

St Joseph's Catholic Primary School

St Peter's Park Road, Broadstairs, Kent, CT10 2BA

Inspection dates 1–2 October 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.

- The headteacher has high ambitions for every pupil and is effective in leading work to improve teaching. The governing body supports and challenges the school well.
- Pupils achieve well. All groups of pupils make good progress and some pupils make outstanding progress. The school's focus on developing pupils' skills in literacy and mathematics is very effective.
- Teaching is mainly good and some is outstanding. There are very good relationships between staff and pupils. The school provides very well for pupils' social, moral, spiritual and cultural development and promotes their physical well-being extremely well.
- Pupils feel safe in school and share a real keenness to learn. They behave well and are considerate and respectful to one another in and out of lessons.

It is not yet an outstanding school because:

- Not all pupils make as much progress as they could in all classes.
- Teachers do not always use what they know about pupils' learning and attainment to plan activities that challenge and interest every pupil.
- Some teaching assistants do not support pupils' progress in lessons as well as they should.
- Records of incidents, sanctions and rewards are not kept in a way that enables senior leaders to easily spot any patterns or evaluate the success of particular approaches to improving pupils' behaviour.

Information about this inspection

- This inspection was carried out with no notice by two inspectors.
- Inspectors observed the school's work and looked at and considered a number of documents. These included the school's self-evaluation and planning, arrangements for safeguarding and promoting equality, and details of the curriculum.
- Inspectors observed eight teachers teaching 12 lessons; four of these were joint observations with the headteacher.
- Inspectors joined pupils at lunch and at the before-school club. They talked to pupils in class and at break times and heard a small number of pupils read individually.
- Meetings were held with representatives from the governing body, including a parent governor, and with two members of the parent forum. Discussions were held with school staff, including senior and middle leaders, teachers and teaching assistants. A telephone conversation was also held with a representative from the local authority.
- Inspectors took account of the 36 responses to the online questionnaire for parents and carers and 25 responses to a questionnaire for staff.

Inspection team

Anne Duffy, Lead inspector

Her Majesty's Inspector

Christine Jones

Additional Inspector

Full report

Information about this school

- This is a slightly smaller-than-average primary school.
- The school runs a before and after-school club for pupils.
- The headteacher and the assistant headteacher, previously members of the school staff, took up their posts in September 2012.
- Almost all of the pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for children in the care of the local authority, children with a parent or carer serving in the armed forces and pupils known to be eligible for free school meals.)
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is in line with the national average.
- The school receives additional funding to improve the quality and breadth of physical education (PE) and sport provision.
- 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?

- Support the school's drive for accelerated progress for all pupils by:
 - making sure that all teachers make full use of day-to-day assessment to plan activities and tasks that are pitched at the correct level for each pupil in every lesson
 - ensuring that the contribution to learning made by teaching assistants is consistently high
 - establishing, maintaining and regularly reviewing a centrally held log of incidents, rewards and sanctions in order to evaluate their impact on pupils' learning and behaviour.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class with skills and understanding that are in line with those expected for their age. They settle quickly and enjoy a range of interesting and well-planned experiences and activities. As a result, they make good progress through the Early Years Foundation Stage.
- Pupils build well on this solid foundation and make good progress at Key Stage 1 in mathematics, reading and writing. The Year 1 check showed that pupils' understanding of letters and sounds was above average. Attainment at the end of Key Stage 2 is above average. However, the school has rightly recognised that the most able pupils could be reaching even higher levels of attainment.
- Work done to raise standards in mathematics, an identified area for improvement at the last inspection, has had good impact. In 2012 some pupils at Key Stage 2 did not make as much progress as they should have done in English. The school's actions ensured that this did not happen again. The school's records, and those of the local authority, show that the percentage of pupils making better than expected progress increased significantly in 2013 and is above the national average.
- The school has good systems to identify pupils who may need extra help. Where concerns are raised, effective interventions are put in place to support learning. Consequently, the progress of pupils who are disabled or have special educational needs is generally good.
- The school uses its pupil premium funding extremely well to provide additional teaching support and enrichment for pupils who need them. Those who qualify for the funding are making the same progress as, and sometimes better than, their peers.

The quality of teaching is good

- Teaching is generally characterised by teachers' high expectations and very good relationships between them and pupils. Pupils benefit from teachers' good subject knowledge and enthusiasm for a range of subjects. Children new to school respond extremely well to the calm and encouraging manner adopted by all the staff in the Reception class.
- Where teaching is most effective, work is tailored well to challenge each pupil to make very good progress. For example, a group working on a mathematics problem were asked to create a picture in the style of Kandinsky by using a range of two-dimensional shapes. This resulted in a discussion which raised the pupils' expectations of what they could achieve for themselves and also gave them the opportunity to help and challenge each other.
- Assessing pupils' progress over time is accurate and there are clear processes for recording pupils' long-term gains. However, teachers do not always check with pupils how much they are learning on a day-to-day basis. As a result, some activities are not well planned; a few go on for too long or are ended too quickly and pupils then occasionally become distracted.
- Some teaching assistants make an extremely important contribution to pupils' learning. In many cases, support is effectively given, especially when the teaching assistant works alongside, rather than directly with, an individual pupil. In this way pupils are able to see good learning being modelled but also know that help is at hand once they have already tackled the work for themselves. Sometimes teachers do not make best use of the other adults in the room or teaching assistants are asked to work with a group without clear enough direction. When this happens their input is less effective.
- Following a review conducted by the school's special educational needs coordinator, there are good systems to identify and meet the needs of disabled pupils and those with special educational needs. Where necessary, other agencies are involved to ensure that expert advice is given and acted upon. Teachers and support staff therefore make good adjustments which enable many pupils to be well included in their lessons.
- Marking generally ensures pupils reflect well on the quality of their work. Teachers accurately

identify pupils' next steps in learning. When asked by inspectors, most older pupils knew the level they were working at and understood what to do to improve their subject skills.

