

St Joseph's Catholic Infant School

Marsh Lane, London, E10 7BL

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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 make good progress in the Nursery and Reception classes. This good start is built on well so that by the time pupils leave in Year 2, they reach above average standards in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make progress that is similar to, and often better than, that of their classmates because they receive particularly good support.
- Teaching across the school is typically good, with an increasing proportion that is outstanding.
- Staff apply the school's behaviour policy consistently so pupils feel safe and behave well.
- The school is a harmonious and cohesive community where pupils from different backgrounds work and play very well together, reflecting the school's good provision for their spiritual, moral, social and cultural development.
- The school leaders provide strong leadership to make sure that the school continues to move forward. There is a clear vision to improve the school, shared by staff and governors.
- School leaders have successfully addressed issues from the previous inspection, demonstrating that they have capacity to improve further.
- Leaders, managers and the governors work very well with parents and carers to achieve positive benefits for their children.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. Teachers do not match work precisely enough to the abilities of the more able pupils or check their learning and understanding during the lesson; as a result, not all of these pupils are challenged to achieve the higher levels.
- Inconsistencies in the quality of marking mean that sometimes pupils do not know how to improve their work.
- Middle leaders are not sufficiently effective in improving teacher practice.
- Governors do not know closely enough the progress that pupils are making compared to pupils nationally.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 11 lessons or parts of lessons. Two of these were jointly observed with senior leaders.
- Inspectors heard pupils read and looked at samples of pupils' work.
- There were not enough responses to the on-line Parent View questionnaire to be examined but inspectors took account of a recent school questionnaire for parents and the outcomes of the staff questionnaire.
- Discussions were held with representatives from the local authority's advisory service, the Chair of Governors and members of the school staff.
- Inspectors examined pupils' progress data and other school documentation, including safeguarding information.
- A formal discussion was held with a group of pupils and inspectors also talked to pupils at break and lunchtimes as well as in lessons.

Inspection team

Barbara Firth, Lead inspector

Additional Inspector

Jim Eshelby

Additional Inspector

Full report

Information about this school

- This is an average-sized infant school with provision for the Early Years Foundation Stage in two part-time Nursery classes and two Reception classes.
- The vast majority of the pupils are from minority ethnic groups, with almost half being of Black African heritage.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium funding is below average. This is extra money provided to schools by the government for pupils known to be eligible for free school meals, children from service families, and those children that are looked after.
- The proportion of pupils supported through school action is higher than that found nationally and the proportion of pupils supported through school action plus or with a statement of special educational needs is lower than that found nationally.
- The headteacher was in post at the time of the previous inspection.

What does the school need to do to improve further?

- Further improve teaching so that a higher proportion is outstanding and all promotes outstanding achievement for pupils by:
 - ensuring that from the start of the lesson that the more able pupils are given work that builds on what they already know
 - using questioning more skilfully throughout the lesson to check pupils' understanding so that support and challenge can be put in place quickly
 - ensuring that teachers consistently provide clear written feedback on pupils' work and appropriate opportunities for them to respond to the advice given so that they can take responsibility for their own progress and reach or exceed their targets.
- Further enhance the role of all leaders in raising pupils' achievement by:
 - building the capacity of middle leaders through support and training so that they can take a more active role in developing high quality teaching
 - developing further the effectiveness of the governing body through training that enables governors to compare the school's performance with national patterns of achievement so that they can increase the level of challenge and hold school leaders fully to account.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress throughout the school. Some make outstanding progress, particularly in reading.
- Children enter the Nursery with skills and understanding that are generally below expectations for their age. As a result of good and sometimes outstanding teaching, including a wide range of well-focused play-based activities, children make good progress overall in the Early Years Foundation Stage. Regular and efficient teaching of letters and sounds gives them a secure grounding in their basic writing and reading skills. A strong focus on speaking and listening ensures that good progress is also made in language skills. This continues across Key Stage 1 so that standards are above the national average by the end of Year 2.
- Although an increasing number of pupils are reaching higher levels in all subjects, the proportion is not yet high enough and by the time pupils leave Year 2, it is just in line with the national average.
- Well-focused interventions enable pupils to make good progress in reading. Pupils enjoy reading, showing confidence and enthusiasm. Younger pupils are able to link letters to the sounds they make, and make reasonable attempts at unknown words. As a consequence of good strategies to help them, pupils who did not attain the expected standard in the government's phonic screening check in 2012 at age six have made good progress and are on track to attain at least average standards at the end of Year 2.
- The learning and progress of disabled pupils and those with special educational needs are good. Support staff are well deployed to work with pupils in class. Pupils also receive good support individually and in small groups, ensuring that they make good progress.
- Pupils who speak English as an additional language learn and progress well. Their progress is closely checked by the school so that teachers are aware of any specific needs that pupils may have to support their learning. There is a good balance of developing speaking, reading and writing skills, which ensures that pupils learn well.
- Pupils eligible for support from the pupil premium receive extra support in small groups or in one-to-one sessions. Additional resources and staffing have been provided to help pupils with their learning. This includes, for example, the purchase of electronic story books. Pupils are also supported in accessing trips and events to enrich the experience they have in school. Although these pupils make good progress and attain at a higher level than this group of pupils nationally, their average point scores in reading, writing and mathematics show a slight gap, where these pupils are approximately three months behind other pupils in school.

