

Aims of the School

- To ensure that the Gospel values are reflected in all aspects of the school's life, in the classroom and playground and in the relations between the pupils, the school staff and school governors.
- To ensure that all pupils are given equal opportunity to achieve their full potential, spiritually, academically and socially.
- To encourage pupils to develop self-discipline, self-respect and self-confidence.
- To provide learning experiences which will recognise the gifts of each individual and fulfil each pupil's entitlement to the National Curriculum.



Mission Statement

At St.
Joseph's
School,
we aim
to grow and learn together within
a loving and caring environment
which reflects
the Gospel
values. We
encourage
all our
children
to reach
their full
potential in
all aspects of
their education.



History of St. Joseph's School

Catherine McAuley founded the congregation of the Sisters of Mercy in Dublin, Ireland in 1831.

She was requested to set up a convent, here in Bermondsey by Bishop Griffiths at the request of Father Peter Butler in 1838 to help the sick and poor and to undertake the education of the children of the area.



The area was settled by many Irish people fleeing the mini potato famines in Ireland prior to the great potato famine of 1845. Those families with some money managed to start a new life in America or came to England via St. Saviour's Dock. Those who were destitute had no choice when they left the ship at Saviour's Dock but to settle in this area and so the community grew at an astonishing rate.

Most men worked on the docks, with casual and irregular labour and others were attracted to work on building the new railway from London Bridge to Greenwich. Houses were overcrowded and the area was extremely poor. A group of wealthy volunteers were already helping Father Peter Butler to educate the children of the area but he realised that a more permanent community was needed to give security and continuity to the project.

Mother Clare Moore was chosen by Catherine McAuley to be the first Mother Superior of the Convent of the Sisters of Mercy in Bermondsey. She was born into a Protestant family but several years after her father died the family converted. It was felt that this background made her particularly sensitive and able to deal with non-Catholics. After working as a tutor for Catherine's nieces and cousins, Clare attended a finishing school for a year before she entered Catherine McAuley's congregation.

Mother Clare and the first sisters worked with the volunteers in the school in East Lane until a new school in the convent grounds was ready in 1840. The demand for places grew over the years until on the convent grounds infant girls and boys and separate junior boys and girls were educated. (The sisters did not teach boys over the age of 7 at this time so this was undertaken by lay teachers). In September 1859 a private school was also opened on convent grounds which continued into the 1900's.

By 1912 the number of pupils was double the standard accepted by the London County Council for the size of the premises and a new site had to be found immediately if the school was to keep going.

A site was found behind some cottages in George Row and Hickman's Folly. It was a derelict piece of ground containing some broken down houses and disused tan pits. A tannery previously occupied this site and now it was a quagmire and a rubbish heap. The Sisters of Mercy struggled to find the money to buy the land. Mother Camillus Dempsey drew up a plan

and showed it to her brother, Charles Dempsey, who was an architect. Charles Dempsey approved and built the school at cost price.

Building the school was no easy task. The area was marsh land with underground streams and was frequently flooded. The pits for the tannery had required these streams to aid the tanning process. Unfortunately for the Sisters of Mercy, this meant the foundations needed to be secured by piling and filling in with concrete 20 feet down and the old pipe work needed to be cut off to ensure the basement did not flood each time the river was high!

The school was eventually completed in the spring of 1913 at the entire expense of the Sisters of Mercy, Bermondsey. Bishop Amigo blessed the new building and the mixed Infants and Junior boys took possession of it on the 14th April 1913. The school was named St. Joseph's because the sisters had prayed to St. Joseph for the wherewith to provide the school. It was considered a 'show school' at the time and people travelled from around the country and even from overseas to see it.



Remarkably Mother Camillus Dempsey undertook this difficult task at the age of 81 and enjoyed the first three years of its life until she died in 1916.

In 1939 the school was evacuated to Lewes with senior boys from St. Michael's and senior girls from St. Mary's. These two schools were destroyed by enemy action and in 1942 St Joseph's RC Primary School was opened as an 'emergency school'.

After the war it was left to accommodate all Catholic children and was known as an 'All Age Mixed RC School'.

