately for all aspects of religious education, Catholic life and collective worship.
- Leaders should now ensure that assessment is fully embedded to ensure all children including more able children are challenged sufficiently in lessons.
- Children of all ages should be taught how 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
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### 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, children and staff of Catholic life and the Church's educational mission. Children genuinely appreciate their school and show this by their active participation in maintaining and developing the Catholic character of the school, through their respect for one another and for the world beyond their school.

There is a recognition that every child is made in the image and likeness of Christ. Each child and family are welcomed to the school in the mornings by staff, who often greet families in their home language, ensuring that communication is very good despite possible language barriers.

The children know the importance of good behaviour, looking after one another and property and are recognised in Golden Books where adults record the excellent contributions children make in class and on the playground. One child in Reception class commented "You can be in the book if you are good at looking after each other" and was able to identify comments about them. This sense of pride was reflected across the school. 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"*.

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

The executive headteacher and the head of school are determined that "at St Joseph's we belong to a loving, welcoming, forgiving family that lives in the life of the Gospels". This permeates throughout the school and children are able to talk about looking after one another and includes the work that the school does for charity, including local foodbanks and support for families during the pandemic.

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

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 make for the development of the children 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. The school has excellent links with Sacred Heart parish working well with the parish priest for the benefit of the children.

Governors recognise and are committed to the Catholic mission of the school and support and challenge leaders to provide opportunities for children 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 their children develop. The leaders regularly ask parents for their opinions and parents feel that they are listened to. Leaders continue to ensure that the moral and spiritual development of the children takes priority not solely in lessons but across the course of the day which ensures that children hold one another to account for their actions.

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## RELIGIOUS EDUCATION

2

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

The children enjoy learning and try hard to achieve in lessons. They listen carefully and try their best to respond to the requests made by staff. Most children make good progress from their starting points. More able children would benefit from tasks which would further challenge their thinking and allow them to interpret tasks more independently. Progress over time is good for most children. They can explain what they have learned and how this is relevant in their lives.

Children in Early Years Foundation Stage enjoy their lessons which are enhanced by opportunities for drama, role play and child led activities that support the learning. During the inspection it was clear that planning was built upon year by year developing the children's understanding.

Strong relationships in lessons between adults and children allow for purposeful questioning as well as creating an atmosphere where children are comfortable in asking questions for clarification from staff.

### **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. Lesson time is used carefully to allow for most children to make good progress; because behaviour is managed very well there is no time wasted. Additional adults are used well to support the needs of children with special educational needs. Assessment of children is regular but staff do not always use it to make adjustments for the learning of more able children who should now be helped to assess their own learning and achievement. Teachers have high expectations of children and most children work hard to achieve this using the support given during teaching time and resources for the independent work.

### **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.



Leaders have ensured that there is continuity between the Infant and the Junior schools so that children are not adversely affected by the transition from Key Stage 1 to Key Stage 2.

Governors are kept informed of the developments and assessment outcomes in religious education. Governors and leaders are ambitious for the children 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 accurately reflects the school's current context.

Date Published: 14th December 2022



## COLLECTIVE WORSHIP

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

The children sing joyfully and respond well to community prayer. Their collective response is confident and appropriate. Children are given the chance to lead on whole school prayer using prayers written for them by teachers and leaders. To develop further leaders could assist the children in planning their own liturgy.

Children have a good understanding of the liturgical year and their role in participating in it. The impact of prayer on children is clear and they recognise that prayer is an important part of their daily lives. They are respectful of other faiths and include children who are of other faiths in the prayer life of the school. The incorporation of Mass responses in collective worship and the use of British Sign Language is uplifting and truly inclusive of all children in the school, ensuring that language is no barrier to prayer.

### **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 children whatever their faith background. Children are encouraged to share their knowledge. Leaders have an excellent understanding of the liturgical year; 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 by children in early years as part of their day and child led activities. These are kept up to date with the colours of the liturgical year and are a working document, children can add to them or use them to assist their learning. For example, one child when explaining the name of her class, took an artefact from the focal table to share with the inspection team. Pupils know the formal prayers and also pray spontaneously because they understand that prayer is part of daily life.

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 priority has remained 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 children.

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.

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