The quality of teaching is good

- Teaching is generally good and there is some that is outstanding. Reading, writing and mathematics are all taught effectively. However, there is not enough outstanding teaching for pupils to make the best possible progress.
- Pupils enjoy their lessons and have a desire to learn. They work well together and are keen to share what they know. For example in a Year 2 mathematics lesson, the teacher skilfully questioned pupils throughout the lesson to ensure that they understood partitioning and then encouraged individual pupils to explain and demonstrate how they had used the skill to solve mathematical problems.
- Teachers know their pupils very well and have good subject knowledge. Mainly, they plan tasks to match individual needs, especially for those that are disabled and who have special educational needs. Teaching assistants support these pupils very well so that they make good progress from their individual starting points.
- Occasionally, however, the more able learners are insufficiently challenged and they find the

work too easy or the teacher misses opportunities to move learning forward quickly.

- Teachers use resources well, including electronic whiteboards, to help pupils learn. Children of all ages are encouraged to demonstrate what they know to the rest of the class. In the Nursery and Reception classes, children have access to a wide range of well-planned resources.
- The teaching of reading is good throughout the school and this is leading to better rates of progress and higher standards. Children quickly develop their reading and writing skills across subjects from the time they enter the school.
- Teachers mark pupils' work regularly and use this assessment information to plan lessons effectively. However, there are inconsistencies in the quality of the written advice provided to pupils to enable them to have a clear understanding of how to improve. Opportunities are missed to further promote pupils' independence, such as in responding to comments, practising skills and taking responsibility for working towards their targets.

The behaviour and safety of pupils are good

- This is a warm and welcoming school in which pupils behave well. They play and learn together in a very positive and happy atmosphere.
- Behaviour is good. It is not outstanding because in a few lessons, pupils get fidgety or go off task, particularly when they are not expected to do enough or the work is undemanding.
- Pupils, staff and most parents and carers agree that behaviour is typically good. They learn from a young age to share and take turns through the range of activities provided. Pupils collaborate very well and help each other with their learning.
- Pupils listen carefully to teachers and show respect towards adults and each other. They get on well together regardless of background and are considerate towards the feelings of others. They are polite and friendly and go out of their way to help each other.
- Staff use consistent approaches to managing pupils' behaviour so pupils understand what is expected of them. Classroom routines are well established and this means that little time is wasted in lessons. Incidents of low-level disruption are rare, so lessons proceed calmly.
- Pupils say they feel safe in school because adults care for them. They are clear that name-calling is wrong and have an appropriate understanding about different types of bullying. They say that bullying is rare but when it does happen, they know whom to tell and are confident that it will be dealt with promptly. All parents that responded to the school's most recent questionnaire say behaviour is well managed in school and that their child is safe.
- Attendance is average. The school rightly promotes the importance of attendance and works closely with parents to encourage this.
- The school fosters good relationships and does not tolerate any discrimination.

The leadership and management are good

- Leaders and managers have ensured that good standards of teaching and achievement have been maintained. All of the staff who completed the questionnaire agreed that the school is well led and managed.
- Self-evaluation accurately identifies the strengths and areas for development. Plans for improvement are focused on these priorities and have led to improvements in the quality of teaching.
- Procedures for the management of the performance of staff are rigorous and linked to pay progression and the Teachers' Standards.
- Senior leaders regularly observe teaching, review the quality of work in pupils' books and look at the progress that groups are making. Regular training is provided for staff, which is closely tied to the school's priorities.
- The school recognises that there is potential for subject leaders to support their colleagues more than they do and there are plans in place to develop their expertise and share good practice

more.

- The good curriculum and extensive range of extra-curricular opportunities meet the pupils' needs very well and promote their spiritual, moral, social and cultural development. The school gives priority to the development of reading, writing and mathematics and ensures that these skills are taught well in all subjects.
- The local authority provides effective 'light-touch' support determined by the school's priorities.
- Parents are positive about the school and their views are taken into account. The school works well with them, including running successful and well-attended workshops for parents to see how subjects are taught.
- Safeguarding arrangements are met and key staff suitably trained. All staff are regularly updated about child protection matters and pupils whose circumstances may make them vulnerable. Important documentation is up to date. The school effectively ensures that pupils are not discriminated against.
- **The governance of the school:**
 - Governors are enthusiastic and fully involved in the school, showing a strong commitment to the community. They receive regular reports from the headteacher on both the quality of teaching and pupils' progress. An increasing number of governors spend time in the school looking at individual progress data and visiting classrooms. They receive external support for the performance management of the headteacher and ensure that performance management for other staff relates appropriately to salary progression. Governors have discussed the use of the pupil premium funding and have asked challenging questions about its effectiveness. They currently lack sufficient understanding of national achievement data and, as a result, are unable to check on the school's performance compared with that of other schools and national expectations. This limits their ability to fully challenge the school's leaders and hold them fully to account. Governors ensure statutory duties are met, including safeguarding. Financial management of the school is robust and school resources are managed well.

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	103090
Local authority	Waltham Forest
Inspection number	412609

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

Type of school	Infant
School category	Voluntary Aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Gregory Joseph
Headteacher	Mary Lecount
Date of previous school inspection	15 September 2008
Telephone number	020 8539 3000
Fax number	020 8558 1049
Email address	office@st-josephs-inf.waltham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

