



Catholic Schools Inspectorate inspection report for **St Joseph's Catholic Primary School**

URN: 101457

Carried out on behalf of the Right Rev. John Wilson, Archbishop of Southwark on:

Date: 21/22 June 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

It is a highly inclusive Catholic community in which every member of the school is valued and treated with dignity and respect.

Pastoral care for all pupils and staff constitutes a significant strength of this Catholic school.

Governors and school leaders are committed passionately to realising the mission of the school, especially in terms of enabling people to realise their full potential as human beings made in the image of God.

Pupils are confident and willing participants in Collective Worship and the wider life of the school.

The Catholic identity of the school shines out through the beautifully presented learning environment.

What the school needs to improve:

Ensure all pupils have more opportunities to be involved in planning, delivery and leadership of collective worship

Leaders and governors should revisit, refresh and renew the mission statement with pupils and staff.

Continue to build up the range of assessment activities to embed best practice.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

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

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



Pupils know they belong to a community of prayer and service to others. They understand their responsibilities in creating an inclusive Catholic school in which everybody is respected as individuals made in the image of God. Pupils speak warmly about what the school provides for them. They value the way they are looked after with care, irrespective of their strengths and unique challenges. Pupils accept they have a duty of care to everybody. They are increasingly leading and taking responsibility for contributing to and benefitting from the Catholic life of the school. It is a community where everybody is invited to contribute. Pupils are happy in work and play and have pride in what they achieve. Pupils demonstrate an awareness of Catholic Social Teaching in the way they respond to the needs of others. They enjoy participating in fundraising activities, for example for Cafod, the Red Cross and Macmillan nurses. The pupil chaplaincy group leads in encouraging pupils to participate. Although pupils are involved, they would benefit from more opportunities to bring forward their own ideas. The school is totally inclusive of pupils regardless of need. The Applegarth room, for example, provides a safe space for pupils who have difficulties with emotional regulation. Parents are overwhelmingly appreciative of the care they and their children receive.

To love God and each other, to learn and to live by the Gospel, encapsulates the mission of love and service of the school. Pupils understand and embrace it as evidenced in the way they live, work and pray together. They act with fairness. They respect the uniqueness of each other. Pupils look after each other and strive to do their best. By their actions and relationships with pupils, all staff model the values inherent in the mission statement. They express an understanding of their responsibilities and recognise that Christ is at the heart of the school. The Catholic ethos and identity of the school is visible to the school community and to visitors through the centrality of the religious icons and images displayed throughout the school. Attractive displays in the school entrance capture the essence of a Catholic school celebrating Catholic Social Teaching. An understanding of effective chaplaincy provision is developing as evident in

the role some pupils already play. The prayer room is placed at the centre of the school. It is a valuable spiritual place that the school uses daily.

Leaders and governors understand their responsibilities as Catholic leaders. They are committed to establishing St Joseph's as a Catholic beacon of excellence within the diocese and the local community. Governors are developing effective strategies to support and challenge school leaders. They ensure they are updated through school reports and by visiting the school regularly. They have managed the transition to new leadership effectively. The executive head teacher and head of school know how to lead the school on its faith journey. With senior leaders, they have a strong partnership to ensure pupils continue to thrive academically, socially and spiritually. Parents are overwhelmingly appreciative of the explicit celebration of the faith and its impact on their children. The school and St Mary of the Crays parish have a long-standing and deep rooted relationship. It reflects the value they place on creating a spiritual, worshipping community. The school's self-evaluation is accurate and honest. The relationships, sex, and health education (RSHE) policy has been reviewed and updated by Governors in line with the diocesan and statutory requirements. It is rooted in the teaching of the Church.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Teachers plan interesting and engaging lessons based on 'The Way, the Truth and the Life' scheme. It is enhanced by the additional use of art and scripture analysis to help address the range of ways pupils learn. Outcomes in religious education for pupils, including learners with learning difficulties and/or disabilities, are good and in line with other core subjects in all phases and most years. Religious education is held in high regard by pupils. There is a high level of engagement throughout, with pupils quickly settling down to learning with quiet concentration. Written and artistic presentations are of a high standard, reflecting the enthusiasm with which pupils engage. There is a growing confidence in the way pupils talk about what they have learnt. Planned learning about other faiths is evident across the school. Pupils express an understanding of other faiths and why it is important to learn about them. They appreciate it when visitors, including parents, come to talk about their faith. Pupils demonstrate confidence in speaking about their own faith to the class. They are listened to with great respect and interest.

