

St Joseph's Catholic Primary School

The Fairfield, Kingston upon Thames, Surrey, KT1 2UP

Inspection dates 15–16 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership at all levels is good. The headteacher's ambition of success for all and pride in achievement are shared by staff, governors and pupils and are recognised by parents.
- Good teaching ensures that pupils make good progress in English and mathematics. Pupils of all abilities and backgrounds achieve well. From the early years, all pupils work together well. Language and communication skills are well developed.
- Achievement is good. From starting points that are typical for their age, pupils' attainment in reading, writing and mathematics reaches or exceeds national averages by the end of Key Stage 2.
- The school encourages parents to play a key role in pupils' education and this plays a significant part in their success, especially in raising standards of reading.
- The school has a strong spiritual life which is celebrated daily and is reflected in pupils' caring attitudes. As well as the school having strong links with the Catholic church, other faiths are respected.
- From the time they enter the school, pupils' social skills are fostered well and pupils develop good attitudes based on consideration and respect. A range of extra-curricular activities enhances their cultural experiences.
- Standards of behaviour are good. Pupils take responsibility for their behaviour and behave safely and sensibly in the classroom and outside.
- The early years provision is good. It is well managed and effective, providing children with a good start. They settle quickly and develop skills which equip them well for their future education.
- Safety is a high priority and pupils learn to keep themselves safe from an early age.

It is not yet an outstanding school because

- Although teaching is consistently good, there is little which is outstanding.
- Marking is thorough, but guidance on improving pupils' work is not precise enough.
- Standards of writing, particularly for boys, do not match those in mathematics and reading, and fewer pupils reach higher levels in writing.
- Assessment systems in the early years do not allow staff to monitor the progress of different groups of pupils. Some of the most-able children do not progress as rapidly as they might.

Information about this inspection

- Inspectors observed pupils' learning in 13 lessons, three jointly with senior staff. They also observed pupils working in small groups and individually with teaching assistants and other adults.
- Discussions took place with the headteacher, a group of governors, a representative of the local authority, subject leaders, teachers, support staff and pupils.
- Inspectors took account of 41 responses to the on-line Parent View questionnaire. They also had informal discussions with parents and took account of staff questionnaires.
- The school website was examined and a range of policies and documents was reviewed, including the school's improvement plans, governors' records and safeguarding policies and procedures. Attendance and progress records were also examined.
- Inspectors looked at pupils' work in lessons and discussed it with them. Samples of books from different groups of pupils were reviewed. Pupils in Years 3 and 6 read to inspectors and talked about their reading.

Inspection team

John Worgan, Lead inspector

Additional Inspector

Kewal Goel

Additional Inspector

James Waite

Additional Inspector

Full report

Information about this school

- St Joseph's is a larger-than-average primary school.
- There have been significant changes in leadership in the last three years. A permanent headteacher was appointed in September 2013.
- Although nominally one form entry, at the request of the local authority, the school has accepted extra pupils who are accommodated in additional classes in Years 2, 3 and 4.
- The school has strong links with the local church.
- The proportion of pupils supported by the pupil premium is above average. This is additional funding supporting pupils known to be eligible for free school meals and those in the care of the local authority.
- Pupils in the school come from a wide range of backgrounds. Just over a third of pupils come from White British families; other significant groups include Other White, Other Asian and African children.
- A high proportion of pupils come from homes where English is not the first language, some of whom are at the early stages of learning English.
- The proportion of disabled pupils and those with special educational needs is above the national average.
- In the early years, children are admitted to the part-time Nursery classes when they are three years old. They are then taught full time in one Reception class.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress

What does the school need to do to improve further?

- Improve the quality of pupils' writing, particularly for boys, so that a greater proportion reach higher levels by:
 - helping them to extend their vocabulary
 - providing a range of interesting and inspiring tasks which will encourage them to write extensively
 - correcting errors in spelling, punctuation and grammar so that pupils can avoid repeating them.
- Improve the quality of teaching by:
 - sharing outstanding practice
 - improving marking and feedback by giving pupils clear guidance about how to improve their work.
- Improve the recording of assessment in the early years by:
 - developing a system which will allow teachers to monitor the progress of different groups of children
 - ensuring that the most able children progress quickly from their starting points.