However, on the 8th June 1949, a re-organisation took place. The senior boys went to St. Michaels's and the senior girls to All Saints. The primary children from All Saints joined what has since been called St. Joseph's RC Primary School.

Throughout the years, St. Joseph's has stayed true to its original mission by providing the children in our school community with an exceptional standard of education, both spiritually and academically. We have been recognised by Ofsted as an 'outstanding school' for high quality teaching and learning and the excellent outcomes our pupils achieve year on year, and have retained this grading for over a decade.

While our strong Catholic ethos and commitment to our children remains unchanged, our school building and surroundings have undergone a dramatic transformation with bright, modern classrooms, a state of the art computing suite and library, an AstroTurf football pitch, outdoor amphitheatre and even a roof-top garden! This enables us to provide our pupils with a rich, engaging curriculum in a stimulating environment where we can develop their enthusiasm for learning and meet our aim of ensuring all of the children in our care, reach their full potential.



*St. Joseph's
RC Primary
School*



St. Joseph's RC Primary School

School Address: George Row,
London SE16 4UP

School Telephone: 020 7237 4267

School Facsimile: 020 7237 1618



School website address:

www.stjosephsgeorgerow.org

Headteacher: Mrs Byrne

Chair of Governing Body: Sister Jude Groden

Number of children on roll: 344 (including nursery)

LA details: Southwark Children's Services
PO Box 64529, London SE1P 5LX

Diocese: Archdiocese of Southwark



School Organisation

There are 344 children on the school roll. 45 children are allocated places in Reception in September of each school year, and 30 full time places are allocated for the nursery.

The Foundation Stage comprises 3 classes:

Nursery

John Paul Class Reception

Peter Class Reception



Key Stage One comprises 3 classes:

Elizabeth Class Year 1

Baptist Class Years 1 / 2

Jerome Class Year 2



Key Stage Two comprises 7 classes:

McAuley Class Year 3

Felton Class Year 3 / 4

Joseph Class Year 4

Campion Class Year 5

Teresa Class Year 5

Dempsey Class Year 6

Fisher Class Year 6



Governors and School Staff

Governors of the School:

Sister Groden	Chair of Governors
Mr Mallen	Foundation Governor
Mrs Holdsworth	Foundation Governor
Mr Metzgen	LA Governor
Mrs Soutter	Parent Governor
Mrs Sommergyll	Parent Governor
Mr Hoyes	Staff Governor
Miss Alford	Governor
Mr Macauley	Governor
Mrs Byrne	Headteacher

Clerk to the Governors: Dipesh Panchal

School Staff

Teaching

Mrs Byrne	Headteacher	
Mr Hoyes	Deputy Headteacher	
Mrs Schönknecht	Assistant Headteacher	(SENCO)
Mrs Kingman	Year 6 Teacher	Fisher Class (Y5/6 Phase Group Leader)
Mr Law	Year 6 Teacher	Dempsey Class
Mrs Hilton	Year 5 Teacher	Campion Class



Mr Quinn	Year 5 Teacher	Teresa Class
Mrs Skeoch	Year 4 Teacher	Joseph Class
Mr Hoyes	Year 3/4 Teacher	Felton Class (Y3/4 Phase Group Leader)
Miss Allen	Year 3 Teacher	McAuley Class
Mr Coffey	Year 2 Teacher	Jerome Class (Year 1/2 Phase Group Leader)
Mrs Taggart	Year 1/2 Teacher	Baptist Class
Miss Crowther	Year 1 Teacher	Elizabeth Class
Miss Sycamore	Reception Teacher	Peter Class
Mrs Subebe	Reception Teacher	John Paul Class (EYFS Phase Group Leader)

Miss Anderson	Nursery Teacher	Nursery
Mrs Lawson	Nursery Teacher	Nursery

Mr Dixon Music Teacher



Teaching Assistants

Mrs Dixon and Mrs Kendall	Fisher Class	Teaching Assistants
Mrs Wilson	Dempsey Class	Teaching Assistant
Mrs Brown and Mrs Kelmendi	Campion Class	Teaching Assistants
Miss Dixon, Miss Bates and Miss McConnell	Teresa Class	Teaching Assistants
Mrs Sweeney and Mrs Griffiths	Joseph Class	Teaching Assistants
Miss Tran and Mrs Figueroa	Felton Class	Teaching Assistants
Mrs Porter and Mrs Wu	McAuley Class	Teaching Assistants
Miss Child	Jerome Class	Teaching Assistant
Mrs Soutter and Mrs Cook	Baptist Class	Teaching Assistants
Mrs Ablitt	Elizabeth Class	Teaching Assistant