Teachers are committed to delivering lessons that meet the needs of all pupils. They are confident in their subject knowledge and how to inspire pupils to learn. Lessons are characterised by effective planning and very good pace and structure. There is a high degree of consistency across the school which reflects teachers' shared understanding of how to structure lessons. Pupils are given clear directions for learning. Key Stage 2 pupils say teachers know them very well and challenge and support accordingly. They are expected to rise to the challenge appropriate for their ability and expectations. Teachers have the capacity to deliver consistently good teaching over time that helps pupils make further progress. As a result of pupils' positive attitudes to learning, and teachers developing skill with questioning, pupils make good progress. Pupils display age-appropriate standards of religious literacy. A range of age appropriate assessment activities, including art and scripture analysis, are completed half-termly. Effective monitoring of pupil progress is carried out

termly, shared with governors and informs teachers' next steps. A variety of resources, including other adults, are well deployed to ensure pupils make progress.

Leaders and governors ensure that there is professional development in religious education termly. Collaboration with a local school provides teachers with opportunities to share and develop good practice. As a result, teachers deliver engaging lessons that result in good outcomes for pupils. There is external moderation of religious education across both schools to ensure data is gathered and analysed robustly. In line with other subjects, there is an effective system in place for tracking and monitoring attainment and progress. Further analysis could be used to identify where pupils are under-achieving. As a result of working closely with new school leaders, governors have laid strong foundations for the growth of the academic and spiritual life of the school. Governors ensure that they are regularly informed of standards through the work of the governor for religious education and strategy meetings with the executive head teacher. This ensures the high status of religious education within the school.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

Pupils respond reverently and with respect to the daily experiences of prayer. They reflect in silence and listen attentively to each others' intentions and dedication prayers in class worship and assemblies. Pupils recognise that prayer is part of the daily rhythm of school life. 'I like to speak with God everyday' exemplifies pupils' understanding of why they pray. Pupils expressed a deep sense of respect for those of different faiths. This is reflected in the ease with which some pupils spoke of the opportunities to pray in their own way. Pupils display a good knowledge of the church's liturgical year and the significance of associated colours. The parish priest enjoys his links with the school. He confirmed that pupils are respectful and reverential in assemblies and Masses. He added that pupils participate as readers and servers on a regular basis. Pupils have a good understanding of religious seasons and festivals and of the church's liturgical year and are able to apply their knowledge and understanding to class discussions and religious education lessons. Although pupils engage well with prayer, more opportunities for pupils to plan and lead prayer and liturgy will further enhance the pupils' engagement with and understanding of the importance of prayer and worship.

The school has been effective in rebuilding a culture of prayer. It is bringing the lived spiritual life of the school back into the daily routine of school life. There is an appropriately established pattern of prayer throughout the day with prayers before school, lunchtime and at the end of the day. There is a detailed programme of prayer and liturgy throughout the year. Seasonally appropriate scripture, works of art and hymns are embedded in acts of worship. This creates a prayerful environment in which pupils engage with enthusiasm. The daily use of the well-resourced prayer room gives pupils and teachers an opportunity to reflect on the scriptural themes of their lessons. The wide range of prayer displays throughout the school reflects the school's commitment to deepening the spiritual life of the community. This is enhanced with colourful and inspiring Wednesday Word newsletters for families. Prayer and liturgy have a clear purpose and message that guide the pupils in prayer. The provision of opportunities for pupils to engage more fully as leaders will further enhance the quality of acts of worship.

Leaders and governors are deeply committed to the growth of a distinctly spiritual and worshipping community. They share common aims and goals, providing the whole school community with prayer and liturgy opportunities throughout the year. Staff are increasingly confident in leading pupils in class acts of worship. They inspire pupils in reflection and in using scripture. They are committed to deepening faith and practice across the school. The curriculum religious education leader plans the programme of masses with the parish priest who is a frequent and welcome visitor to the school. They ensure the liturgical year is followed with major feasts being celebrated with the parish. School leaders are aware that pupils need further opportunities to participate and lead acts of prayer and liturgy. School leaders are aware that extending opportunities for pupils to take a lead in prayer and liturgy will enhance the provision further.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	101457
Full postal address of the school	Old Road Crayford DA1 4DZ
School phone number	01322524162
Name of head teacher or principal	Amanda Truss
Chair of governing board	Stephen Edgar
School Website	www.st-josephs.bexley.sch.uk
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Southwark
Gender of pupils	Mixed
Date of last denominational inspection	8 November 2016
Previous denominational inspection grade	Good

The inspection team

Damian Fox	Lead inspector
Angela Pitcher	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement