



DENOMINATIONAL INSPECTION REPORT

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

URN 101405

St Joseph's Catholic Primary School

90 Oakhill Road

Putney

London SW15 2QD

Inspection date: 6th December 2022
Chair of Governors: Miss Johanna Jones
Headteacher: Miss Emma Cashier
Inspectors: Mr Stephen Beck
Mrs Helen Frostick

EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR
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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

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INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Primary School is a single-form voluntary aided primary school serving the parish of St Thomas a Becket, Wandsworth West Hill. It also serves a small number of pupils from the neighbouring parishes of St Mary Magdalene, Wandsworth East Hill and St. Gregory's in Earlsfield. It is located in the Wandsworth Deanery of the Archdiocese of Southwark. It is maintained by Wandsworth Local Authority. The average weekly curriculum time allocated to the teaching of Religious Education is 10% in all key stages.

The school takes pupils from ages 3 to 11 years. The number of pupils on roll is 170, including 17 nursery pupils. The profile of the pupils on entry is mixed, with the majority generally below average. The percentage of pupils identified with special educational needs is 28.2%.

Located within a generally disadvantaged area, the percentage of pupils receiving the Pupil Premium grant at 37.3% is above the national average. The number of pupils from homes where English is an additional language (EAL) is also above average at 57.6%. The majority of this group of pupils come from Brazilian, Portuguese or Polish backgrounds.

The school is part of a network of Wandsworth Catholic primary schools working together to develop skills and good practice.

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SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Josephs is an outstanding Catholic school because:

- The school's very strong Catholic identity permeates all aspects of the learning environment of the school.
- The headteacher has successfully steered the school through a period of change, establishing a strong senior leadership team.
- Since the last inspection, there has been a notable investment of leadership time to ensure that monitoring of Catholic life, religious education and collective worship is robust and effective through the development of a strong leadership team for the subject, led by a dedicated and enthusiastic subject leader.
- The school's commitment and contribution to Catholic Social Teaching are outstanding.
- Standards are high, and children are able to articulate their understanding, which at times is impressive.
- Religious education engages pupils, is consistently good and in a significant number of cases is outstanding.
- Pupils are confident and articulate users of religious vocabulary and demonstrate excellent knowledge and understanding appropriate to their age and ability. They demonstrate outstanding behaviour for learning across the school.
- The quality of formal monitoring and its evaluation of provision for Catholic life, religious education and collective worship has developed well, with plans in place to ensure the impact is better assessed and teachers' planning is more finely adjusted to meet pupils needs and challenge their thinking.
- Chaplaincy provision provided by the parish priest is highly effective in supporting the whole community and has a positive, direct impact on curriculum provision.
- The governing body is skilful in providing strategic direction, supporting the headteacher in leading this Catholic school exceptionally well.
- Collective worship is integral to the life of the school. Pupils are learning to lead collective worship with adult support, and plans are in place to develop their role further.
- The outstanding links between the school, parish and parents leads to a strong partnership that is valued and benefits the whole community.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Ensure the strong programmes of religious education monitoring are used to secure a more focussed and targeted action plan to disseminate identified excellent practice that will provide opportunities for pupils to undertake more challenging and independent tasks.
- Provide pupils with opportunities to learn a wider range of prayers and invocations to deepen their knowledge and participation in the prayer life of the school linked to pupil-led acts of collective worship.



Overall Effectiveness

How effective the school is in providing Catholic Education.

1

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

1

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

1

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.

1

Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1

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CATHOLIC LIFE

1

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

The Catholic life of St Joseph's permeates all it does, and this is further enhanced by the very strong links with the parish and parish priest. The values of the school are regularly reviewed and influence the behaviour of the whole school community. As a result, relationships between all members of the school community are inclusive, warm and supportive. As one pupil put it, *"All the staff here are kind"*. Pupils are courteous and polite and behave well. They welcome visitors and are keen to talk about their school. Pupils actively appreciate and participate in the Catholic life and mission of St Joseph's Catholic school, with its school mission prayer at its core. This prayer, is based on the gospel values and was written by members of the school's Faith Council during the recent lockdown. The school's 'Attitudes' (linked to the Beatitudes) teach each pupil to act in the image of God, supporting their understanding of the importance of forgiveness.

St Joseph's supports a number of charities such as Cafod, Royal Trinity Hospice and Aid to the Church in Need. Each year for Remembrance Day, the school community comes together to create a whole school display and examples of this work were seen.

To link learning about the United Nations sustainable development goals to Pope Francis' Laudato Si encyclical, the Faith Council led a whole school recycling plastic project where pupils created eco-bricks forming the focal cross in the school's prayer garden. This group has plans to create a whole school mosaic cross for the KS1 playground and prayer area.