Inspection judgements

The leadership and management are good

- The leadership of the headteacher and her senior team is highly regarded by pupils, parents, staff and governors. Raising achievement and promoting high quality teaching are a high priority for staff, and this is reflected in the good standard of work and positive attitudes of pupils. The impact of a recent re-organisation of the management team has yet to be fully reflected in standards of achievement, however.
 - Leaders have a clear awareness of strengths and weaknesses, founded on thorough monitoring of teaching and accurate achievement information which leads to effective planning. The school has rightly identified pupils' writing as a current area for improvement.
 - Information on pupils' progress is collected regularly and staff check this thoroughly. Parents are well informed about their children's' progress. In the early years, although pupils are assessed regularly, their progress is not yet recorded in a format which allows teachers to analyse performance information effectively.
 - Teachers' performance and progress through the pay scales are evaluated in terms of the quality of teaching and pupils' progress. Checks on teaching by senior and middle managers are thorough and have contributed to the improvement in the quality of teaching since the last inspection.
 - Middle leadership is effective. Subject leaders check pupils' progress in their subject carefully. They ensure that teaching improves through appropriate support and cooperative planning.
 - The school encourages pupils to show respect for each other and for adults, and behaviour is good. Pupils who have problems in managing their behaviour are well supported so that they can focus on learning and improve their achievement.
 - The significant proportion of pupils who receive pupil premium funding are well supported and funding is used effectively to provide extra teaching and resources for learning.
 - The curriculum is broad and balanced. The new National Curriculum has been implemented effectively, although assessment measures are at an early stage of development. Pupils are well prepared for life in modern Britain. This is achieved through a strong emphasis on basic skills in literacy, numeracy and a range of experiences in which British values and the principles of democracy are introduced. Visits from the police, fire brigade and professional scientists enhance pupils' awareness of community. Surveys by the school council, published on the website, ensure that pupils' views are taken into account.
 - Spiritual, moral, social and cultural education is strong. Assemblies are of high quality and pupils engage in daily acts of prayer and reflection. There is a wide range of opportunities for pupils to extend their cultural experiences, in art, music and sports. Pupils show high levels of consideration for others and there is a strong moral ethos which is shared by staff and pupils of all ages.
 - There is a good range of extra-curricular activities which are well attended. Sports premium funding is used effectively to employ coaches who work alongside teachers, raising their level of expertise. Funds are also used to provide a range of sports equipment. This is used daily by pupils in lunchtime and after-school activities, as well as in their physical education lessons.
 - Leaders ensure equality of opportunity and that discrimination is not tolerated. Pupils from a wide range of backgrounds get on well and racial incidents are very rare. The school has a strong Catholic ethos and pupils learn about other faiths through religious education and personal and social education lessons, as well as in assemblies. Pupils learn to respect others' views.
 - The local authority is complimentary about the school and the way in which leaders have worked to raise achievement. Support is still given in key areas and has been effective in supporting the school as management changes have been implemented. Parents are strongly supportive of the school and spoke highly of the way in which pupils are encouraged to take a pride in their progress. The vast majority of parents who responded to Parent View were positive and would recommend the school to others.
 - Safeguarding and the safe recruiting of staff meet statutory requirements. Procedures are effective and ensure that all pupils are safe and well cared for.
- **The governance of the school:**
- Governors have a wide range of skills which support the school effectively. They have a good understanding of their role in challenging the leadership and evaluating its effectiveness. They are fully involved in the school's self-evaluation.
 - Governors have a good understanding of data and of the ways in which information is used to evaluate performance and to set targets. Governors are clearly aware of the qualities which comprise good and outstanding teaching and ensure that standards are monitored carefully. They ensure that teachers are