Mrs Mchaki and Mrs Sommergyll	John Paul Class	Teaching Assistants
Miss Castagno	Peter Class	Teaching Assistant
Miss Bates	Nursery Class	Teaching Assistant
Miss Galeani	Nursery Class	Teaching Assistant
Mrs Reeve	Nursery Class	Teaching Assistant
Miss McConnell	Nursery Class	Teaching Assistant
Mrs Agbontohoma	Nursery Class	Teaching Assistant
Miss Quinn	Nursery Class	Teaching Assistant
Mr Reid	SEN/EAL support	
Mr Dines	Sports Coach	

Non-teaching Staff

Mrs Burke	Office Manager
Mr Richards	Bursar
Mrs O'Connell	Administrative Assistant
Miss Ryan	Administrative Assistant
Mrs Santangeli	Administrative Assistant
Mrs Jones	Pupil Care & Support Manager
Mrs Ablitt	SEN Administrator
Mr Kenny	Premises Manager
Mr Alvarez	Premises Officer
Mrs Martin	Premises and Hygiene Officer

Mealtime Supervisors

Mrs Jones	Senior Mealtime Supervisor
Mrs Ablitt	Mealtime Supervisor
Mrs Brown	Mealtime Supervisor



Miss Castagno

Mrs Griffiths

Mrs O'Mahony

Mrs Porter

Mrs Sweeney

Mrs Wu

Mrs Cook

Miss Kelmendi

Miss Figueroa

Mrs Wilson

Mrs Sommergyll

Catering Team

Mrs Castagno

Mrs Budd

Mrs McDonagh

Miss Grados Torres

After School Club

Mrs Jones

Miss Castagno

Mrs Bacon

Miss K Bates

Mrs Griffiths

Mrs Sweeney

Mrs Wu

Miss Galeani

Mrs O'Connell

Miss Quinn

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Mealtime Supervisor

Catering Manager

Catering Assistant

Catering Assistant

Catering Assistant

After School Club Manager

After School Club Assistant Manager

After School Club Assistant

After School Club Assistant

After School Club Assistant

After School Club Assistant

After School Club Assistant

After School Club Assistant

After School Club Assistant

After School Club Assistant





ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

ADMISSION POLICY – 2019/20

St. Joseph's Catholic Primary School was founded by the Sisters of Mercy to provide education for children of Catholic families; it is in the trusteeship of the Diocese of Southwark. The school is conducted by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeates every aspect of the school's activity. It is essential that the Catholic character of the school's education is fully supported by all families in the school.

We ask all parents applying for a place here to respect our Catholic ethos and its importance to the school community. This does not affect the rights of parents who are not of the Catholic faith to apply for and/or be considered for a place here.

The governing body has responsibility for admissions to this school and, having consulted with the local authority and other admission authorities, intends to admit 45 pupils to the Reception class and 30 full time pupils to the Nursery class (*NB. Admissions to the nursery are based on the same criteria as admissions to the main school*).

Oversubscription Criteria

Where there are more applications for places than the number of places available, the Governors will offer places using the following criteria in the order stated:-

1. 'Looked after' Catholic children or looked after children in the care of Catholic families and previously looked after Catholic children who have been adopted or become subject to a residence order or special guardianship order.
2. Baptised Catholic children, evidence of Baptism will be required.

3. Children enrolled in the catechumenate. Evidence of enrolment in the catechumenate will be required.
4. Other 'looked after' children and other previously looked after children who have been adopted or became subject to a residence order or special guardianship order.
5. Children who are members of the Eastern Orthodox Church. Evidence of Baptism will be required.
6. Children of families who are members of other Christian denominations that are part of Churches Together in England. Evidence of Baptism (or dedication) provided by a priest or minister of a designated place of worship will be required.
7. Children who are members of other faiths. Evidence of membership of the faith provided by a priest, minister or religious leader of the designated place of worship will be required.
8. Any other children.

