

St Joseph's RC Primary School Manchester

Richmond Grove, Longsight, Manchester, M13 0BT

Inspection dates 23–24 June 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.

- Strong leadership from the headteacher and senior leaders has consolidated the school's good work since the previous inspection and raised standards.
- Governors provide very effective support and challenge the school robustly.
- School leaders and governors manage teaching and learning well. New appointments have added strength to teaching quality. Pupils' achievement is good as a result.
- Pupils' behaviour is excellent and they are safe and well cared for. Attendance is consistently above average. Pupils' spiritual, moral social and cultural development overall is excellent.
- The quality of teaching is good. Some teaching is outstanding. Pupils' varying needs and abilities are catered for well. They are encouraged to be resourceful and to learn independently.
- Attainment at the end of Year 2 and Year 6 is broadly average. Standards are rising at the end of Year 6. Pupils make good progress throughout the school and achieve well.
- Good leadership and management ensure that provision in the early years is good. Children make good progress from starting points that are below those typically expected and they achieve well.
- The school works very effectively with parents and has very strong links with the church and local communities.

It is not yet an outstanding school because

- Too few pupils make better than expected progress in writing. Pupils are not always challenged to the full by writing tasks, particularly the most-able pupils.
- The checks on pupils' learning by middle leaders in some subjects other than English and mathematics require more rigour.

Information about this inspection

- Pupils' learning was observed in a range of lessons and through a sample of their work over time.
- Inspectors discussed the school's work with members of staff, groups of pupils, a representative from the local authority and members of the governing body.
- There were insufficient responses to the online questionnaire, Parent View, for inspectors to view. Inspectors took into account a recent survey carried out by the school and spoke to some parents on site in order to gain their views. In addition, questionnaires completed by staff members were considered.
- Inspectors observed the school's work and examined a range of documentation. This included: national assessment data and the school's own assessments; minutes from governing body meetings; external reports; the school's own view of its work; and safeguarding documents.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Sheila O'Keeffe

Additional Inspector

John Shutt

Additional Inspector

Full report

Information about this school

- This as an average-sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is double the national average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- A very high proportion of pupils are from minority ethnic backgrounds, some of whom speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Provision for children in the early years is full time in Nursery and Reception classes.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- There have been changes in the senior leadership, and significant changes in teaching staff, since the previous inspection. The headteacher has been in post since September 2013.
- The school provides a breakfast club for pupils during term time.

What does the school need to do to improve further?

- Raise achievement in writing by ensuring that all pupils are consistently challenged to the full by writing tasks, particularly the most able, so that more pupils make better than expected progress.
- Improve leadership and management by making sure that subject leaders, other than English and mathematics, rigorously check how well their subject plans promote good teaching and learning and higher standards, and use the information gained to plan further improvements.

Inspection judgements

The leadership and management are good

- The headteacher, with first-class support from governors, has successfully steered the school through a significant time of change since her appointment. Crucially, standards and the ethos of the school have been consolidated and improved. The school provides a secure environment for pupils where their good learning thrives. Pupils' behaviour and the relationships fostered are excellent. The quality of teaching is at least good and sometimes outstanding.
- All forms of discrimination are challenged. Pupils recognise that, in their culturally harmonious school, all pupils are given equal opportunities to achieve their best. The school's work is aptly summed up by the comment from a parent that, 'The school teaches pupils' hearts as well as their minds.'
- The school works productively with the local authority. It has brokered effective light-touch support for the school's leadership and teaching since the headteacher's appointment. The local authority is confident that there is good capacity for the school to manage its own further improvement successfully.
- Central to the school's success is senior leaders' management of teaching and learning. The headteacher and governors set clear and non-negotiable expectations for teaching quality and its effectiveness. Teachers' performance is checked rigorously against the school's expectations; that which falls short is challenged robustly by school leaders and the governing body.
- New appointments since the previous inspection have strengthened both leadership and teaching. As a result, there are improvements in key areas of the school's work, progress is good and standards are rising.
- Leadership of English and mathematics is consistently good. All middle leaders have worked with enthusiasm to adapt the new primary curriculum. They are strongly committed to providing new and exciting learning opportunities for pupils so that they achieve well in all subjects. However, leaders of subjects other than English and mathematics have not sufficiently assessed the impact of new plans on pupils' learning to enable them to rigorously judge standards or precisely plan further developments. This is recognised by school leaders as something to be addressed.
- The curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well. Christian values shared within the school and with the wider parish community underpin pupils' excellent relationships with one another. Their respect for each other's cultural heritage and the way this is celebrated are particular hallmarks of their excellent attitudes. They study their own rich local heritage and the changes it has brought to people's lives.
- Pupils learn about the origins of democracy through studies of Ancient Greek history. They practise it in their own time when electing school council members and sharing in decision-making about school affairs. Pupils learn that responsibility carries with it respect for the views and beliefs of others, loyalty and fairness. By the time pupils leave the school, they are very well prepared in the social skills and attitudes that will serve them well in modern British society.
- Leaders make good use of the allocated primary school sports funding. Opportunities for staff to work with a specialist sports teacher have improved the quality of pupils' learning in physical education. There are more sports opportunities and more challenges for pupils through, for example, the lunchtime gymnastics club, and increased inter-school competitive tournaments. Pupils' fitness and well-being also benefits from the school's links with local football and rugby clubs.
- Leaders ensure that the pupil premium funding is now increasingly well used to narrow achievement gaps between disadvantaged pupils and that of other pupils, both in the school and nationally.
- Arrangements for the safeguarding of pupils meet all government requirements and are effective so that pupils and staff feel safe in school. All are aware of their responsibilities. Staff and governors' training is up to date and policies are reviewed regularly. School leaders are watchful over pupils' attendance to ensure that it remains above average.
- **The governance of the school:**
 - Governance of the school is a strength within leadership. Governors are skilled at analysing data, including reviewing how well the school performs in comparison to others. Their wide range of experience in the workplace leaves them well placed to question and challenge school leaders. Governors have an accurate overview of teaching quality. They measure the school's academic progress accurately and challenge the school robustly over teachers' performance management, when reviewing salary awards. Financial management is efficient. Governors know the school well. They keenly support and encourage the school's Christian ethos because they know how important the school's role is within the community it serves