- rewarded for teaching well and that performance management provides support to improve teaching.
- Governors regularly consult parents and parents' views are taken into account when planning further improvements.
 - Governors are well aware of safeguarding requirements and procedures and ensure that they are carried out effectively. One governor is trained in safer recruitment, ensuring that safe procedures are followed when new staff are employed. Governors monitor the implementation of policies and ensure that staff are well trained in safeguarding practice.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have good attitudes to learning, whether working on their own or with other pupils.
- In lessons pupils behave well. Pupils say that their lessons are rarely disturbed by poor behaviour, and any minor misbehaviour is dealt with promptly and effectively.
- In the early years, a high priority is placed on developing positive attitudes to learning and good relationships. This creates a responsible approach to learning and a considerate attitude to others, which prepare children well for their future studies as they progress through the school.
- Outside lessons, pupils behave well, showing courtesy and consideration to each other and to adults. This is particularly evident at lunchtime when pupils use a range of equipment to play tennis, cricket, and football and to draw and write. They enjoy playing together and behave safely.
- Pupils attend school regularly and leaders monitor attendance carefully, taking appropriate action when any pupil's attendance gives cause for concern.
- Pupils say that staff listen to them and consider their views. A section of the school's website is written by the school council and the members have conducted their own survey of pupils' views which is published there.
- Pupils learn about, and are encouraged to respect, other cultures, particularly through their topic work which includes the study of a range of countries and their ways of life.
- Parents, in discussion and in the Parent View questionnaire, were positive about standards of behaviour and the care and support which their children receive. A small minority of parents disagreed and said that disputes between pupils were not dealt with quickly enough.

Safety

- The school's work to keep pupils safe and secure is good.
- When employing staff, full checks are made and safeguarding procedures are thorough.
- Policies relating to safety are clear, are well understood and are followed fully.
- Children are aware of how to keep themselves safe and behave safely..
- Bullying is rare. Occasional minor incidents are dealt with effectively and promptly and pupils say that they are confident that adults will listen to them and help them when they have problems. They understand about different forms of bullying, and even the youngest children have a good understanding of how to keep themselves safe when using the internet.

The quality of teaching is good

- Pupils make good progress because good teaching helps them to achieve well. Pupils of all abilities and backgrounds make good progress.
- Classrooms are welcoming and stimulating. Teachers' expectations are high and pupils respond well to often exciting and lively learning activities.
- In mathematics, teachers plan carefully to meet the needs of pupils of different abilities and levels of skill. For example, in a mathematics lesson, one group of pupils was enthusiastically engaged in a game of bingo, using Roman numerals, whilst other pupils were responding to the challenge of expressing dates, including their own birthdays, as Romans would have done.
- Teaching assistants are well trained to support pupils with additional needs, including the most able.
- Marking is thorough and teachers give pupils helpful verbal guidance. Pupils say that teachers and teaching assistants help them to complete their work and learn effectively. Teachers do not always check

that spelling, punctuation and grammar mistakes have been corrected, however, and comments on improving work are not always precise enough.

- Pupils speak confidently and listen well to adults and to each other. In a Year 6 literacy lesson, pupils spoke confidently to the class about the features required in a good factual report and then went on to discuss each other's work in pairs, making helpful suggestions for improving it.
- The teaching of phonics (letters and the sounds which they make) is of a high quality. This is having a positive effect on pupils' standards of reading. When reading to inspectors, pupils were able to read unfamiliar words by using their phonic skills.
- Pupils read well and enjoy reading. Pupils who have difficulty in reading are supported through extra reading sessions with trained staff.
- The teaching of writing is improving. In the early years, children are encouraged to write well and their skill develops as they move up the school. The school is implementing a number of initiatives to improve pupils' writing, including tasks aimed at interesting and inspiring boys. These are beginning to result in more pupils reaching higher levels of achievement...
- The teaching of mathematics is good. Pupils calculate confidently and have a sound grasp of mathematical concepts. Teachers plan lessons carefully so that pupils make good progress from their different starting points.
- Homework is set regularly and is marked and checked to ensure that pupils complete it to a good standard.
- Teaching assistants play a key role in enabling pupils of all abilities to make good progress. They are involved in planning lessons and frequently work with groups of pupils of differing abilities, enabling teaching to be matched to pupils' abilities and needs. Pupils at an early stage of learning English are helped to develop language and communication skills in small groups and one-to-one sessions.
- The teaching of disadvantaged pupils and those with special educational needs or disabilities is good. The support they receive in class and in extra sessions ensures that they make similar progress to other pupils in the school.

The achievement of pupils is good

- Overall, pupils' achievement is good. Children join the school with skills and abilities which are broadly typical for their age and make expected progress in reading, writing and mathematics. Teacher assessments at the end of Key Stage 1 have been above average in the past, and remain so. Teachers in Years 1 and 2 build on the good start which children make in the Reception class; thorough assessment ensures that they make good progress from their different starting points.
- Teachers encourage pupils to listen and to learn from each other, so that their speaking and listening skills develop well.
- Test results at the end of Key Stage 2 have been strongest in mathematics, consistently matching or exceeding national averages. Writing standards have matched national standards in the past overall, but current data show that boys are not matching girls' performance. Achievement in reading is good. In the Year 1 phonics check, results are above the national average. Reading results at Key Stage 2 dropped below the national average in 2014, having matched national standards in the past. The school analysed the reasons for this and have put in place a number of initiatives. These include one-to-one booster sessions for weaker readers and a programme focusing on widening pupils' vocabulary and improving their comprehension skills. These measures have had a significant impact and the school's data shows clear improvement as a result. Pupils read confidently to inspectors and reading records show that they read widely.
- Overall, achievement in writing is good. The school has identified boys' writing as an area for improvement. However, in some year groups the proportion of pupils reaching higher levels is lower than expected. Initiatives to raise achievement in writing are resulting in clear signs of improvement.
- Pupils achieve well in mathematics. Results at Key Stage 2 have consistently matched or exceeded national averages. A higher than average proportion of pupils make expected progress.
- The most-able pupils are progressing well. A good proportion of these pupils are working towards higher National Curriculum levels in Years 5 and 6, although fewer have yet to reach these standards in writing.
- At the end of Key Stage 2, in 2014, the gap between disadvantaged pupils and others nationally was about one year. In reading and in writing they were four terms behind others nationally. In mathematics, disadvantaged pupils were two terms behind other pupils. In comparison to other pupils in the school, disadvantaged pupils are about one year behind, one term behind in mathematics and three terms in reading and writing. The gaps at Key Stage 1 are much narrower in all subject areas and the school is working successfully to reduce these gaps and raise the achievement of disadvantaged pupils throughout

the school. The school's current information shows that gaps between disadvantaged and other pupils are narrowing rapidly in all year groups. Most disadvantaged pupils are now making good progress.

- There are no significant gaps in achievement between the different groups of pupils in the school. Managers check the progress of groups carefully and take swift action if the performance of any pupils causes concern.
- Disabled pupils and those with special educational needs are well taught throughout the school and their progress is comparable to other pupils. Needs are identified at an early stage and appropriate support, such as help with speech and language difficulties, enables these pupils to catch up quickly.
- The achievement of pupils with English as an additional language is good. Those at an early stage of learning English are given additional support in class and, by working individually and in small groups with trained adults to develop their vocabulary and speaking and listening skills, they are able to access the full curriculum.

The early years provision

is good

- The knowledge and skills of children when they start school are typical for their age, with some weaker areas, especially in communication and language. They generally make good progress from their different starting points because their needs are identified and they are given appropriate activities to develop their learning and skills.
- The school have correctly identified that some of the most-able children could progress more rapidly, however.
- Good teaching enables children to develop the skills to learn well and to work together harmoniously. Good planning and a wide range of resources are used skilfully by teachers and teaching assistants to engage children's interest to help them learn well.
- Children with particular needs are well catered for. A group of children with English as an additional language greatly enjoyed an activity in which they were using a tank of water to test their estimates about which items would float. In the process, their vocabulary was extended as they learnt the names of various fruits, vegetables and other objects. Careful questioning by a teaching assistant helped them to improve their speaking and listening skills.
- Clear routines, high expectations and good relationships ensure that children feel safe and secure. Children feel confident in asking for help when they have a problem. Teaching assistants work effectively as a team, helping children to develop confidence to learn and solve problems for themselves.
- Children enjoy working and playing together. They behave well and use equipment sensibly and responsibly. The outside area is extensive and well equipped and provides children with a wide range of opportunities for learning.
- Children are encouraged to develop their reading and writing skills. Phonics is taught well and children make good progress. By the end of the Reception year, children's literacy and numeracy skills are well developed, preparing them well for their future education.
- The early years provision is well managed and leadership is good. The team of teachers and teaching assistants work very well together. Children are assessed regularly and assessments are used to plan future learning, although tasks are not always challenging enough for children who are more able. The assessment system in the early years does not yet allow staff to analyse the progress of different groups.
- Links with parents are strong. Parents spoke highly of how their children had been welcomed to the school and of their positive experiences, both in learning and in their social development.

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	102596
Local authority	Kingston upon Thames
Inspection number	448706

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Emma Piper
Headteacher	Frances Robertson
Date of previous school inspection	12–13 May 2010
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