

CfBT Inspection Services
Suite 22
West Lancs Investment
Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566850
Direct F 01695 729320
Direct email: dmccarrick@cfbt.com



12 June 2015

Mrs Stella Rosindale
Headteacher
St. Joseph's Catholic Primary School, Reddish
Higginson Road
Stockport
Cheshire
SK5 6BG

Dear Mrs Rosindale

Requires improvement: monitoring inspection visit to St. Joseph's Catholic Primary School, Reddish, Stockport

Following my visit to the school on 11 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Further action need to be taken to:

- increase the proportion of disadvantaged pupils attaining the highest levels in each subject.

Evidence

During the inspection, I spoke with you and with the team of senior leaders. I held a discussion with a representative of the diocese, a representative of the local authority and with six members of the governing body. To gain the pupils' views I spoke with Key Stage 2 members of the school council and toured the school. I looked through a series of documents including the school's plan for improvement, staff training that has taken place since the inspection and an evaluation of the scrutiny of pupils' work undertaken by external specialists.

Context

Disruption to teaching identified in the inspection report has continued. Three teachers are on long-term absence and two others are absent on maternity leave.

Main findings

While the dust of a disappointing Ofsted judgement settled, the senior leaders and governors wasted no time in identifying priorities for improvement. The teachers initially made sure pupils' presentation and pride in their work improved which is an aspect of the school's work that they could fix quickly. There is a new presentation policy in place and pupils said higher staff expectations had made them want to produce the best work they can. Senior leaders have made sure that pupils' work is marked daily and all staff are complying with the new marking policy.

The plan for improvement is well-devised and well-written. It makes sure that actions for improvement are spread evenly over the next two years in order not to over-face staff with changes and initiatives and to make sure the changes can be embedded. The plan makes clear who is responsible for and who is checking the progress of the actions. It also provides the governing body with clear criteria to decide whether the actions have been successful or not.

The external review of governance has taken place and the subsequent action plan already being put into action. The governing body has reviewed its committee structure and roles and responsibilities of individual governors to make sure there is greater impact from their input. Training for governors has been successful in providing a sharper understanding of the school's assessment data and governors have begun to ask for the data to be provided in a more helpful format. To counteract too positive a view of the school's work, governors are beginning to look at a range of sources of information to help them make their judgements such as external reviews, pupils' work and information from assessments. There are two vacancies on the governing body which need to be filled quickly with members who can provide the appropriate skills.

Teachers have a greater knowledge of which pupils in their classes are known to be disadvantaged. For example, teachers mark disadvantaged pupils' books first so that they have a greater understanding of their needs as a group. There is still a way to go over the next two years to make sure available funds are used to support disadvantaged pupils so they gain the highest levels in each subject'. Teachers have introduced more problem-solving activities in mathematics. Pupils that I spoke with said that mathematics is more challenging and they have to think more to solve problems.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has been providing valuable and effective guidance. Officers have supported the school in appointing new staff, holding existing staff to account for standards in the classes they teach, and with managing long-term absence.

The local authority organised external consultants to produce a very detailed and comprehensive review of the quality of pupils' work. It has linked the school with two other neighbouring schools for targeted expertise, for example on widening the curriculum and the development of better strategies to assess pupils. As a result the school has started to develop files which track the story and the progress of pupils in each class to help improve the transition between different teachers.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Stockport and as below.

Yours sincerely

Allan Torr

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy
- Contractor providing support services on behalf of the local authority - where appropriate
- The Education Funding Agency (EFA) if the school has a sixth form
hns.efa@education.gsi.gov.uk
- Diocese – for voluntary aided and voluntary controlled schools
- The person or body responsible for appointing foundation governors if the school has a foundation
- The Education Funding Agency (EFA) if the school is a non-maintained special school
[\[hns.efa@education.gsi.gov.uk\]](mailto:hns.efa@education.gsi.gov.uk)
- Department for Education [if the school is a non-maintained special school]
[\[registration.enquiries@education.gsi.gov.uk\]](mailto:registration.enquiries@education.gsi.gov.uk)