- Of the relatively small number of parents and carers who responded to the online questionnaire, a small minority felt that their children were not taught well at the school. Although the large majority were positive about the quality of teaching, the inspectors and the headteacher agree that there is room for improvement in order for teaching to become outstanding.

The behaviour and safety of pupils are good

- Pupils enjoy school and have very positive attitudes to learning. There is little low-level disruption in lessons. While a few parents and carers express concerns about pupils' behaviour, the large majority, and all staff, agree that pupils are well behaved.
- Respect for others is at the heart of the school's values and ethos. Caring and considerate relationships are evident throughout the school and discrimination is not tolerated. Older pupils take their responsibilities seriously and provide good role models for younger ones.
- Pupils spoken to say they feel safe in school and they learn how to stay safe in their community and when using the internet. They know and understand the dangers of different forms of bullying, including cyber bullying, and are confident that any concerns that they report are managed quickly and effectively by staff.
- Pupils explore their talents and interests through a range of clubs, cultural and sporting events. Special weeks such as 'Diversity Week' include visitors from different backgrounds and introduce pupils well to different faiths, beliefs and cultures. These experiences help them to develop into thoughtful and compassionate individuals who appreciate that people are different.
- A few pupils with special educational needs have emotional and behavioural difficulties. Working as closely as possible in partnership with parents and carers and other agencies, the school provides good support to these pupils including, where necessary, supporting transition to a more suitable placement.
- A strong focus on improving attendance since the last inspection has raised attendance levels to well above the average for primary schools. Methods of recording and tracking this help staff to identify where families may need support to help their child to attend school regularly. Although detailed individual records are kept, the same level of tracking and monitoring of behavioural incidents, sanctions and rewards is not in place. As a result, patterns of behaviour or effectiveness of approaches are less clear.

The leadership and management are good

- The headteacher provides strong leadership. She has been extremely effective in raising expectations and ambition and ensuring that all staff work positively together. One member of staff said, 'All staff are supportive and work as a team. Our aim is for every child to reach their full potential academically, emotionally and socially.' All are committed to creating equality of opportunity, tackling any discrimination and improving life chances for the pupils.
- Good processes and systems for evaluating many aspects of the school's work are in place and many have had noticeable effect. Some new approaches are having a significant impact on the quality of teaching and on pupils' progress, but the school knows that there is scope to improve systems even further if these aspects are to become outstanding.
- The process for managing teachers' performance is very thorough and covers pupils' progress, staff training and the school's identified areas for improvement. A small number of the teaching staff have moved into the upper pay spine for salaries and inspectors found that this was a fair reflection of their skills and responsibilities.
- The range of subjects is well matched to pupils' interests and encourages their positive attitudes to learning. This is reflected in their good achievement and attendance and in pupils' strong

spiritual, moral, social and cultural development. The school rightly plans to make lessons even more fun and creative as staff work more closely together across the key stages.

- The school is making good use of additional funding to improve PE and sport provision. Steps taken include the provision of enhanced coaching in PE sessions, the introduction of a 'sports passport' in conjunction with the local secondary school and ensuring that all pupils can swim. Those pupils who attend clubs before and after school clearly enjoy them.
- Regular newsletters and the Parents Forum provide good opportunities for parents and carers to become involved in the life of the school. Parents and carers who were spoken to were very appreciative of the school's work.
- The school's arrangements for safeguarding are secure. Senior leaders take timely and appropriate action when any child protection concerns are brought to their attention. The school works well with a range of agencies to support pupils and their families. It has rightly arranged for all staff to receive updated training in ways to manage any pupils who may become physically aggressive.

■ **The governance of the school:**

- The governing body is well informed and has a good grasp of all the available performance information about the school and how it compares with similar institutions. Members ask challenging questions of the headteacher and senior staff and hold the school to account well for teaching quality and pupils' achievement. Governors keep a clear overview of the school's salary structures and how managers undertake performance management and set targets for teachers. They are aware of the pupil premium and sports funding and how it is being used to support those pupils' learning. The governing body ensures that the school fulfils its statutory responsibilities in relation to safeguarding. Governors keep up to date with relevant training both in school and at various courses. The governing body has been well supported by the local authority and in turn contributes to meetings and forums within the wider school community.
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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	131126
Local authority	Kent
Inspection number	428770
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	210
Appropriate authority	The governing body
Chair	John Darby
Headteacher	Linda Briggs
Date of previous school inspection	13–14 June 2011
Telephone number	01843 861738
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