

St Joseph's Catholic Primary School

Commerell St., London, SE10 9AN

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress from their starting points. The school's test results have improved over the last two years from being below average to significantly above average.
- Pupils are encouraged to read widely and regularly.
- Teaching and learning are good and some teaching is outstanding. Pupils are mostly provided with the right level of challenge.
- Children generally do well in the Reception class, where they enjoy their learning.
- Pupils feel safe at school because behaviour is well managed and they are taught how to be considerate of each other.
- Relationships at the school are caring and contribute to a strong sense of community.
- The headteacher and deputy are effective leaders and are committed to doing their best to make the school a positive place where the pupils can succeed.
- The governing body is well informed and plays an active role in the school, making sure that teaching and learning are good and that leadership has been established.
- Since the last inspection, pupils now do well in mathematics and leaders make better use of information on the pupils in meeting their needs. Pupils are also more confident when evaluating their own work.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough, particularly in the Early Years Foundation Stage, to ensure that all pupils make rapid progress.
- The role of middle leaders in monitoring and evaluating the school's work is not fully developed.

Information about this inspection

- Inspectors observed 15 lessons, of which eight were joint observations with the headteacher. In addition, the inspectors made other short visits to lessons and to learning areas.
- Meetings were held with a groups of pupils, members of the governing body, a representative from the local authority, senior and middle managers, and teaching staff.
- Inspectors took account of the nine responses to the online questionnaire (Parent View) and spoke to parents and carers as they brought their children to school.
- The information from 23 staff questionnaires was taken into consideration.
- Inspectors looked at pupils' books and at a number of documents, including the school's own data and monitoring of how well pupils progress, planning documentation and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

Inspection team

Mandy Snook, Lead inspector

Additional inspector

Peter McCarthy

Additional inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school with a diverse ethnic community. The proportion of pupils for whom English is an additional language is almost four times the national average.
- The proportion of pupils known to be eligible for extra funded support under the pupil premium initiative is higher than average.
- The proportion of disabled pupils and those with special educational needs, including those supported at school action, school action plus and with a statement of special educational needs, is above average.
- A high proportion of pupils join and leave the school throughout the year.
- At the time of inspection, the school had two recently appointed teachers. The senior leaders and managers have been at the school for a number of years.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the involvement and impact of middle leaders in monitoring and evaluating the school's work.
- Increase the proportion of outstanding teaching by ensuring that:
 - teachers' planning, particularly in the Early Years Foundation Stage, always takes account of the varying needs of pupils
 - links between work on letter sounds and writing are strengthened in the Early Years Foundation Stage.

Inspection judgements

The achievement of pupils is good

- Achievement of current pupils is good. A significant proportion of the current Year 6 pupils are predicted to make more than the expected progress in English and mathematics.
- There has been a rising trend of achievement over the past three years in Key Stage 2, where pupils have attained levels of learning and progress that have been significantly above others of the same age nationally in both English and mathematics.
- Lesson observations and work in books show that pupils generally make good progress in lessons and, where their skills levels are below average, they are catching up rapidly.
- Mathematics has been a main focus of teaching and learning for the school; the good assessment results and progress that the pupils have made show the impact of effective support from specialist teaching and interventions.
- Disabled pupils and those with special educational needs benefit from good-quality teaching and achieve well. These pupils receive caring and intensive support in many of their lessons and from small group teaching.
- Pupils develop secure literacy and numeracy skills over time, and this allows pupils to learn quickly and to make good progress as they build on firm foundations of what they already know.
- Scrutiny of pupils' books showed some examples of good extended writing in Key Stage 2, where pupils write confidently in different genres, using mature skills in punctuation and vocabulary.
- Pupils have good reading skills, which are encouraged by the strong focus on getting all pupils to read widely and often. Guided group reading sessions help the pupils to develop comprehension skills, which give them a deeper appreciation of what they read.
- The higher-than-average number of pupils who benefit from pupil premium funding achieve significantly better than other similar pupils nationally. The funding has been used successfully to provide extra support from a teaching assistant in Key Stage 1 who supports literacy, and from the literacy coordinator, who is given time out of lessons to support groups of pupils and to teach alongside other teachers.
- In the Early Years Foundation Stage, children's progress has been variable over the last three years. Links between letter sounds and writing are not yet fully developed and children do not always have tasks that are appropriately set for their needs. However, they make good progress overall, especially in communication, language and literacy, and in their knowledge and understanding of the world.
- Pupils thoroughly enjoy their learning and, as a result, achieve well and make good progress in their lessons. Pupils work well together as they help each other learn new skills, share ideas and find solutions to some challenging tasks that they are given. Higher-ability pupils welcome being given more difficult work, as they want to learn and to make rapid progress. Both pupils and parents and carers feel that good progress and learning is taking place in the school and that this has been more evident in the last two years.
- Pupils are well prepared for their next stage of learning.