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils are exceptionally well mannered and courteous. Everyone is warmly welcomed, whatever their role. Pupils are keen to share their views and their excitement about what their school provides for them.
- Attendance is consistently above average. Pupils arrive punctually and ready to learn. They take care of their environment and of each other, and thoroughly enjoy one another's company.
- In lessons, pupils thrive on challenges. They work enthusiastically in teams and persevere resourcefully when working independently. Behaviour and attitudes are never less than impressive.
- Pupils behave impeccably in the dining hall and around the school. They play safely in the playground and live up to their own mission statement to show pride in their school, do their best and show respect for others.
- Pupils contribute a great deal to the everyday life of the school. The school council maintains an interest in the quality of school meals, as well as fulfilling a role in the appointments of new staff. Some pupils host parent afternoons, while others look after the school's garden and wildlife area. Older pupils take care of the younger ones and house captains help to make sure that every day school routines run smoothly.

Safety

- The school's work to keep pupils safe and secure is good.
- The pastoral care provided by staff is excellent. Pupils say that they feel very safe and cared for well. Parents fully endorse that view. Police and fire services advise pupils about aspects of keeping themselves safe.
- Pupils say, quite firmly, that there is no bullying in school or offensive name-calling. They have learned about and understand the potential dangers linked to cyber bullying, and how to deal with them.
- While pupils know most kinds of bullying and the impact it can have, discussion reveals they are not aware of the full extent of its different forms such as when they, or another, may be excluded from a group or the strategies they might need to use in order to deal with such situations. For that reason, behaviour and safety is judged to be good overall, rather than outstanding.
- The breakfast club provides valuable additional care and a safe environment for pupils at the start of the day. This provision is very much appreciated by parents.

The quality of teaching is good

- Good and sometimes outstanding teaching over time accounts for pupils' good progress and a rising trend in standards by the end of Year 6, particularly in reading and mathematics.
- Teachers and teaching assistants are an effective team. They understand pupils' varying needs and abilities well. Teaching assistants provide valuable and sensitive support, especially when working with pupils who are considered the most vulnerable. They play a strong part in lessons when helping teachers to check pupils' progress and to keep up the good pace of learning. Expectations are usually high; consequently, pupils work hard and present their work neatly.
- Pupils' learning is supported well by good use of technology. Computers are a significant resource in most lessons and pupils use them routinely for mathematics, English or research work. Staff are skilled at using technology and are good role models for pupils.
- Adults question pupils well during lessons to gauge and improve their understanding. They plan well for different abilities, building on what pupils have learned before. Pupils are increasingly involved in keeping track of their own learning. In mathematics, for example, they summarise in writing what they have learned that day and how sure they are about their progress. This prepares them well for the next steps in their learning. Feedback from teachers gives pupils clear guidance about how to improve their work.
- Reading is taught well. Pupils read aloud confidently in class because good reading and good expression is modelled for them. Pupils are questioned well about their texts so that their understanding is deepened.
- There has been a very strong focus on improving pupils' writing skills over the past two years. Improved writing resources, a whole-staff drive to improve the quality of feedback, better use of technology, more detailed planning based on pupils' first-hand experiences, and more time allocated for writing, have paid dividends. The impact of these measures is beginning to show in pupils' current work.
- Well-chosen literature that reflects pupils' cultural background, topics that are relevant to pupils' daily lives and opportunities to capitalise on the enriching curriculum, are some of starting points for pupils'

improving writing skills. There is a good range of writing to be seen across the curriculum. Nevertheless, writing, though improving currently, does not show the same level of improvement as reading and mathematics. Not all pupils are consistently challenged to the full by writing tasks, particularly the most-able pupils.

