DENOMINATIONAL INSPECTION REPORT

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

URN 102596

St Joseph's RC Primary

The Fairfield

Kingston upon Thames

KT1 2UP

Inspection date:	**17th November 2022**
Chair of Governors:	**Andy Waterworth**
Headteacher:	**Lorraine Flower**
Inspectors:	**Hilary Blake**
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EDUCATION COMMISSION
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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 is a single form entry Voluntary Aided Catholic Primary School with 234 pupils from age 3-11.

The school is affiliated to and has strong links with St. Raphael's Roman Catholic Church, in the Archdiocese of Southwark. The number of Catholic pupils is 35%. The school's admission policy follows diocesan guidelines and gives priority to Catholic applicants.

Many pupils come from an area of significant socio-economic disadvantage. Pupils in receipt of Pupil Premium funding is 23%.

Pupils with Special Educational Needs and Disabilities (SEND) is 6.5%. Four pupils have an Education, Health Care Plan. The percentage of pupils with English as an additional language is 55%, which greatly exceeds the national average of 19.5%.

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's is a good Catholic school because:

- Leaders provide a welcoming and secure environment, where gospel values are celebrated both in the physical environment and in the relationships between school, parents and parish.

- The school's pride in the diversity of its pupils and families contributes to the sense of belonging and inclusion enjoyed by all pupils.

- Staff work hard to plan and deliver engaging and inspiring lessons so that all pupils, whatever their faith background and starting point, can access and enjoy their learning.

- Leaders and governors prioritise the wellbeing of every member of the school community which impacts positively on pupils' progress and success.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Develop pupil leadership of collective worship in all key stages.

- Continue to support staff in their planning to ensure lessons have differentiated activities and provide increased opportunities for recording learning through written responses, adult observations, drama and photography.

- Re-establish promptly the full range of cross deanery moderation practices and school Masses which were in place before the recent changes to staffing, roles of responsibility and the interruption of the pandemic.

Overall Effectiveness

How effective the school is in providing Catholic Education.	2

Catholic Life	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
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.	2

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	2
How well pupils respond to and participate in the schools' Collective Worship.	2
The quality of provision for Collective Worship.	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	2

CATHOLIC LIFE

2

The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.

- Pupils know their school mission statement well and can explain how it guides their behaviours and actions: 'we are following in Jesus' footsteps'.

- Pupils' behaviour around the school is calm and orderly. They respect the environment, themselves and each other.

- Pupils say that there are rarely any friendship problems: 'generally, everyone is kind'. They know that if any difficulties do occur, adults will help them sort things out. There are many sources of support for their wellbeing and they know how to access them.

- Most pupils appreciate, value and actively participate in the Catholic life and mission of the school, for example by donating food for the Harvest festival celebration which was then distributed via the local foodbank to those in need. Earlier in the year they held a non-uniform day to raise money for children affected by the war in Ukraine and made donations of food and clothing to be sent.

- Pupils respect and value the Catholic tradition of the school, irrespective of their personal faith. They join diocesan celebrations at St George's Cathedral and the school has strong links with the local parish. Many members of the school community came together for the head teacher's recent induction Mass in the parish church.

- Members of the Children Actioning Together (CAT) group spoke of being free to express their personal religious and cultural identity and beliefs. They describe the school community as 'respectful and inclusive'.

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

- The school environment celebrates its mission and identity through the many outward signs of its Catholic character. A prominent feature is the stencilling of the mission statement in communal areas and corridors throughout the school, keeping it at the forefront of daily life: 'With God in our hearts, we learn and grow together, on our journey through life.'

- Beautiful displays reflect the liturgical seasons and the outreach to the local community, for example through displays for Remembrance and the feast of All Saints.

- All staff are fully committed to the Catholic mission of the school and describe how it permeates school life: 'the Catholic ethos is embedded across the whole curriculum.'

- There is a strong sense of community at all levels, evident in the quality of relationships observed between governors, teachers, support staff, pupils and parents. One member of staff described the school as a happy and supportive community: 'we are one family'.

- Parents speak of the school's 'strong Catholic presence'. They experience the Catholic life through the caring ethos and sense of community promoted by school leaders and staff who are 'always visible and approachable'. Parents describe St Joseph's as a school where teachers 'go the extra mile'; 'Some schools care just about the numbers, this school cares about the individual.'

- Breakfast club provided by the school facilitates a calm and positive start to the day for children who might otherwise find the transition challenging.

- Structures are in place to provide good pastoral care to pupils who need it, and there is a clear commitment to the most vulnerable and needy. Clubs such as Calming Watercolours and a dedicated wellbeing room are well utilised.

- Leadership is equally attentive to the pastoral needs of staff and provides support through the leadership team as well as access to specialist services.

- Pastoral programmes for personal, social, health and economic education and relationships, sex and health education celebrate Catholic teachings and principles and form part of the taught curriculum as well as being explored through school assemblies.

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

- Leaders and governors are deeply loyal and committed to the mission of the church and the success of the school. They are very well regarded by the community and many have a longstanding association with the school.

- Staff feel well supported by school leaders and in turn support each other. Leaders and governors invite staff to complete well being questionnaires and respond appropriately to any issues arising.

- Leaders and governors have provided training in emotion coaching which staff have found useful in understanding and managing some behaviours. This supports positive play and learning experiences for all pupils.

- The school communicates with parents in a variety of ways to engage and facilitate support for them and consequently for their children. Examples include access to resilience training, a course for Year 1 parents to support their children's English and phonics learning, and access to the wellbeing lead.