The following order of priorities will be applied when applications within any of the above categories exceed the places available and it is necessary to decide between applicants.

- I. For Category 2 above – the strength of evidence of commitment to the faith as demonstrated by the level of the family's Mass attendance on Sunday's. This evidence must be provided by the parents/carers and be endorsed by a priest at the church(es) where the family normally worship. Applications will be ranked in the order shown on the Supplementary Form; firstly those who attend Mass weekly, then once or twice a month, etc.
- II. A brother or sister on the school roll at the time of admission. Evidence of the relationship may be required.
- III. Social, pastoral and medical needs which make the school particularly suitable for the child in question. Strong and relevant evidence in the form of a letter must be provided by an appropriate professional authority (e.g. qualified medical practitioner, education welfare officer, social worker or priest)
- IV. Proximity to the school from the Candidates home address, the distance measured in a straight line from the School entrance. Evidence of residence may be required. Where

the last remaining space is to be allocated and two or more children are deemed to live at the same distance from the school, the place will be decided by the drawing of lots.

Notes (these notes form part of the oversubscription criteria)

- a. Catholics include members of the Ordinariate and the Latin and Oriental Rite Churches that are in union with the Bishop of Rome. Reference to other Christian denominations refers to denominations that are full members of Churches Together in England.
- b. A “brother or sister” means children who live as brother and sister including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers or sisters. It would not include other relatives (e.g. cousins).
- c. Home refers to the permanent home address at which the child lives for the majority of his/her time.
- d. Looked after children are those in the care of a public authority and are in public care. Applications made under this criterion must be accompanied by details of circumstance and professionally supported evidence (e.g. from an appropriate social worker).

Admissions procedure

In addition to the Common Application Form (CAF) supplied by the Local Authority, the Supplementary Information Form (available from the school and from the local authority), should be completed and sent to the Office Manager at the school not later than the closing date published by the Local Authority. This should be done even if the CAF is completed online. If the Supplementary Information Form is not completed, the governing body of the school will only be able to consider the application after all applicants who have completed a Supplementary Information Form. You are advised to make two copies of the forms. You should retain one copy and pass the second copy to the school or your priest, as indicated.

Offers of places will be sent to parents by the Local Authority on the common offer date as notified.

Admission of children below compulsory school age

The governors will provide for the admission of all children in the September following their fourth birthday. Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year; parents may also request that their child attends part-time until the child reaches compulsory school age.

Waiting Lists

A waiting list is kept of applicants to whom no place is available. The list is ordered in accordance with the admissions criteria. Date of application makes no difference to the position on the list. The waiting list will be maintained by the local authority until a notified date, and then by the school until further notice.

Parents will be advised of the outcome of their application by the LA (and not the school) on the date determined by the Local Authority. Unsuccessful applicants will be advised of the right to appeal to an independent appeal panel.

Infant classes are restricted by legislation to 30 children. Parents should be aware that an appeal against refusal of a place in an infant class may only succeed if it can be demonstrated that:-

- a) the admission of additional children would not breach the infant class size limit; or
- b) the admission arrangements did not comply with admissions law or had not been correctly and impartially applied; meaning the child would have been offered a place if the arrangements had complied or had been correctly and impartially applied; or
- c) the panel decides that the decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.

Late Applications

Any late applications will be considered by the Governors' Admissions Committee, in the event of there being any available places, using the above criteria. If all places have been filled, parents will be offered the opportunity of placing their child's name on the waiting list. This does not prevent parents from exercising their right to appeal against the decision not to offer a place.

This admissions procedure, although primarily relevant to children for whom a place is sought at the normal age of entry to primary education (Year R), will also apply to succeeding years, and be subject to the availability of places.