The quality of teaching is good

- Much teaching is good and some is outstanding. Where teaching is best, pupils are engaged in creative lessons where they are able to cope well with work that matches their needs. Good-quality questioning often results in pupils investigating possible solutions to problems and developing independent thinking skills. An example of this was seen in a mathematics lesson in Year 6, where pupils were planning and costing a class trip to Paris using real travel expenses.
- Pupils acquire knowledge and deepen their understanding in lessons where teachers' subject knowledge and expertise are good. For example, in Year 1, pupils make good progress in phonics (letters and the sounds they make) through the skilful use of games and rhyme and

rhythm to help them learn.

- Teachers monitor progress in lessons, and pupils are confident in assessing their levels of understanding and in marking their own work as well as each other's. They are given time to respond to teachers' comments in their books. Pupils feel that the level of challenge and pace in lessons is appropriate, which allows them to make progress and to understand their work. Teaching assistants are well trained and support learning effectively in lessons, enabling all groups of pupils to make good progress.
- Communication skills are developed particularly well in this school. Many pupils who speak English as an additional language express themselves confidently and clearly. Pupils' learning is promoted through good-quality discussions and in effective paired talk.
- In the main, teachers set suitably challenging tasks for pupils in their lessons, making use of good resources to help all groups of pupils to make good progress. However, in a few lessons, particularly in the Early Years Foundation Stage, tasks are not always set at the right level taking into account the knowledge and skills pupils already have. As a result, progress is slower in these lessons.

The behaviour and safety of pupils are good

- Pupils concentrate well in lessons and contribute enthusiastically to class discussions and debates. These positive attitudes enable pupils to acquire knowledge quickly. Good relationships were seen in all lessons where pupils were cooperative when working in small groups and in pairs. The atmosphere in lessons was harmonious and calm with a positive atmosphere of learning. Respectful behaviour allows teaching and learning to continue without interruptions.
- Pupils typically treat each other with kindness and care, which was shown in their conduct and good manners around the school. Older pupils adopt a pastoral role with younger children and help them in the dining area and during playtimes.
- Pupils said that they feel safe because behaviour is good, and they were adamant that no bullying, in any form, ever occurs in the school. Behaviour and incident records show that this is true and that any poor behaviour receives appropriate consequences. They have a good awareness of how to keep themselves and others safe. Parents and carers, and staff, all feel that behaviour in the school is good and is consistently well managed.
- Pupils feel valued and say that teachers listen to them, and they feel that their opinions are important. They are reflective learners and they make thoughtful comments in discussions.
- The multicultural profile of the school enables pupils to have a respect and appreciation for each other's cultural identities within the school's Christian community, which teaches pupils how to care for one another.
- Attendance rates meet the national average and punctuality to lessons is good.

The leadership and management are good

- The headteacher and deputy have established high expectations for the pupils' achievement, and staff are supportive of this strong drive for improvement. Leaders are accurate in their self-evaluation and are aware of the need to further develop the good management in the school to support middle leaders in their roles.
- The curriculum is well developed. It engages the pupils effectively and generally takes account of their needs and interests, which ensures a very positive response to learning opportunities. Visits to local areas of interest provide stimulating and enriching learning opportunities. The Year 6 pupils performed the play *Julius Caesar* in a recent Shakespeare festival, being the only primary school to participate.
- The development of the pupils' spiritual, moral, social and cultural development is greatly increased by the opportunities to learn to play musical instruments in Key Stage 2, to have voice

and choral training, and to participate in a wide range of art and cultural activities.

- Performance management linked to salary progression is thorough and leaders set specific targets for all staff members. Staff training needs are collaboratively identified and met through various means, including sharing of good practice with other schools. As a result, the quality of teaching has improved since the previous inspection and continues to improve.
- Parents and carers are extremely positive about the school. They were keen to share how much support their children receive and could identify how specific needs have been met. The school has good relationships with all groups of parents and carers, who feel that they can communicate freely and meaningfully with the school.
- The local authority is pleased with the progress the school has made over the last two years. It is particularly pleased with the positive part it plays in the community. The local authority now provides light touch support to the school in response to the needs that the school itself identifies.
- Safeguarding procedures and systems are thorough, effective and meet all statutory requirements.

■ **The governance of the school:**

- The governing body is supportive of the school and is very proud of its achievements. Governors are well trained, knowledgeable about the school and are committed to its success. Two governors visit the school weekly to hear pupils read and to foster close relationships with the school. They hold the school to account in their regular meetings. They have an annual performance management meeting with the headteacher, when they reflect on previous targets and set new ones, and the headteacher informs the governors of the progression of all teachers. The budget and funding for those known to be eligible for support through the pupil premium is well managed and monitored by the governors; they are reassured that the recent good results reflect the wise spending of the money on extra support for teaching and literacy interventions. They know that the school does well against local and national results.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100169
Local authority	Greenwich
Inspection number	404715

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Tim Morris
Headteacher	Catherine Green
Date of previous school inspection	May 2011
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