- The induction programme for all staff ensures a positive transition to working in and contributing to a Catholic community. Generous allocation of time and resources, for example, shadowing an experienced religious education teacher, promotes confidence and continuity of standards.

- The governing body is ambitious for the Catholic life of the school and leads by example. Governors participate in staff settling in and exit interviews to better understand their successes and challenges.

- Resourcing for protecting the wellbeing of staff, pupils and parents is generous. Representatives from all members of the school community: pupils, staff, parents and governors, spoke positively about this provision and the positive impact of early intervention and support.

- Catholic life is discussed at governors' meetings with a report from senior leaders on events each term. Governors are very familiar with the pattern of school life and make a positive contribution to this area, particularly in attending events and encouraging and supporting links between the school and parish.

- Governors were fully consulted throughout the implementation of the new requirements and scheme for the teaching of relationships, sex and health education and endorsed the resourcing of a dedicated scheme to ensure quality teaching in this area.

RELIGIOUS EDUCATION

2

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

- Most pupils are attentive and listen well in lessons. They benefit from experiencing a variety of teaching approaches which enable them to engage with interest and often excitement and enthusiasm.

- Behaviour is good and pupils say they enjoy their religious education lessons. This was particularly evident in several lessons where teachers captured children's attention by creating an atmosphere of anticipation. In a lesson on Advent, pupils experienced 'waiting' and were able to articulate their feelings and illustrate their emotions through role play.

- In forming their Advent promises Key Stage 1 pupils were able to reflect on how they can show love in what they do and what they say: 'I will help my teacher carry things', 'I can help tidy up'; 'I can say a kind thing – I really like your work.'

- By upper Key Stage 2, pupils are confident and articulate in discussing their learning in religious education including other faiths (Judaism). They engage enthusiastically in lessons and are better able to reflect and illustrate concepts with personal examples. When exploring the theme of commitment, one pupil spoke about being a positive role model to younger siblings, respecting parents and being helpful at home. This exemplifies an understanding of how religious beliefs can shape actions and influence people's lives.

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

- Teachers plan detailed lessons and bring enthusiasm and variety to their teaching, often inspiring a sense of awe and wonder. In an early years class the teacher combined reinforcement of language skills, incorporating repetition, kinaesthetic and oral activities effectively to embed basic and religious vocabulary.

- Teachers' questioning is good and when used most effectively challenges and encourages pupils to think more deeply and articulate more precisely, leading to some 'lightbulb' moments in their learning.

- A useful device to ensure that all pupils understand the activity set was observed in a Key Stage 1 class where the teacher invited a pupil to repeat back the task. This highlighted misunderstandings and is a practice that could be used more widely to ensure all pupils clearly understand what is expected before they start working independently or collaboratively.

- Pupil's achievement and effort is celebrated in every classroom through positive verbal feedback and attractive displays which reflect the current topic and related religious vocabulary.

- In marking, teachers are beginning to use driver words to further challenge pupils and promote progress. This is used particularly effectively in upper Key Stage 2 where pupils are given time to reflect on marking feedback and respond.

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

- Leaders and governors ensure that the religious education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage and that target setting is at least as rigorous as in other core subjects.

- Leaders and governors ensure that religious education is comparable to other core curriculum subjects in terms of professional development, resourcing, staffing and accommodation.

- Recent staff training provided by the diocese focused on differentiation in religious education to ensure all pupils are appropriately challenged and can experience success. The subject lead works with staff to incorporate the learning from this training into their planning.

- A regular monitoring schedule is in place for lesson observations and book scrutiny. The subject lead is part of a local cluster group which meets termly for the purposes of moderation. The results of all monitoring activities are reported back to governors.

- Following a period of adjustment due to leadership changes, the current curriculum leader for religious education has an ambitious vision for teaching and learning and, with the full support of the leadership team, has the capacity to re-establish best practices and to secure this vision.

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COLLECTIVE WORSHIP

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

- The experience of living and working in this faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

- Pupils have a well-developed sense of respect for those of other faiths, recognising the commonality and differences. This supports inclusive acts of worship where almost all pupils participate in prayer and liturgy.

- Most pupils understand the rhythms and seasons of the liturgical year. Prayer tables in the classrooms include a guide to the liturgical seasons which supports pupils' understanding.

- Prayer is part of the school day and, they know the traditional prayers and with appropriate modelling and encouragement, even the youngest pupils are beginning to formulate their personal prayers.

- Pupils participate calmly in collective worship. Music and singing are part of the worship experience. Children are learning to sign to accompany traditional prayers and hymns.

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

- Collective worship is part of the life of the school and prayer is included in almost all school activities and celebrations. Praying together is part of the daily experience for pupils and staff. Staff of other faiths have the time and space to pray in accordance with their own beliefs.

- Collective worship opportunities are offered in a variety of settings and arrangements so that pupils can experience whole key stage and classroom worship.

- Teachers lead class worship each week and key stage worship on a regular basis.

- The school has a beautiful chapel. Centrally located and accessible to all, this space is used for private prayer and class liturgies. A dedicated outdoor prayer garden is available and is used when the weather permits

- Themes chosen for whole school worship reflect a good understanding of the liturgical seasons and the Catholic character of the school. Most recently, pupils decorated their classroom doors to illustrate the lives of their class saints in preparation for the feast of All Saints.

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

- School leaders model good practice in planning and leading liturgies for staff and pupils and have disseminated that practice to class teachers.

- Leaders ensure that pupils experience the richness of the Church's liturgical year, including feast days and seasons, such as St Joseph, Harvest, and Advent.

- The link governor for religious education is very active in promoting parish/school links.

- Governors join school assemblies and special liturgies to participate in collective worship and as part of their monitoring role.