School Uniform and Equipment

The school uniform and equipment needed for the children is as follows:

Boys ~ Winter Uniform –

Blue Shirt
School Tie
Grey Trousers
Grey Jumper
Black Shoes (not trainers)
Grey Socks
Navy School Jacket
School Winter Hat

Girls ~ Winter Uniform –

Blue Shirt
School Tie
Navy Skirt/pinafore/culottes
Navy Cardigan or Jumper
Black Shoes (not trainers)
Navy Tights/White Socks
Navy School Jacket
School Winter Hat



Boys ~ Summer Uniform –

Blue School Polo Shirt
Grey Trousers Short/Long
Grey Socks
Black Shoes (not trainers)
Navy School Jacket
School Summer Cap

Girls ~ Summer Uniform –

Blue Check School Dress
Navy Cardigan
White Socks/Tights
Black Shoes (not trainers)
Navy School Jacket
School Summer Cap

In addition to the above, all children must have the following:-

PE Kit

School T-shirt

Black Shorts

School Track Suit

School P.E. Kit Bag

Trainers/Plimsolls

School Book Bag

School Water Bottle

www.yourschooluniform.com



St. Joseph's Parents Association

The St. Joseph's Parent Teacher Association (PTA) is a voluntary organisation staffed by parents and carers of the children of the school. They meet regularly and work together to raise additional funds for the school.

The PTA began in September 2004 and has so far successfully donated over £15,000 to the school. These donations have helped to build our medical room, stock our library, buy resources for the school playground and fund important whole school celebrations.

The PTA annually organise Christmas and summer events as well as raffles, cake sales, quizzes, social events and other general fundraising projects. They have also helped with refreshments for annual school events and fun days for the children.



Special Educational Needs and Disabilities

At St. Joseph's School, we welcome children with special educational needs and disabilities. We recognise that some children may experience learning difficulties during their time at the school. We realise that these needs will be varied and will be specific to each child. Similarly, we acknowledge the fact that children's needs may be dependent upon and change according to experience and circumstances.

As such we aim to:-

- Create an environment within our school that meets the needs of all children, including those with special educational needs
- Ensure that the special educational needs of each child are identified, assessed and provided for
- Enable all children to have access to all elements of the National Curriculum where possible

In line with the Disability Discrimination Act, we have disabled access to our school to enable wheelchair users to enter the building easily. Similarly, we have a lift to ensure that both pupils and visitors, who use a wheelchair or have a physical disability, are able to access all parts of the building.

We currently cater for a wide range of needs within our school, including children with physical disabilities, ASC, hearing impairment, dyslexia and dyspraxia.

At St. Joseph's School, we recognise that children's needs and the level of those needs will vary according to each individual. We support children in line with the Code of Practice. Commonly support would take the form of support in class, small group work or the use of intervention programmes. We also enlist the support of outside agencies such as Speech and Language therapists, Educational Psychologists and Occupational therapists, when this is required.



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Curriculum

Early Years Foundation Stage

Children in nursery and reception follow the Early Years Foundation Stage curriculum which is organised into seven areas of learning:-

- Personal, Social and Emotional Development, Communication & Language, Literacy, Mathematics, Understanding the World, Physical Development and Expressive Arts and Design.

At St. Joseph's we acknowledge the importance of the 'early years' in children's development and we work in partnership with parents, who are children's first educators, to ensure our children get the best possible start they can to education. Children develop rapidly during their early years – physically, intellectually, emotionally and socially. We recognise the importance in developing young children's key learning skills such as listening, speaking, concentration, persistence and learning to work together and cooperate with each other. The Foundation Stage is also about developing early communication, literacy and numeracy skills that will prepare young children for key stage 1 of the national curriculum. We aim to provide rich, fun and practical learning experiences in purposeful and engaging environments, both indoor and outdoor.

National Curriculum

At St Joseph's School children in Years 1 – 6 follow the National Curriculum and study all subjects within this which are as follows:-

- English, Mathematics, Science, Computing, PE, DT, Music, Art and Design, History, Geography and Modern Foreign Languages (French)

Religious Education is taught discreetly following the 'Come and See' scheme. In addition, we recognise that RE permeates all areas of the curriculum and school life and take opportunities to promote the children's understanding and spirituality in a variety of settings, inside and outside of lessons.

The Governors have also agreed a PSHE (personal, social, health and economics) policy for the school.

We ensure that our children have access to a broad, balanced and exciting curriculum through a range of additional opportunities and experiences such as paired reading, drama and extra-curricular clubs.

We believe our school ethos and approach produces a positive, inclusive and cheerful learning environment which enables all children to become enthusiastic learners.



Achieve your potential...