- Mathematics is taught well. Pupils acquire a good understanding of number systems and how they work. Pupils quickly carry out mental calculations. Pupils use what they know purposefully to solve problems, such as how to work out a sensible household budget in Year 6, or investigating mathematical puzzles and finding solutions in Year 5.

The achievement of pupils is good

- Most pupils entering Year 1 are generally below expected levels of ability in language and communication skills. Although making good gains in the early years, many have not had all the time needed to overcome all of their language difficulties. These are often linked to speaking English as an additional language for those pupils who have special educational needs.
- Most pupils in Years 1 and 2 build well on their earlier progress. An average proportion of the current Year 1 pupils are working at the expected standard in phonics (letters and the sounds that they make). This is a significant improvement on the previous year when the proportion reaching the expected standards was below average.
- Good teaching and learning continues in Year 2. Pupils catch up in their phonics skills and make significant gains in reading, writing and mathematics. By the end of Year 2, standards are average and have improved in recent years. More pupils than in previous years are currently working at the higher Level 3. Pupils' progress in writing is less strong than in reading and mathematics.
- School assessments and pupils' work indicate good progress in Years 3 to 6. Pupils from minority ethnic groups, including those who speak English as an additional language, often make better than expected progress in reading and mathematics, but no better than expected progress in writing. The very small minority of White British pupils make good progress in reading and the progress expected of them in writing and mathematics. Given pupils' starting points, the whole-school picture of progress is positive and clearly indicates good achievement.
- Standards of attainment at the end of Year 6 in 2014 were average. This represented good progress overall from pupils' previously lower starting points, particularly in reading and mathematics. School data and inspection evidence show a strongly improving trend in standards in reading and mathematics. Fewer pupils made good progress in writing and standards in writing were lower. Achievement in writing, as seen in pupils' current work, is also improving but at a steadier rate.
- Disabled pupils and those who have special educational needs make good progress. There are pockets of rapid progress, showing that some pupils do much better than expected. Pupils' needs are quickly assessed and everything is done to ensure that pupils have the additional help they need to make good progress. Learning plans are adapted to their specific needs. Parents are kept well informed about planning reviews and their children's progress.
- In Year 6 in 2014, the most-able pupils performed well in mathematics and spelling, punctuation and grammar. The proportions reaching the highest possible Level 6 were above the national proportions in those subjects. Data shows that although the most-able pupils made expected progress in writing, too few did better than this. Pupils are not consistently challenged to the full by their writing tasks. Pupils who attained Level 3 at Key Stage 1 made expected progress to Level 5 at Key Stage 2.
- In Year 6 in 2014, the attainment of disadvantaged pupils was two terms behind other pupils nationally in reading and mathematics and three terms behind in writing. When compared with other pupils in the school, their attainment was three terms behind in reading, four terms in writing and seven terms in mathematics. The progress of disadvantaged pupils in this year group over time was not as good as for other pupils nationally. The school works successfully to ensure equally good progress for all pupils. In the current Year 6, evidence shows that the achievement gaps are closing quickly.

The early years provision is good

- When children start in the Nursery class, their skills, knowledge and understanding are below those typically seen for their age. Many children have skills that are much lower than typically seen in language and communication. This is due to the high proportions who speak English as an additional language and who have special educational needs. A small number of children exceed typical expectations on entry to

Nursery.

- Children make good progress from their starting points. By the end of the Reception Year, more than half of the children in the current Reception class have reached a good level of development and the proportion of children exceeding this has also increased over time. Achievement in the current Reception class is good and shows continued improvement. Children are increasingly well prepared for learning in Year 1.
- Progress has accelerated because good teaching and effective leadership have strengthened the quality of activities indoors and in the outside learning areas. Activities challenge children well. They provide exiting opportunities for children to explore new things and develop their ideas and language. A good example was when a group of children, dressed in Chefs' hats, organised their café and took orders from customers. Phonics is taught well. This means that children tackle reading and writing independently and with confidence. A group of Reception children supported each other by taking turns to point to words and read them while sharing a book.
- Children who have special educational needs are identified quickly and their needs are met well. Staff are skilled and confident in the support they provide. Those whose English is at an early stage of development are supported well. They quickly gain the confidence they need to communicate effectively with others.
- Relationships with parents are strong. Parents speak highly of the early years staff. They share in their children's learning progress and have confidence that they are cared for very well. Children are safe in school. The development of their behaviour and other personal skills are managed well by early years staff. As a result, children behave well.
- Leadership and management of the early years are good. The good teamwork is effective in providing a secure learning zone where children's social, physical and academic development thrives.

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	105550
Local authority	Manchester
Inspection number	461749

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	247
Appropriate authority	The governing body
Chair	Ian Farrell
Headteacher	Elizabeth Eccles
Date of previous school inspection	18 January 2012
Telephone number	0161 224 5347
Fax number	0161 248 7663
Email address	enquiries@st-josephs.manchester.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 and 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 2015