Many opportunities are provided for the spiritual and pastoral support of pupils. These include spaces for reflections, dog therapy, Lego therapy, drawing and talking therapy, play therapy provision, a place to talk at lunchtimes, Rainbows (KS1) / Sunbeams (KS2) as well as engaging in the PATHS programme (Promoting Alternative Thinking Strategies) providing for pupils physical, emotional and spiritual growth.

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

The school's mission statement is a clear and inspiring expression of the educational mission of the Church and underpins the stated aim that, *'We are the architects of the future, building lives on the firm foundations of the Gospel values'*. This is also embedded in the school mission prayer, which is shared on the school website and displayed in all classrooms. There is a strong sense of community at all levels, evident in the high quality of relationships which are a strength of the school. Governors and staff are fully committed to the ethos of the school and seek to ensure that the Catholic identity of the school is clearly articulated, standing as witnesses to Gospel values. The well-kept school environment is a concrete and effective sign of the school's Catholic mission and character.



Staff and pupils take pride and care over the displays and prayer spaces around the school, which serve a variety of purposes; to inform, prepare and engage. Relevant scripture is given a high profile in these areas. All staff promote high standards for behaviour and are exemplary role models of mutual respect and forgiveness for pupils. The school community fosters high levels of empathy, forgiveness and respect for others. This is underpinned by the school Attitudes and a Value of the Month approach to the teachings of the Gospel values, which are interwoven.

Guided by diocesan training, the religious education lead applied for and successfully completed the Oscar Romero award (Participator level), which involved gathering a range of evidence to demonstrate the extensive commitment the school has towards Catholic Social Teaching and now endeavours to achieve the 'Developer' level. This reflects a whole school philosophy that there will be '*no resting on our laurels*'. At St Joseph's, relationships sex and health education (RSE) is thoughtfully designed, carefully and consistently planned across the whole school and is firmly rooted in the values and teachings of the Catholic Church. The PATHS programme (promoting alternative thinking strategies) empowers all pupils to develop fundamental social and emotional learning skills, which will enable them to make positive choices in the context of supporting the Christian ethos of the school. The scheme 'A Journey in Love' is used throughout the school and is skilfully linked to the other areas of the curriculum, particularly the science and PHSE programmes of study. The programme aims to complement the role of the parents or guardians as the pupils develop into adulthood to make well-informed decisions, have respect for themselves and others.

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

Leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school to the highest standard. Governors are highly ambitious and fully involved in all aspects of the Catholic life of the school. They know the school well, are conversant with school data and are very conscientious in holding senior leaders to account, and undertake training to fulfil their role. Governors are knowledgeable and informed regarding Catholic education. The religious education lead produces a religious education action plan annually and is very active in promoting new initiatives and monitoring the provision of Catholic life throughout the school. She reports back to the headteacher, link governor and the leadership team and provides a termly review of the action plan for governors' curriculum committee meetings. The parish priest contributes to training for the staff.



RELIGIOUS EDUCATION

1

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

The children achieve very well in all aspects of religious education in relation to the learning outcomes from 'The Way, The Truth and The Life'. Attainment in religious education is generally in line with or above that in English. Almost all pupils, including vulnerable groups, make good progress from their starting points. There are no significant variations between vulnerable groups or gender groups across the school. For those pupils with SEND, targeted support enables them to achieve well against expectations, especially as attainment can be recorded in a variety of ways, not just written.

Pupils' active participation in all aspects of the subject is evident from lesson observations, homework projects, and their keenness to be involved. They take pride in their religious education work. The impact of positive behaviour can be seen in their enthusiastic and active contributions and the interest and respect shown to others as views, work or ideas are shared. Through their work, the pupils demonstrate an awareness of moral and social issues and show an understanding of the demands of religious commitment in their everyday life. Staff ensure lessons are creative and engaging for pupils. Each class compiles a reflection book which is very well presented and clearly valued by staff and pupils alike. They capture spiritual and religious development through photos, reflections and discussions. These books provide the opportunity to introduce spirituality early on and progress through to reflections on worldwide issues in Year 6.

Every year each pupil chooses and creates their 'My One Word' cross to inspire them to work on an aspect of their life and develop their relationship with God. This was highlighted by the diocesan advisor who, on a monitoring visit, commented, "... they were able to demonstrate an impressive level of insight and knowledge" and congratulated them "for creating a structure and environment where a level of open discussion takes place".

The quality of teaching and assessment in Religious Education is good

The quality of teaching is consistently good, with outstanding elements, and teacher expectations are high. All lessons are planned carefully, considering pupils' prior knowledge and previous learning. Teachers have a high level of confidence and employ a range of teaching styles and strategies to inspire and motivate the children. As a result, pupils stay on task and make sustained progress. In the most effective lessons observed, there was good building on prior learning, use was made of opportunities to develop pupils' religious vocabulary, open-ended questions were posed, use was made of talk partners, teachers shared their own experiences, and the topic was well related to pupils' own lives.



Teachers plan effectively using the resources linked to the 'The Way, The Truth and The Life' programme and the progress descriptors of the Age-Related Expectations to ensure content as well as progress is monitored. However, this could be supplemented with a broader range of other resources to develop greater creativity in the teaching of religious education. Teachers use a variety of questioning techniques, discussion hooks, artefacts, resources (including IT), music, drama and role play to ensure all children are engaged and actively involved with their learning. Very effective use is generally made of adults supporting pupils. The religious education curriculum contributes significantly to the spiritual, moral, social and cultural development of pupils, and links are carefully made with other curriculum areas, most notably in PHSE, geography, art and English, enabling the pupils to make connections and apply their learning to a wider context. The topics covered enable the pupils to explore and understand difficult and complex issues that can be outside their own experience.

Two weeks a year are set aside to study other faiths, and speakers and representatives from other faiths are invited to lead assemblies and workshops. The pupils use these opportunities well to ask other-faith practitioners questions about their practice and belief systems in an open, engaging and respectful manner. All Key Stage 2 classes have the opportunity to visit other places of worship, such as a Synagogue, Mosque and Hindu Temple. Last year, Year 5 and Year 6 also visited the local Gurdwara and are due to visit the Jewish Synagogue in January 2023. The other faith week ends with a whole school assembly where year groups can share the work they have done and discuss what they have found out about the faith of others.

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

The subject of religious education is approached with the same rigour as the other core subjects, and its assessment and record keeping are of the same high standard. The governors are also instrumental in holding the school to account for performance and standards of teaching and learning in this area. Leaders and governors ensure that the religious education curriculum meets the requirements of the Bishops' Conference.

Religious education leadership is particularly strong. The subject leader is very effective, enthusiastic and active in promoting new initiatives and in monitoring teaching and learning throughout the school.

The termly report for governors includes a dedicated section for updates in regards to the religious education of the school which in turn, informs and guides the next steps for development, and the school's Strategic Plan.

The subject lead has effectively implemented a structured and consistent approach to the teaching of religious education across the school. This includes all lessons beginning with a focus on a central prayer table, a lit candle and a form of reflection; enabling all pupils to understand the distinct nature of religious education and deepen their religious understanding.



COLLECTIVE WORSHIP

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

Pupils participate in whole school Masses at St Thomas a Becket Church, where each pupil in Key Stage 1 and Early years Foundation Stage is paired up with a pupil from a Key Stage 2 Class. The older pupils act as role models to their younger peers, encouraging a sense of community, friendship and respect while also developing social responsibility. This is continued throughout the year, with the older pupils acting as helpers and buddies to the younger children during the school day and lunchtime.

Pupils readily take the initiative in the termly class collective worship for the whole school and the parents, leading worship with confidence and enthusiasm. They use drama, dance, music and prayer to explore an aspect of their faith, draw out a Gospel message, or look at a feast day, a saint or significant figure, or a particular topic or theme they have been studying in religious education. Pupil-led participation results in a sense of ownership, greater engagement and a deeper understanding of their faith and responsibilities. This form of collective worship develops the pupils' sense and understanding of stewardship, and their responsibilities as global citizens developed through Catholic Social teaching which is a strength of the school. This is extended to Year 5 and 6 pupils who participate in the Wandsworth Model United Nations Assembly culminating in a borough-wide debating competition linked to the UN Convention on the Rights of the Child and Rights Respecting Schools programme.

The quality of provision for Collective Worship and Prayer Life is outstanding

Collective worship, prayer and liturgy are integral to the life of the school and children are provided with a range of varied opportunities to lead, contribute and participate in a variety of different forms of prayer and worship. Praying together is part of the daily experience for all pupils and staff. It enables all members of the school community to reflect, explore and deepen their understanding of the Church's liturgical year, seasons, special feast days and their wider social and moral responsibilities. Every classroom has a focal point for prayer, with visual stimuli displayed. Pupils often voluntarily bring in items relevant for display on the prayer tables enabling them to make personal and relevant associations. Each prayer table also has the class basket containing each pupil's 'My One Word' cross, having been blessed during the school year at Mass by the parish priest as a prominent reminder of their dedication to deepening their faith relationship with God.

The 'Wednesday Word' leaflet has enriched the relationship between home, school and parish while developing the community's understanding of and engagement with the Gospel message not only during Mass but also collective worship throughout the week in school.



The Parish newsletter is sent out with the school newsletter. Bibles are presented during the Leaver's Mass to enable and encourage pupils to continue on their spiritual and theological journey.

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

In conjunction with the headteacher, the subject leader supports colleagues with the dissemination of resources, including online resources and a website link for collective worship and prayer. Leaders ensure pupils lead on collective worship by enabling them to plan and prepare the weekly class worship using the Wednesday word and the structured collective worship plan (Gather, Listen, Respond, Go Forth!). As a parent wrote, *'We are very pleased and proud that our children are thriving in their faith lives at St Joseph's'*.

Evaluation of collective worship is included in governor reports.

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